Report on Institutional Programs of Cultural Diversity

Volume 2

December 2017

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

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MSAR # 8751
Report on institutional programs of cultural diversity
2017

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Program Index

This Volume contains the complete texts of reports submitted to MHEC by fifteen[1] community colleges, thirteen public colleges and universities, and the Maryland Independent Colleges and Universities Association, which represents Maryland's thirteen state-aided colleges and universities.

As noted in Volume 1, there are several common types of programs that Maryland's colleges and universities use to increase diversity on their campuses. These seek to create diverse institutions by both recruiting and retaining more students, faculty, and staff from underrepresented populations and fostering an inclusive campus environment. Readers may use this index to identify programs of interest in the attached institutional reports.

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[1] Baltimore City Community College did not submit a narrative in time for publication in this report.

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Community Colleges

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY

ACADEMIC YEAR 2016-2017

Dr. Cynthia Bambara, President

Board of Trustees:
Kim Leonard, Chair
Jane Belt, Vice Chair
Joyce K. Lapp
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James R. Pyles
Barry P. Ronan

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INTRODUCTION

Allegany College of Maryland is a Middle States accredited public community college nestled in the Allegheny Mountains of Western Maryland. Its main campus is located within the city of Cumberland, but Allegany College of Maryland is a multi-campus institution of higher education, and has sites in downtown Cumberland (the Gateway Center), Bedford County in Pennsylvania, and Somerset County in Pennsylvania. ACM serves a four-state region including Maryland, Pennsylvania, West Virginia, and Virginia; our students hail from all corners of the United States, and we have a growing cadre of international students. An open enrollment college, Allegany College of Maryland admits anyone* at least sixteen years of age.

*Exception: our Safety Risk Policy permits the College to deny a person who has a history of dangerous behavior.

VISION STATEMENT

We will be the college of choice that transforms lives, strengthens communities, and makes learners the center of everything we do.

MISSION STATEMENT

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

CORE VALUES

Respect	We foster dignity and worth.
Integrity	We promote honesty and trust.
Opportunity	We provide innovative choices.
Wellness	We promote healthy lifestyles.
Quality	We improve through assessment.

PART 1

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

- ***Major goals, areas of emphasis and strategy for implementation***
- ***How progress is being evaluated. Where progress has been achieved and areas where continued improvement are needed.***

INSTITUTIONAL PLANNING

Allegany College of Maryland **Strategic Plan (2015-2020)** was revised in FY17; however,Institutional Priority Two, "Allegany College of Maryland enhances the learning and working environment by valuing, supporting, and recognizing a diverse and highly qualified faculty and staff" still includes Strategic Goal Five: to "increase cultural competency within the College community."

The College's **Educational Master Plan (2015-2018)** provides the educational roadmap for student success using five Planning Theme; diversity figures prominently in two themes: Learning and Teaching.

1. ACM assists students in their educational success in preparation for transfer, work, or life in a diverse and global society.
2. ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diversity in teaching and learning.

The institutional division of Instructional & Student Affairs implemented **Instructional and Student Affairs Annual Goals: Spring 2016 to Spring 2017 which** identified four broad "goals" for one calendar year. Given its importance in both the Strategic Plan and the Educational Master Plan, diversity was highlighted as one of the small number of divisional "goals": increase cultural competence of faculty, staff, and students. The Diversity Committee was tasked with accomplishing this goal with the Dean of Student & Legal Affairs acting as liaison between the Diversity Committee and the Educational Master Plan working group. A detailed action plan was developed in late FY16; elements of the plan are tactics, timeline, measure, resources, responsible person, justification/support data, and planning document linkage. To achieve the goal, four tactics are being implemented.

1. Define "cultural competence" for the institution using research and polling students and employees from a selection of nationally used definitions. This tactic is complete; Beginning in Spring 2016, the committee began looking for diversity resources and learning opportunities including free webinars, EAB briefings, trainings, and results of an ACM psychology class project exploring discrimination, stereotypes, and prejudice ("Making a Difference"). Any resource with applicable information has been shared with the entire committee. In Summer 2016, the Goal's assigned tasks and timeline was sent to the committee; a small subcommittee of available members met in July, and all members were asked to conduct independent research into the "gold standard" definition for "cultural competence" and best practices for benchmarking. A collection of 6 possible frameworks was submitted to the entire committee for consideration. The committee was unable to meet the rest of the summer, and the committee membership is subject to change with the new academic year.

   In Fall 2016, the committee found the "gold standard" and adopted, in its entirety, the National Center for Cultural Competence (Georgetown University): https://nccc.georgetown.edu/foundations/frameworks.html

   "Cultural competence requires that organizations:
   - have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
   - have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge and (5) adapt to diversity and the cultural contexts of the communities they serve.
   - incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

2. Assess the extent to which the College is currently culturally competent using its selected definition. This task is in progress. To evaluate where the College is now, a survey of students, faculty, and staff must be conducted. In early Spring 2017, the committee researched a variety of surveys from other institutions; members wanted to find a survey that was not too long, was user-friendly for both students and employees, and would collect useful information to identify ACM issues and to set benchmarks. By mid-spring, the committee selected University of Maryland's survey. A helpdesk ticket was submitted for the creation and distribution of the survey to employees and students. Delay in obtaining permission to use the survey meant the administration of the survey will be postponed until Fall 2017.
3. Develop reasonable and achievable benchmarks using where the College is "now" and additional research of best practices. This tactic depends upon the survey results.

4. Develop a plan to improve or reach the benchmarks via programming and educational opportunities. This tactic depends upon the survey results; the Diversity Committee will resume its work in Fall 2017.
5. Assign the Diversity Committee's Human Resources representative as a member of or consultant to each College search committee. This tactic is complete. In February 2016, the committee submitted a letter to the College Strategic Planning Team 2 proposing that "permanent linkage be established between the committee's human resources representative and all staff and faculty hires at the college from this point forward." Since then, the committee's human resources representative has taken an active role *either* serving on *or* serving as an advisor to search committees to provide appropriate guidance and expertise related to diversity in advertising and selecting inclusive candidates. Additional efforts by Human Resources are documented in Section below.

DIVERSITY COMMITTEE

The Diversity Committee is a Special Standing Committee for the College, beginning in the 2015-2016 academic year. The objectives for this committee are:

- Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
- Assist in the development and support the college's annual reports relating to diversity.
- Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
- The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin an sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

Due to significant scheduling and member workload challenges, the Committee was only able to meet **three** times; however, it noted the following accomplishments:

- ✓ New members joined while others stepped down
- ✓ Liaison provided history/background materials to the new members before the first meeting
- ✓ Selected co-chairs
- ✓ Attempted to recruit student representatives (unsuccessful)
- ✓ Focused on its new strategic planning charge to increase cultural competence of faculty, staff, and students.

OFFICE OF STUDENT & LEGAL AFFAIRS

Non-Discrimination poster: A new poster dedicated to principles of non-discrimination was created this year for display on campus bulletin boards.

Non-Discrimination Statement: Written in collaboration with Human Resources and approved by the Board of Trustees in Summer 2016, the College's new non-discrimination statement is fully compliant with state and federal law and has been incorporated in its entirety with institutional publications and processes – including Title IX policy/procedures.

Allegany College of Maryland does not discriminate against any individual for reasons of race, ethnicity, color, sex, religion or creed, sexual orientation, gender identity or expression, national origin, age, genetic information, familial status, disability or veteran status in the admission and treatment of students, educational programs and activities, scholarship and loan programs, or to terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Allegany College of Maryland

complies with applicable state and federal laws and regulations prohibiting discrimination and Maryland prohibits retaliation in any form against any person who reports discrimination or who participates in an investigation.

Title IX: The Dean of Student & Legal Affairs is also the College's Title IX Coordinator and is thus charged with remaining current on legal/regulatory developments related to gender discrimination and properly addressing reports of sexual misconduct and sex discrimination regardless of gender, sexual orientation, or sexual identity.

Discrimination: The Dean of Student & Legal Affairs is charged with remaining current on legal/regulatory developments related to other forms of discrimination and properly addressing reports of discrimination among students, faculty, or staff.

EVALUATION OF PROGRESS

Allegany College of Maryland has continued a comprehensive review if its assessment and planning throughout FY17; this review included all areas of the College. As noted above in Institutional Planning, the College is dedicated to evaluating progress – particularly regarding the divisional goal to increase cultural competence of faculty, staff, and students. Additionally, the College has created multiple layers of input and review of institutional assessment including new committees, internal processes (including budgetary), dedicated employee responsibilities, and even new positions charged with shouldering much of the assessment and planning work.

PART 2

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

- ***Detail initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Both campus-wide and program specific***

DEMOGRAPHIC DATA / STUDENT RECRUITMENT AND RETENTION

The charts below highlight the race/ethnicity in our local community (2015) and among our student body (5 years). As you can see, Allegany College of Maryland has grown in its representation of minorities in the student body and continues to exceed the local population minority population percentage.

Race/Ethnicity	Allegany County	
Total Population	73549	
White	65160	88.59%
2 or more races	1488	2.02%
Hispanic	1184	1.61%
Black or African American	5898	8.02%
American Indian/Alaska Native	114	0.15%
Asian	636	0.86%
Native Hawaiian/Other Pacific Islander	45	0.06%
Non-white	8389	11.41%
Source: 2015 Census Population Estimates (ACS)		

Student racial/ethnic distribution	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
a. Hispanic/Latino	1.30%	0.70%	0.20%	1.40%	1.50%	1.50%	1.9%
b. Black/African American only	7.70%	9.00%	10.40%	10.30%	10.60%	11.40%	10.9%
c. American Indian or Alaskan native only	0.10%	0.00%	0.20%	0.20%	0.10%	0.00%	0.2%
d. Native Hawaiian or other Pacific Islander only	0.10%	0.10%	0.10%	0.10%	0.10%	0.00%	0.0%
e. Asian only	0.40%	0.40%	0.40%	0.40%	0.30%	0.00%	0.4%
f. White only	87.40%	87.10%	84.30%	83.70%	83.00%	84.20%	82.4%
g. Multiple races	0.80%	0.30%	1.00%	1.30%	1.50%	0.40%	2.1%
h. Foreign/Non-resident alien	0.90%	0.90%	1.00%	1.10%	1.30%	1.10%	1.2%
i. Unknown/Unreported	1.30%	1.50%	1.20%	1.70%	1.80%	1.40%	0.9%
% Minority	11.30%	11.40%	13.30%	14.80%	15.30%	15.80%	17.6%
Source: Allegany College of Maryland Performance Accountability Report							

Thirty-nine F1 students registered at Allegany College of Maryland in Fall 2016r; their nations of origin are Australia, Brazil, Republic of Cameroon, Canada, China, Democratic Republic of Congo, Cote D'Ivoire, Egypt, El Salvador, Federal Democratic Republic of Ethiopia, Germany, Republic of Ghana, Guinea, Co-operative Republic of Guyana, Haiti, India, Republic of Liberia, Nepal, Federal Republic of Nigeria, Republic of the Philippines, Republic of Poland, Russia, Republic of Sierra Leone, and Ukraine

STAFF AND FACULTY RECRUITMENT AND RETENTION

Human Resources' current efforts to recruit and retain traditionally underrepresented groups include the notice of nondiscrimination and the fact that we are an EEOC employer. HR sends job postings to the Chronicle of Higher Education for faculty positions to help attract all potential candidates that read that publication. We've looked into expanding this advertising to other more minority focused publications; however, funding is extremely limited.

According to the most recent data available (Fall 2016), 1.9% of ACM full-time faculty were minority (non-white). 0.9% of full-time administrative/professional staff were minority (non-white). ACM's minority population among employees was 4% of full time faculty and 1.6% of professional/administrative staff. The President and Director of Institutional Effectiveness, Research, and Planning conducted the annual internal employee satisfaction survey in Fall 2016 as well as the Chronicle of Higher Education's survey in the hopes of achieving that publication's designation as a Great College to Work For to enhance recruitment and retention. The results are encouraging and show steady progress at the institution.

	Diversity	Strongly Agree/Agree	Strongly Disagree/Agree	# Responses
	The College demonstrates commitment to valuing diversity.	79.3 83.1 80 80.3 82.4	12.6 10.6 12.6 14.7 11.1	246 225 190 188 216

	ACM fosters cultural competency in its employees. (added 2015)	68.2 67.3	20.5 19.8	173 217

Employee Survey—Composite Results for 2012 (in black); 2013 (in red); 2014 (in blue); 2015 (in green); 2016 (in purple)

Total number of employee responding—2012=259; 2013=236; 2014=201; 2015=213; 2016=235 (some indicated unable to respond)

For both retention and teaching excellence, faculty is updating and expanding its peer mentor program which will become mandatory for new faculty. Additionally, all faculty who teach online or blended classes are required to complete a new self-paced online course, *Accessibility and Your Online Course*, as well as comply with a new eCourse policy for quality assurance including accessibility standards.

For all position types (faculty and staff), the College endeavors to make minority employees feel included and valued.

Search Committee Experts

Chris Everett, HR Generalist

HR has started to put together a team of search committee experts. This is a practice that has been implemented at several other community colleges in Maryland and across the country. HR saw this as a great opportunity to improve our recruiting practices. This time of the year is the busiest recruiting period, so HR opted to begin this process quickly to ensure that the training could be delivered to as many people as possible. . . HR reached out to a group of several people from all areas on campus to be a part of this group. The intent to receive or have already received specialized training on how recognize common recruiting biases, avoid inappropriate topics, how to read congruency between candidates words / expressions / body language, and how to point these factors out to other people on their search committees that they would be assigned to. ..[F]om now on, each search committee will be required to have one of these individuals who have been trained in the subject on the committee… These changes are being done to enhance this aspect of our institution to help ensure that we hire the best candidates possible for open positions, while also assuring that we maintain non-discriminatory hiring practices.

PART 3

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

CURRICULAR INITIATIVES THAT PROMOTE CULTURAL DIVERSITY IN THE CLASSROOM

Rural & Urban Dialog

Diane S. McMahon, PhD
Associate Professor, Sociology
Service Learning and Civic Engagement Center, Faculty Director

In the Spring 2017 semester, Allegany College of Maryland (ACM) and Frostburg Sate University (FSU) worked together on planning and participating within a “Rural vs. Urban Values” dialogue that was held at the Frostburg Community Center on April 19 from 6 to 8 pm. Students from ACM’s Introduction to Peace and Conflict Studies class met with FSU Communication Studies students and with local community residents, to talk about how we each define the words “rural” and “urban” and what these values mean to us. This dialogue developed from an earlier meeting addressing how students from different cultures and backgrounds perceive each other. At both ACM and FSU there is a diverse set of students, some that come from large inner-city settings, and others that are from small rural towns that surround our campuses. We also had two community leaders join us from “Leaders of a Beautiful

Struggle," a think tank located in Baltimore City, which focuses on changing the discourse around local and regional politics by injecting community voices into political conversations through policy research, advocacy, and community organizing from a grassroots perspective. These leaders moved our conversation about values and perceptions to a deeper level to consider the more systemic challenges that create divisions among diverse sets of people and how we might work to overcome them. Photos from the event can be found here: https://frostburg-my.sharepoint.com/personal/cfschelle_frostburg_edu/Documents/Forms/All.aspx?RootFolder=%2Fpersonal%2Fcfschelle%5Ffrostburg%5Fedu%2FDocuments%2FLeaders%20of%20a%20Beautiful%20Struggle%20Photos&FolderCTID=0x012000A9B27CACD24B9741875B1D8A1289F723

Academic Disability Resources
June Bracken, PhD

A best practices webinar was purchased and offered to all faculty and staff by the Office of Academic Disability Resources. This webinar, Student Responsbility . . What are the New Rules of Engagement? provided a professional development opportunity to learn about enforcement agency rulings and how higher education should manage interactions with students with disabilities. Topics included documentation standards, essential program requirements, questionable accommodation requests, and behavioral issues.

Poverty Simulation
Human Services Second Year Students' Capstone Project

For their capstone project, these students partnered with a local group, Bridges to Opportunity, that is addressing poverty in our local community and hosted a Poverty Simulation. 69 faculty, students, and staff participated in the event which was designed to increase awareness of faculty and staff about the barriers to success and the challenges faced by students in poverty. Based on survey results, 91% of participants reported greatly or moderately increased awar4eness of challenges faced by students in poverty, and 41% reported want to be involved in action steps to address the barriers. The class made several recommendations to the College's leadership including assessing policies/practices that create barriers, continuing conversations about and implementing solutions for under-resourced students, holding regular professional development opportunities.

Continuing Education and Workforce Development

ACM's CE Health & Human Services conducted several diversity trainings during FY 17 for Human Service Professionals:

- Understanding Cultural Competency and its importance in Appalachia
  -Cultural appreciation and respect to support health and social services, training to build awareness, knowledge and skills when working with communities in rural areas.
- DDA (Developmental Disabilities Association) training
  -Help to support families through a community of practice. Educating families on types of discovery/navigation, good/services. Guiding principles of right to live, work, play and pursue aspirations
- How to Thoroughly Conduct the Initial Interview with an Elderly client
  -Helping to educate those working with seniors on how to conduct interviews with the elderly. Identify follow-up services for elderly. Assess mental health history and identify needs for mental health support.
- ADA- Americans with Disabilities Act
  - How it Relates to Child Care

Personal enrichment classes were taught in the following languages: French, German, Spanish, Hebrew, and Sign. Religious diversity was highlighted in 2 courses. The first, "Revelation: Surely I am Coming Soon" explored the central themes, symbolism, and the key highlights of the Book of Revelation. In the second course, two community members enlightened others with a presentation about the Cuban people, the effects of the Embargo and the re-emergence of the churches there following a trip to Cuba made possible through a People To People license, led by the organization Witness For Peace i

ACM CE again partnered with World Artists Experiences (WAE) and the international division of Maryland's Office of the Secretary of State to host the 9th **annual "Bridges to the World" International Film Festival**. This free event featured five award-winning films from Korea, Columbia, Hungary, Mexico, and Egypt followed by post-screening discussions.

Finally, Allegany College of Maryland Center for Continuing Education continues to offer Adult Basic Education.

EMPLOYEE TRAININGS

All new, full time Faculty, and all Professional and Associate Support Staff are required to complete harassment training which includes sexual harassment. Additionally, every new ACM employee is required to receive Title IX training during his/her first year of employment.

CCSSE

Results from the Spring 2016 Administration of the Community College Survey of Student Engagement included valuable information related to student perspectives of institutional diversity.

- On a 1(never) to 4 (very often) Likert Scale, students scored the college at **2.33** on the question "Had serious conversations with students of a different race/ethnicity other than your own" . This score is the highest score for ACM in the most recent 4 CCSSE, .06 below all small colleges, and .13 below all colleges.
- On a 1(never) to 4 (very often) Likert Scale, students scored the college at **2.3** on the question "Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values". This score is the highest score for ACM in the most recent 4 CCSSE, .02 below all small colleges, and .03 below all colleges.
- On a 1(very little) to 4 (very much) Likert Scale, students scored the college at **2.66** on the question "[The College emphasizes] encouraging contact among students from different economic, social, and racial or ethnic backgrounds". This score is the highest score for ACM in the most recent 4 CCSSE, .03 above all small colleges, and .03 above all colleges.
- On a 1(very little) to 4 (very much) Likert Scale, students scored the college at **2.63** on the question "[Extent the College contributed to knowledge of] understanding people of other racial and ethnic backgrounds". This score is the highest score for ACM in the most recent 4 CCSSE, .13 above all small colleges, and .11 above all colleges.

CO-CURRICULAR PROGRAMMING FOR STUDENTS

STUDENT CLUBS/ACTIVITIES

Allegany College of Maryland, through its Student Government Association, recognized 30 Student Clubs in FY 17. Active clubs that promote diversity include the Choir, Culture Club, NAACP Student Club, Nurse's Christian Fellowship Club, Peace Studies Club, Veteran Support Club, Volunteer Club, and 19 academic-related clubs and honor societies.

The Director of Student Life and members of the Student Government Association (SGA) utilize local, state and national presenters/agencies to provide programs to the College community. The Director of Student Life and a small group of students from SGA again attended the National Association of Campus Activities conferences in the Fall semester to select various speakers, novelty events, and performers to bring to campus. In FY17, the following programs were presented and were open to all students, faculty, staff, and community members.

- **Presidential & Vice Presidential Debate Watches -** Hosted by SGA & The Democracy Commitment Committee, we held viewing parties to watch the debates and held discussions following.
- **Veterans Day Events -** Honor and Recognition Ceremony was held and stars with veterans' names hung in College Center windows (sponsored by Student Government Association). A program about the US Flag was also held to recognize Veterans Day.
- **World AIDS Day –** Held in conjunction with the Nurse Managed Wellness Center and the local Health Department, we offered educational materials and free AIDS/STI testing.
- **Dr. Martin Luther King Jr. Celebration –** During the day, a passive program included the showing of several videos relating to Dr. King as well as a visual timeline display of his life and important events in history. In the evening, an event was hosted by Allegany College of Maryland, the NAACP Student Club, and the Allegany County NAACP Branch 7007 that included singers, musicians, and a presentation by Allegany County NAACP Branch President, Mrs. Carmen Jackson, sharing personal remembrances of Dr. King.
- **Women and Politics** – Maryland NOW in partnership with ACM's Office of Services Learning and Civic Engagement, the Human Service Club, and Student Government Association presented a women's history celebration and networking event which also featured a performance by Kate Campbell Stevenson.
- **Women of Character, Courage and Commitment –** Kate Campbell Stevenson, performed a historical portrayal of Alice Paul and Eleanor Roosevelt during this event, which also honored local women leaders from the community. Information about women's organizations and issues was also available.
- **The 5th annual Save the World Fair** highlighted how our students are involved through their curriculum to make a difference in the community.
- The annual **Focus on Women Awards** were once again incorporated into the all-college **Student Award Ceremony** where numerous other programs and achievements by deserving students are recognized (eg., Service to Children Award (Education), Outstanding Female and Male Student-Athlete Awards). Two women were chosen and recognized this year. Faculty and staff were asked to nominate transgender students for the gender with which they identify.
- The **Focus on Men Award** was again presented this year, which mirrored the Focus on Women Award. One man was chosen and recognized this year. Faculty and staff were asked to nominate transgender students for the gender with which they identify.
- For the sixth year, Allegany College of Maryland continues to sponsor a local **AA** group which uses classroom space at no charge.

THE DEMOCRACY COMMITMENT COMMITTEE

The Democracy Commitment is a national initiative for the development of civic learning and democratic engagement among America's community college students. The Democracy Commitment at Allegany College of Maryland began in the spring of 2011 and has been extremely active – including addressing diversity issues and offering programming – in recent years, however, due to work demands and scheduling issues, the committee did not offer programming in FY17.

PART 4

Other initiatives that are central to the cultural diversity plan that are not captured in Sections 2 and 3.

CENTER FOR DIVERSITY & STUDENT ENGAGEMENT / STUDENT LIFE

Another ongoing feature of Allegany College of Maryland's diversity commitment is the existence and easy availability of the **Center for Diversity and Student Engagement**, located between the Student Life Office and the Residence Life Office. This space is dedicated to use by students, faculty, and staff for a wide variety of purposes including group meetings, outreach, education/event planning, and more. **All** students are urged to (1) use the Center for diversity-oriented activities, (2) befriend students who are different from you, (3) attend Center-sponsored events and (4) volunteer to help with Center programming. The Diversity Center is operated under the leadership of the **Director of Student Life**, who also collaborates closely with the following essential groups: Residence Life, Democracy Commitment, and several student clubs (eg., NAACP, Peace Studies Club, and P.R.I.D.E.) who are dedicated to promoting diversity themed events and programs to students, faculty, and staff. A complete list of events and programs is provided in Part 3 below.

RESIDENCE LIFE

Allegany College of Maryland offers on-campus apartments for 236 full time credit students of all socio-economic classes (largely low income and first-generation college students), races/ethnicities (50+% black/African-American, several international students, and several for whom English is not their primary language), geographic roots (mix of students from Maryland's metropolitan region and rural, multi-state locations), and college-preparedness (a significant number of residents take at least one developmental course and numerous residents are enrolled in highly competitive/demanding allied health programs). Age is one of the least [obviously] diverse demographic, with a super-majority of residents being aged 18-21 and several residents in their mid-twenties. For legal reasons, Willowbrook Woods does not admit minors unless certain exception criteria are met. In order to be as inclusive as possible, Residence Life Staff asks these two questions on the Roommate Matching Form:

1. Gender Identity choices expanded from Male/Female to offer these: Male, Female, Trans or Transgender, Another Identity
2. Gender based room assignment choices expanded from Male/Female to offer these: Male, Female, Gender Neutral

The application packet includes two pages of questions and short essays; since Residence Life values a highly diverse living/learning community, the questions are designed to both inform prospective students about the community and to identify any particular preparation/education needs of the new residents. Applicants are asked to share their thoughts about building community, getting to know people who are different from themselves, being friends with someone from a rival town or school, and whether there is any any group or type of person with whom s/he is unable/unwilling to be friends?

To ensure absolute fairness in the selection of residents, demographic data (except for age and gender) is not collected on the applications, and roommate assignments (4 students per apartment) are made based solely upon information from the Roommate Matching Form which includes program/major and elicits particulars of compatibility such as interests, socializing tendencies, study habits, noise, cleanliness, and smoking (ie., the issues which are the most frequent sources of roommate conflict). Any applicant who demonstrates an unwillingness to cohabit with someone from a different race, religion, culture, or other demographic for which discrimination is not permitted is referred to off-campus housing.

FINANCIAL AID

The Student Financial Aid Office of Allegany College of Maryland offers free financial aid counseling services to all persons who request such help. All students attending the College are awarded all of the

student financial aid for which they eligible. Students have the right to cancel/decline some or all of any student financial aid award. ACM's Student Financial Aid Office does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, veteran status, or citizenship status (except in those circumstances permitted or mandated by Federal Law) when awarding or disbursing student financial assistance.

HOMELESS RESOURCE DAY

Allegany College of Maryland provided space for Homeless Resource Day sponsored by the Allegany County Department of Social Services in early September 2016. Local agencies and vendors participate and provide a wealth of direct services to community members who have been identified as homeless and invited to the event. Services include: Flu shots, Tetanus Shots, HIV Testing, Legal Services, Adult Education information and intake, ACHD Behavioral Health Intakes, Addictions Intakes, Housing intakes by agencies including HRDC and the YMCA, Job Services, Veterans Services, Clothing Closet, Free Birth Certificates (if born in MD), Free Photo ID if they can get their Birth Certificate, Information on STD, Breast, and Cervical Cancer, and Colo-rectal screening, Assistance with Health coverage, Allegany Health Right (Vision and Dental), and transportation information. The event includes pick up points all over the county to make sure the guests can attend, and the event usually serve between 80 and 100 people.

TRANSITION PROGRAM

The **TRANSITION PROGRAM** of ACM's Continuing Education partnership with ACPS provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age appropriate community settings. CE continued to provide facilities for a "home base" for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs.

PART 5

Process for the reporting of hate-based crimes consistent with federal requirements.

Allegany College of Maryland collects data annually from the following reporting sources:

- Campus Security / Public Saftey
- Cumberland City Police
- Pennsylvania State Police (Bedford County)
- Pennsylvania State Police (Somerset County)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Beford campus)
- Student Services Director (Somerset campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/ destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. Crimes also note the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). This data is compiled and submitted electronically to the U.S. Department of Education by October each year.

ANNE ARUNDEL COMMUNITY COLLEGE

Cultural Diversity Report
Maryland Higher Education Commission

September 1, 2017

Section 1: Summary of Plan to Improve Cultural Diversity

Guiding Statements

Anne Arundel Community College is committed to supporting and sustaining a diverse and inclusive educational environment. Diversity is not merely a goal but a value that is embedded throughout the institution in multiple areas including but not limited to: learning, teaching, student development, institutional functioning, and engagement in partnerships with the local and global community.

Anne Arundel Community College Mission Statement

With learning as its central mission, Anne Arundel Community College (AACC) responds to the needs of our diverse community by offering high quality, affordable, accessible and innovative lifelong learning opportunities.

Anne Arundel Community College Vision Statement

Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Anne Arundel Community College Philosophy

Anne Arundel Community College strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally and economically satisfying relationship with society.

Anne Arundel Community College Nondiscrimination Statement

Anne Arundel Community College is an equal opportunity, affirmative action, Title IX, ADA Title 504 compliant institution. AACC is committed to creating a diverse and inclusive environment for faculty, staff, students and the surrounding community.

Major Goals, Areas of Emphasis & Strategy for Implementation

Engagement Matters: Pathways to Completion

The Board of Trustees approved AACC's new strategic plan, *Engagement Matters: Pathways to Completion (FY 2017-2020)* on June 14, 2016. Permeating every goal of the new strategic plan is a commitment to equity, which is vital because AACC serves an increasingly diverse student population. To help guide our work, the college has adapted Achieving the Dream's statement on equity: "*Equity is grounded in the principle of fairness. Equity refers to ensuring that each student receives what they need to be successful through the intentional design of the college*

experience."[1] Equity is not the same as equality. Equity does not treat everyone the same. Equity delivers individualized resources to individualized need. And it does so as a result of designing inescapable experiences for students.

The purpose of *Engagement Matters* is to increase completion by transforming the culture of the institution to ensure equity and that the college remains student ready and committed to academic excellence. There are three goals that reflect the student journey and those, in turn, have specific objectives, all of which are measureable through key performance indicators (KPIs):

> **Goal 1: Engagement & Entry** – Increase connection and enrollment of all students through a college-wide emphasis on equity, student success and academic excellence.
>
> **Goal 2: Progress –** Increase progress of all students through a college-wide emphasis on equity, student success, and academic excellence.
>
> **Goal 3: Completion** – Increase completion of all students through a college-wide emphasis on equity, student success and academic excellence.

The strategic plan is strongly rooted in national research and best practices[2] and reflects the student journey through the key milestones of engagement, entry, progress and completion. This guided pathways approach aims to provide better structure through intentional programming and interventions that will help all students through each milestone. We are pursuing this plan while adhering to our mission's central tenet of committing to academic excellence. That is the fundamental foundation upon which our work and continued reputation as a college of distinction is built.

Faculty expertise and the classroom experience are paramount to understanding and successfully addressing equity gaps. As a result, several Engagement Matters teams focused specifically on improving teaching and learning at the course level, including gatekeeper and developmental courses. Further enhanced by grant funding from the Association of American Colleges and Universities' (AAC&U) *Committing to Equity and Inclusive Excellence: Campus Based-Strategies for Success* project, AACC piloted Equity Resource Teams (ERTs). These teams have proven fundamental to building a completion and equity agenda, while affirming that academic quality and rigor will remain high. The first ERTs, comprised of faculty and instructional staff, were formed in summer 2016 and developed best practices for culturally responsive teaching in highly-enrolled courses in Biology, Business, Chemistry, Math and Psychology. In fall 2017, new ERTs will be formed in additional disciplines.

[1]Achieving the Dream. Retrieved from http://achievingthedream.org/focus-areas/equity.
[2] *Adapted from Completion by Design, an initiative of the Bill & Melinda Gates Foundation. http://completionbydesign.org.*

Evaluation

Engagement Matters is the catalyst for embracing a cyclical, ongoing process that uses data to inform decisions regarding overall direction and college performance. The 14 KPIs are designed to provide dashboards on rates of progression and completion for large groups of students. The data for each of the KPIs will be disaggregated for equity. By focusing the entire college on the KPIs, the emphasis is to make systemic changes involving multiple, coordinated reforms in policy and practice, aimed at benefitting large numbers of students, rather than focusing energies on smaller-scale interventions that have little chance of moving the needle on student completion.

Regular monitoring of the KPIs allows for better analysis in real-time as to whether the completion goals will be met and to identify areas where improvements or adjustments are needed. Frequent and facilitated sessions provide the structured time for reflection, review of progress, and an evidence-based process for communicating the need for change or mid-course corrections. Equity-focused dashboards have been created that allow users to access achievement gaps college-wide, by programs or by courses. The intent is that data will be widely and easily accessible making the focus on achievement gaps inescapable for the college community.

Major Accomplishments

During the 2017 Fiscal Year some of the major accomplishments at AACC included the following:

- Received the Higher Education Excellence in Diversity (HEED) Award for the second year in a row.
- Launched new strategic plan, *Engagement Matters*, with equity and inclusive excellence as central tenets.
- 20 teams comprised of over 250 faculty and staff volunteered to transform the culture of AACC to ensure equity, increase engagement of students in their academic success, provide timely supports and promote academic excellence. The result of these year-long planning efforts was hundreds of comprehensive recommendations that will be implemented over the next two years to completely transform the student experience.
- One of the project teams for *Engagement Matters* focused on equity, diversity and inclusion efforts through each of the core efforts of the college. This cross-divisional team provided a comprehensive report and recommendations that will provide a foundation for expanding upon current programs, creating new programs and developing new partnerships that will further propel AACC in terms of inclusive excellence on campus.
- Successfully piloted Equity Resource Teams comprised of faculty to improve teaching and learning, with the ultimate goal of eradicating equity gaps at the course level.
- Increased support services for underrepresented students.

- Enhanced and conducted trainings and workshops on diversity and inclusion.
- Implemented new equity-focused dashboards that are widely and easily accessible to increase awareness of achievement gaps.
- In April 2017, Week of Social Justice was held that included a Meeting of the Minds Panel and Bystander Intervention Training.
- In May 2017, the two-day Diversity Institute focused on the Power of Story.

Section 2: Description of Efforts to Increase the Numerical Representation of Traditionally Underrepresented Groups

Students

Similar to other community colleges in the state, AACC has experienced declines in enrollment. However, the college remains committed to increasing the number of students from minority backgrounds. From fall 2011 to fall 2016, the percentage of credit minority students has increased from 31.5% to 35.6% (Table 3). As the college is implementing strategies from its strategic plan and best practices from its participation in AAC&U and Achieving the Dream partnerships, AACC seeks to recruit and retain more underrepresented students over the next several years.

Table 1: Race/Ethnicity of Credit Students (Fall 2011 – Fall 2016)

Race/Ethnicity of Credit Students Fall 2011 - Fall 2016														
	2011		2012		2013		2014		2015		2016		% Change	5-Year
	#	%	#	%	#	%	#	%	#	%	#	%	2015-16	% Change
White	10,929	60.9%	10,904	61.8%	10,126	61.5%	9,342	61.2%	8,821	60.1%	8,233	59.2%	-6.7%	-24.7%
Black/African American	3,238	18.0%	3,144	17.8%	2,800	17.0%	2,555	16.7%	2,472	16.8%	2,379	17.1%	-3.8%	-26.5%
Hispanic/Latino	792	4.4%	870	4.9%	963	5.8%	916	6.0%	972	6.6%	962	6.9%	-1.0%	21.5%
Asian	607	3.4%	644	3.6%	601	3.7%	583	3.8%	558	3.8%	545	3.9%	-2.3%	-10.2%
American Indian/Alaska Native	95	0.5%	90	0.5%	82	0.5%	84	0.5%	60	0.4%	55	0.4%	-8.3%	-42.1%
Native Hawaiian/Pacific Islander	39	0.2%	51	0.3%	45	0.3%	42	0.3%	42	0.3%	36	0.3%	-14.3%	-7.7%
Multi-Race	265	1.5%	340	1.9%	469	2.8%	480	3.1%	541	3.7%	576	4.1%	6.5%	117.4%
Unreported	1,821	10.1%	1,461	8.3%	1,232	7.5%	1,133	7.4%	1,072	7.3%	925	6.7%	-13.7%	-49.2%
Non US Citizen	171	1.0%	146	0.8%	145	0.9%	139	0.9%	151	1.0%	193	1.4%	27.8%	12.9%

Anne Arundel Community College, Fall 2016 Credit Enrollment Facts and Trends PRIA

Excludes Non US Citizens

Table 2: Number of Credit Students by Race/Ethnicity (Fall 2011 – Fall 2016)

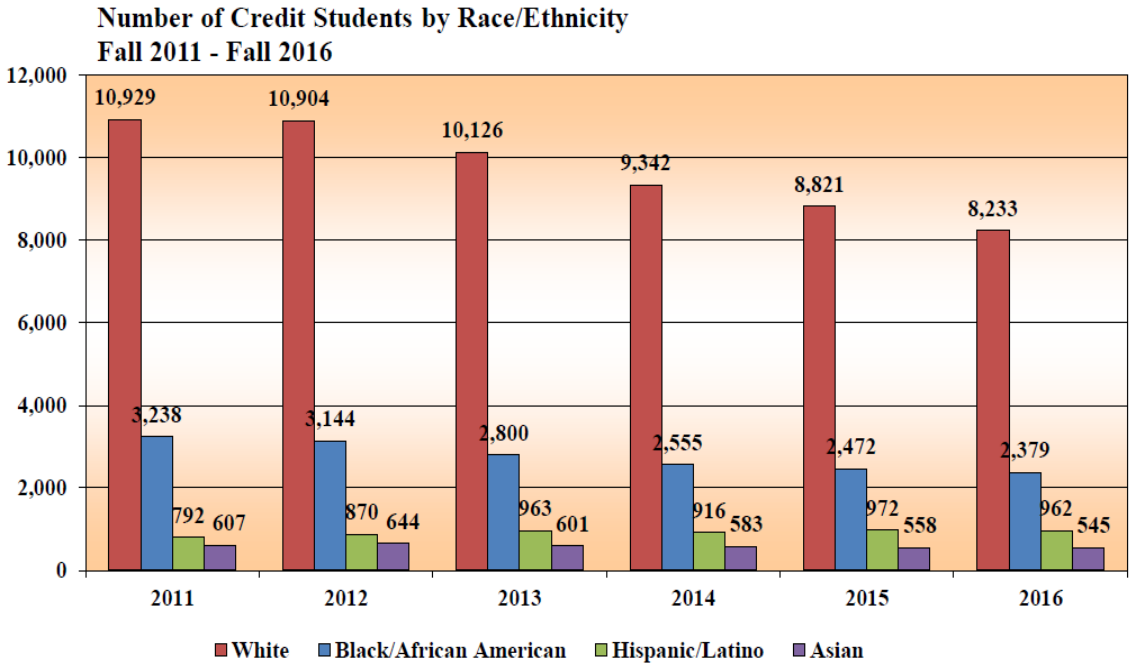
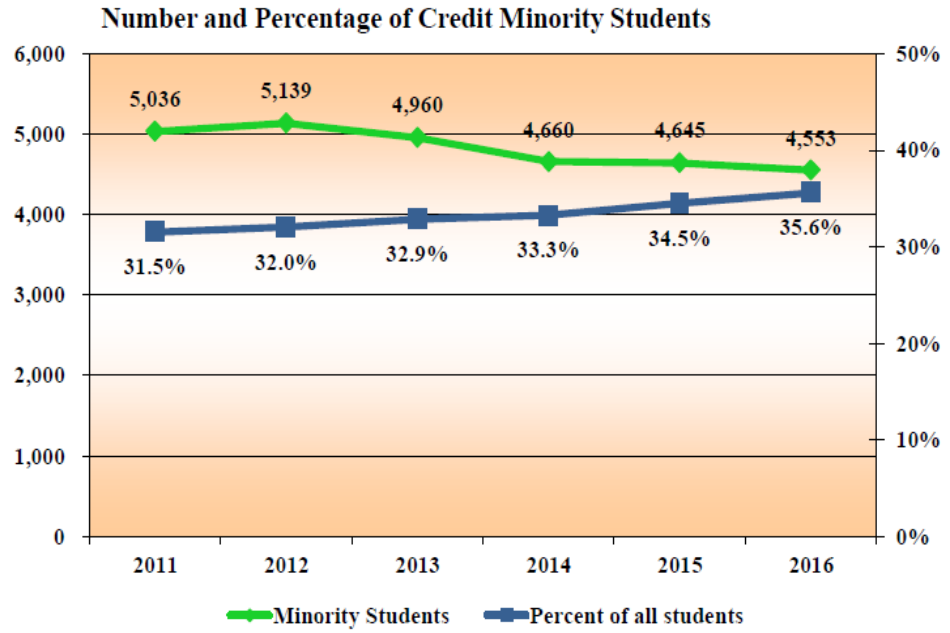


Table 3: Number and Percentage of Credit Minority Students



AACC has many programs that help support the diverse population of students that it serves. Students who complete an associate degree are required to take a diversity-designated course or fulfill a diversity sequence. The Office of Student Engagement provides extracurricular and co-curricular programming to raise awareness around diversity-related issues and to create a culture of respect and appreciation. In addition, there are also many student clubs and organizations that provide support and community for historically disadvantaged groups.

The Student Achievement and Success Program (SASP), AACC's support and retention program designed to increase the academic success, retention, graduation and transfer of students who traditionally may have more barriers and challenges to overcome in realizing their goals, continues to serve over 1,000 students each year. Services provided include walk-in tutoring, life skills and study strategy workshops, cultural activities, college visits, informal interactions with faculty and staff, academic monitoring and incentive scholarships. SASP's collaboration and outreach has extended beyond currently enrolled students to include work with first generation high school students at Anne Arundel County Public Schools Meade and North County High Schools. AACC transition advisors and high school counselors identified 100 students to participate in a pilot. The students have been provided earlier college intervention strategies that included focus groups, financial aid completion sessions, and a campus visit to AACC that provided interactions with currently enrolled students and faculty who spoke about the college experience.

The Summer Transition Programs, the Summer Bridge, Adelante (for recent Hispanic high school students), and First Year Experience, have been extremely successful the past five years with anywhere from 88-100% of participants registering for courses the subsequent fall and 94% retention from fall to spring (the past two years).

The Military and Veterans Resource Center provides support to military, veterans and their dependents to achieve their academic, professional and personal achievement goals. The center also provides transition workshops, a safe and therapeutic environment to study, and veteran to veteran interactions.

AACC's Disability Support Services provides a wide range of accommodations, such as note takers, readers and/or scribes, testing accommodations, books in alternative format, sign language interpreters and amplification systems, to ensure that students have access to educational opportunities.

Administrative Staff and Faculty

As a critical component for attracting a diverse applicant pool for faculty and staff positions, the office of Human Resources (HR) actively develops outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations. In addition, the HR staff attends job fairs at various locations to increase the recruitment pool diversity related to race, disability and veteran status.

The office of Human Resources continues to expand the college's focus on policies and practices that support diversity. Job announcements for new positions underscore the value that diversity brings to the college. This is accomplished by training interview panels to assure sensitivity of members. In addition, the office continually updates the recruitment manual to ensure protocols that will advance the college in meeting its diversity goals.

This past year, HR implemented Hire Touch, an improved applicant tracking software system that allows for better reporting of applicant pool sourcing. In addition, HR provides mandatory sexual assault awareness, sexual harassment and diversity training online for all employees. New face-to-face training opportunities are offered to promote a more diverse, equitable and inclusive community. Further, HR worked collaboratively with the President, Vice Presidents, and the Chief Diversity Officer to identify and develop a number of new initiatives to promote diversity and equal opportunity in the search and hiring process, such as ensuring diverse search committees and diverse applicant pools.

In fall 2016, AACC launched LEARN AACC, a yearlong professional development program for a cohort of faculty, many of whom are also participating on the ERT, that incorporates the OnCourse® Program, and weekly and online activities emphasizing equity, student success, and academic excellence with the cohort working collectively together to move the needle on retention and completion. Focusing on teaching excellence by implementing college-wide professional development opportunities is also an objective in the college's strategic plan.

Further, the college ensures that cultural competency is part of the curriculum. The Curriculum Transformation Project (CTP) helps faculty members incorporate issues of diversity into their courses, provide resources to aid in student learning about diversity issues, and supports the college's commitment to diversity. CTP provides professional development opportunities including: the annual Diversity Institute; faculty study groups that foster discussion of pedagogical issues and strategies in a small-group format; teaching resources for faculty; and oral history archives for recording the experiences of the AACC community in ways that can be used in the classroom to increase knowledge and inspire discussion and inspire campus events that highlight and celebrate different cultures.

Examples of CTP projects include: Rainbow Network Training, a workshop designed to make faculty/staff familiar with the experiences of the LGBTQ community and provide resources for helping LGBTQ students be successful; and a Diversity Study group that allows faculty and staff to discuss common problems encountered when teaching diversity. Some examples of the themes of previous Diversity Institutes include: veterans, African-American and Latino male students, Islamaphobia, and learning disabilities. CTP has also created multimedia initiatives including the "It Gets Better at AACC" Video Project, short testimonial videos by LGBTQ students, faculty, and staff and their allies, and the Muslim Oral History Project, a collection of oral histories from Muslim students, faculty, staff, and community members. Lastly, CTP sponsors campus events designed to make AACC a welcoming place and to increase knowledge around historically-oppressed groups. For example, CTP sponsors AACC's annual Coming-Out Week, which includes professional development and extracurricular activities for students.

Table 4: Total Workforce by Gender (2012 – 2016)

TOTAL WORKFORCE BY GENDER (2012-2016)										
	2012		2013		2014		2015		2016	
	#	%	#	%	#	%	#	%	#	%
Male	776	37%	774	38%	717	37%	716	37%	704	36%
Female	1,343	63%	1,282	62%	1,228	63%	1,223	63%	1,234	64%
Total	**2,119**	**100%**	**2,056**	**100%**	**1,945**	**100%**	**1,939**	**100%**	**1,938**	**100%**

Table 5: Total Workforce by Race/Ethnicity (2012 – 2016)

TOTAL WORKFORCE BY RACE/ETHNICITY (2012-2016)										
	2012		2013		2014		2015		2016	
	#	%	#	%	#	%	#	%	#	%
White	1,721	81%	1,653	80%	1,554	80%	1,544	80%	1,523	79%
Black/African American	248	12%	249	12%	240	12%	254	13%	264	14%
Hispanic/Latino	35	2%	45	2%	48	2%	46	2%	42	2%
Asian	65	3%	65	3%	58	3%	65	3%	67	3%
American Indian	6	<1%	6	<1%	5	<1%	5	<1%	5	<1%
Native Hawaiian	<5	<1%	<5	<1%	<5	<1%	<5	<1%	1	<1%
Multi-Race	15	1%	15	1%	16	1%	0	0%	0	0%
Unreported	23	1%	21	1%	19	1%	24	1%	33	2%
Non-Resident Alien	<5	<1%	0	0%	<5	<1%	0	0%	3	0%
Other	44	2%	42	2%	40	2%	29	1%	42	2%
Total	**2,119**	**100%**	**2,056**	**100%**	**1,945**	**100%**	**1,939**	**100%**	**1,938**	**100%**

*Other: American Indian, Native Hawaiian, Multi-race, Unreported, Non-Resident Alien

Section 3: Efforts Designed to Create Positive Interactions and Cultural Awareness

The President, Vice Presidents and Chief Diversity Officer (CDO) provide leadership and strategic direction in creating and nurturing a college climate that is welcoming, inclusive and respectful. The CDO spearheads many efforts and develops collaborations with internal and external partners to create positive interactions and cultural awareness among students, staff and faculty on campus.

While AACC has been nationally recognized for its diversity efforts, receiving the 2015 and 2016 Higher Education Excellence in Diversity (HEED) Award from INSIGHT into Diversity magazine, it continues to strive for inclusive excellence. Also central to the mission of the college is meeting the needs of the diverse community. Each January for over 35 years, the college has hosted the

Dr. Martin Luther King, Jr. Breakfast. This event brings hundreds of local, state, federal and community leaders together to celebrate the life and legacy of Dr. King.

The Black Male Initiative developed additional community partnerships with the Annapolis chapters of Kappa Alpha Psi, Omega Psi Phi fraternities and African American International Black Males. AACC is a member of the Minority Male Community College Collaborative National Consortium on College Men of Color, the first national association organized specifically to advance success of minority male students.

The college celebrates cultural heritage and diversity awareness with a number of events and activities throughout the year, such as Hispanic Heritage Month, Black History Month, Women's History Month, Veteran's Day, Immigration Awareness Month, National Coming Out Week and the Dr. Martin Luther King, Jr. Breakfast. Through food, workshops, music and performing arts, AACC celebrates and embraces diversity. The Multicultural Employee Advocacy Group and Intergroup Dialogue Group sponsored a Soul Food Luncheon, where intergroup dialogue facilitators fostered bold and intimate conversations about race in the workplace. The college also organized a trip for faculty, staff and students to visit the new National Museum of African American History and Culture in Washington, DC.

The Meeting of the Minds program consists of a series of panels comprised of faculty and staff who are experts in their respective fields, presenting at structured sessions to discuss and answer questions on topics in culture related to diversity. This year, the topics included *The Role of Sports in Political Protest* and *The Power of Activism: Being a Change Agent in the 21st Century* as part of Social Justice Week.

The Social Justice Collaborative consists of a group of faculty and staff who create and support efforts on campus that raise awareness of social injustice and help to make change. This group organized its first Week of Social Justice from April 24-28, 2017. In addition to the Meeting of the Minds Panel, events included Bystander Intervention Training, Ethics Bowl (competitions that challenge students to explore ethical and moral dilemmas) and a Teach-In, where faculty were asked to consider using 20-30 minutes of their class time to focus on a social justice issue related to their course content.

In Fiscal Year 2017, the Diversity Institute focused on the *Power of Story*. Faculty and staff attended a two-day workshop May 23-24, 2017 that focused on storytelling as a powerful tool for learning. The Institute provided theoretical debate around the use of storytelling in countering dominant narratives and giving voice to the stories of those from marginalized groups, facilitation training on how to best solicit and develop stories as part of curricular, co-curricular, or extracurricular work, coaching training on how to become an active listener and help students understand their own story and space to encourage and facilitate collaboration among faculty (across courses) and between faculty and staff (extra- and co-curricular activities).

Section 4: Description of Other Initiatives Central to the Cultural Diversity Plan

In Fiscal Year 2017, AACC administered its first Microagressions in the Workplace questionnaire in response to feedback from a college-wide forum, "Race in the Workplace", held in spring 2016. The data from the survey are currently being analyzed and the goal is to disseminate the results and follow-up action plan this upcoming year.

Anne Arundel Community College received the 2015 Community Engagement Classification by the Carnegie Foundation. The elective classification recognizes applicants for excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement. AACC is one of only 20 community colleges in the country to hold this designation.

College faculty and staff interface with the community in several ways through service projects. This includes participation in an annual Fourth of July Parade. Employees promote numerous events to support community organizations and to meet the needs of community residents, such as providing Thanksgiving meals for families in the county and supplying backpacks for students in public schools each year. Student organizations also partner with local organizations, such as the YWCA to provide clothing and items that are needed for victims of domestic violence.

Section 5: Campus Process for Reporting of Hate-Based Crimes

In 2016, there was one hate crime reported on the Arnold campus. AACC must report these offenses and any other crimes involving bodily injury reported to local police agencies or to a campus security authority if there is evidence victims were intentionally selected because of their actual or perceived race, gender, gender identity, religion, sexual orientation, ethnicity/national origin or disability. The following crimes if determined to be hate-crime related must also be reported: larceny-theft, simple assault, intimidation and destruction/damage/vandalism or property.

The college's annual security report may be accessed at http://www.aacc.edu/media/college/public-safety/PublicSafetyAndPoliceBookletSU17.pdf.

Carroll Community College

Diversity/World View Annual Report

September 1, 2017

Fiscal Year 2017 showed a renewed interest in diversity initiatives on campus as the committee charged with this work explored new approaches for planning and implementing events and activities. Further, a .2 FTE position was created to provide support and direction for related efforts.

Section One: Summary of the institution's plan to improve cultural diversity

Goals

Activities and initiatives are based on the college's Diversity/World View Plan, which was created in 2012. These support established strategic priorities outlined in the college's Compass 2020 Strategic Plan, specifically Student Achievement, Enrollment Development and Advancing (employee) Excellence. Further, these are tied to the mission-based institutional goal of "embrac(ing) an increasingly diverse and changing world by encouraging students, faculty, and staff to value diversity, cultivate global awareness, and practice responsible citizenship." General Education competencies related to global awareness, personal development and social responsibility inform both curricular and co-curricular initiatives.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.

Areas of emphasis/ Strategies for implementation

During FY2017, the main areas of emphasis were co-curricular events and activities. These efforts have been driven by a committee comprised of faculty, staff and students. Membership includes representation from across disciplines as well as functional units on campus, including Student Life and Human Resources. The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee.

Evaluation

The college has monitored the racial and ethnic diversity of its students and employees, and the academic progress of its students by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Minority Achievement Progress Report to the Maryland Higher Education Commission (every 3 years)
- Credit Student Enrollment Diversity Report (internal Institutional Research report)
- Student Satisfaction survey, including questions related to campus climate as it pertains to diversity (administered every two years)
- Employee Satisfaction survey, including questions related to campus climate as it pertains to diversity (administered every two years)

The Vice President of Planning, Marketing, and Assessment, Dr. Clagett, or the Director of Institutional Research, Dr. Crespo, regularly reviews relevant data with the Diversity Committee; data are used to evaluate success and identify areas for improvement.

Achievements

The Diversity Committee was recharged in FY2017, led by faculty with an interest and understanding of the important role related activities play in student development, particularly in

a community that is less diverse than surrounding areas, including those in which graduates will continue to study, work and live. Highlights of the curricular and co-curricular events and activities are included in this report.

The committee this year made a concerted effort to include students in all planning; results and feedback were very positive and this connection will continue and expand in FY2018.

In addition to the committee's work planning and implementing many of this year's diversity-related activities, the following noteworthy accomplishments supported these efforts on campus:

- In May 2017, all faculty participated in an event designed to elicit suggestions for innovative diversity-related activities and approaches.

- In June 2017, a faculty coordinator of diversity initiatives was appointed. This release-time position will focus on leading the planning, updating and development of the effort's vision and strategies, pulling from the National Association of Diversity Officers in Higher Education’s Standards of Professional Practice for Chief Diversity Officers.

Areas for improvement

FY2017 was a soft reset; 2018 will see a renewed emphasis and energy related to these initiatives, tied to the college's FY2018 strategic initiatives, including Enrollment Management, Program Completion, Transitional Studies Redesign, Redesign of General Education Outcomes and Requirements, as well as professional development. Plans include the following:

- Expanding the Diversity Committee as a working group, with specific charges related to student recruitment and achievement, curriculum review and professional development. As the committee is reconfigured, it will include representation from the following key areas: Admissions/Recruiting, Marketing and Instructional Quality, ensuring members' daily work responsibilities help support related actions. Further, students will continue to

be involved in planning, with representation being drawn from the larger campus and particularly key clubs and groups.

- Reviewing and updating the Diversity/World View Plan, implementing current best practices and goals related to current campus and community needs.

- Revisiting/restructuring Diversity graduation requirements based on the college's General Education redesign and current requirements of transfer institutions.

- Offering more robust faculty and staff development sessions, on a variety of topics related to working in an increasingly global and interconnected world.

Section Two: Efforts to increase numerical representation of traditionally underrepresented groups

The Marketing and Creative Services (MACS) office works to ensure a broad representation of community members in photos on the college's website. Recent efforts to include fewer stock images and more photos from our campus reflect the faces and experiences of enrolled students.

Students

As reported on the 2016 Performance Accountability Report, student enrollment rates in credit and non-credit programs across racial and ethnic categories have risen in comparison to the county population. In July 2015, 8.9% of the population in the service area was reported as non-white. During Fall 2015, non-white students made up 12.4% of credit enrollment; during FY2015, 13.5% of non-credit enrollment was non-white. Data for FY2016 will be available in Fall 2017 and will be reviewed by the Diversity Committee.

Targeted outreach, including FAFSA workshops, takes place at the two high schools located in the areas of the county with the lowest socioeconomic indicators. Based on local enrollment data, the rate of enrollment of graduating seniors from these schools between Fall 2015 and Fall 2016 remained flat at one school, but rose from 17.9% to 23.1% for the other. These numbers

will continue to be monitored by the Diversity Committee, as well as the Admissions and Marketing Departments.

Administrative Staff and Faculty

As reported on the 2016 Performance Accountability Report, the percent of non-white full-time faculty falls short of mirroring the local population (5.1% and 8.9% respectively). The percent of minority full-time administration and professional staff (at 8.8%) is much closer.

Recruiting for faculty and staff openings regularly occurs outside the county, with the Human Resources Office relying more heavily this year on nationwide channels and publications to broaden outreach. Additionally, Skype has been used more frequently to accommodate distance candidates, allowing for a deeper pool of applicants to meet with search committees. For FY2018, these advertising and outreach efforts will continue and expand, with a goal of attracting an even broader range of candidates.

Section Three: Efforts to create positive interactions and cultural awareness among students, faculty and staff

Faculty/staff training

The Diversity Committee was involved in previewing a training session related to Diversity in the Workplace offered by a partner vendor to determine if it would be suitable for implementation across campus. It was determined that training on more specific topics would better suit the needs and interests of the campus community.

The annual Faculty Summer Institute, hosted in June, featured sessions on Accessibility in Higher Education, the Multigenerational Classroom, Connecting with Your Students and

Practical Strategies for Supporting Students with Special Needs. Sessions were presented by on-campus and local experts and were well received. Feedback from these sessions also provided ideas for future session topics.

Results from the spring 2017 Employee Development survey are being analyzed; initial review reveals high interest in a variety of diversity-related topics. Data also shows that 58% of employees responding felt that past diversity-related training sessions led them to change their perception or behaviors when interacting with individuals of diverse populations. The interest in related topics and lukewarm reaction to past efforts presents an opportunity for improvement that stands to impact the campus climate.

For FY2018, plans are underway to expand faculty and staff development sessions, tapping on-campus experts to address Gender Identity and issues related to Social Justice. A liaison between the Diversity Committee and the Instruction Quality Committee will be appointed, ensuring that relevant information is shared and used for planning. Further, information about relevant local conferences and other professional development opportunities will be more widely disseminated to faculty and staff, providing off-campus opportunities for employees to develop their skills.

Additionally for FY2018, the Human Resources Department is exploring a new online training module to be required for faculty and staff. The training examines identity, power, privilege and communication strategies to promote inclusivity and respect in the workplace. New training resources offered by the College and University Professional Association for Human Resources (CUPA-HR) Creating Inclusive Communities (CIC) project are being reviewed and appropriate materials will also be used in future staff/faculty development sessions.

Going forward, the Diversity Committee will continue to provide guidance and recommendations regarding co-curricular programming, as well as support for faculty as they work to integrate events and activities into their classes.

Curricular initiatives

Students in programs across all departments complete assignments and activities related to diversity and cross-cultural understanding as it applies to their field of study: cultural assessments and related debriefs for nursing students; viewing popular programming through the lens of race, class, sexuality in a media/television course; exploring business practices across the globe in business classes and employer responsibilities related to accommodating employees with disabilities in management classes.

This year, Social Science faculty created displays highlighting African-American History Month and Women's History Month. These displays were tied to class assignments, but also attracted attention and interest of the broader campus community as well.

Education students participated in a field experience at a local Title One school, giving them an opportunity to see the challenges that poverty presents to not only a school community but also to families and to their children. The Education Department reports that this experience serves as a "myth buster" for many students who come away with a new view of Title One schools and students, impressed by the programs in place.

World Language students had various opportunities to expand their knowledge of their second language and culture: trips to local restaurants to practice ordering in the target language while sampling new cuisine; on-campus foreign film screenings; and participation in McDaniel College's annual German-American Day. Additionally, this year saw the founding of a German

Club by students on campus. The club meets regularly, giving students a chance to further practice their language skills while exploring relevant cultural topics.

In addition to discrete, in-class activities, the college maintains a graduation requirement related to Diversity/World View courses. This requirement satisfies transfer universities requirements, but more importantly ensures that all students, regardless of their program of study, take at least one course designated that "expands…(their) knowledge base regarding cultural, ethnic, racial, gender, sexual orientation, religious, linguistic or ability differences, and explores the commonality and interdependence between these groups." During FY2018, a comprehensive review of all General Education outcomes and requirements will be conducted; as part of that process, the approved Diversity/World View course list and related criteria will be re-evaluated.

Co-curricular programming

The Office of Student Life works together with academic departments to promote activities and events tied to coursework. In addition, many activities cross disciplines or are open to students as they explore various academic and career options. This year, the Diversity Committee worked with the Office of Student Life to plan a variety of programming.

Related interdisciplinary events sponsored or supported through the Office of Student Life included:

- Screening of the film *Hidden Figures*, followed by a panel discussion led focused on women in STEM careers

- Workshop on "Nonviolence in Principle and Practice," led by faculty from the Ira and Mary Zepp Center for Nonviolence and Peace Education
- Screening of the film *13th*, followed by discussion led by a local non-profit organization providing re-entry programs

- Screening of the film *The Forest's Edge*, followed by discussion with filmmaker and CCC alumnus, Luke Fisher

- *Sons of Baldwin* poetry performance and discussion related to homelessness among gay black men in urban areas; sponsored by the Alliance Club and the Student Education Association

- Special Olympics athlete support, including Education and Early Childhood Education students, as well as the Student Education Association and the Early Childhood Education Club

New club initiatives included the following:

- The Alliance Club, supporting LGBT+ students and allies, met weekly throughout the year. Group life coaching has been introduced and has proven to be an effective support for club members. Coaching sessions are offered twice per month, during regular meetings, and focus on LGBT+ issues and some more general college-student-life issues. The club also undertook a service project during the June 2017 Baltimore Pride event, volunteering with elderly members of the local LGBT+ community.

- The All for Peace Club was formed in the spring; this group intends to mobilize students to advocate and stand for peace and human rights on campus and the world by fighting against racism, bullying and violence. For the coming year, the group is planning activities around International Day of Peace, as well as a trip the Museum of African-American History.

Other related activities organized by the Office of Student Life included: food and holiday gift drives to support the on-campus Food Locker; regular trips to the county's cold weather homeless shelter to prepare and serve a meal; local Alternative Spring Break activities at the Boys and Girls Club, local domestic violence shelter and a local nonprofit involved in global fair trade initiatives.

Co-curricular and arts events also connect the campus and community. Highlights from this year included the following:

- The college's annual Spring Break Travel Study trip to Ireland saw participation from 41 people, including students, staff and community members. Fourteen of the 41 travelers were credit students; two participated in Independent Study coursework related to the trip.

- The Theater Department, in collaboration with Howard and Prince Georges Community Colleges, as well as New York-based The Farm Theater Project, undertook a production of *Tanner and the Cotton* in February 2017. Students from each of the colleges were cast in the play; a playwright from The Farm Theater Project then worked with the students to create the piece about a hate crime on a college campus. In addition to tackling a timely topic, students involved in the production had the opportunity to work with cast members from neighboring colleges as well as with the New York-based playwright and production team. Feedback from both the students who worked on the production, as well as audience members, was very positive. The play was performed in April under the auspices of Prince Georges Community College and a November performance is scheduled at Howard Community College with Carroll Community College students and crew participating. Additionally, the Carroll Theater Department is planning to promote the fall production on campus, providing the community with another opportunity to see the production.

- During the annual spring Dramafest event for local high school theater students, a "Theatre for Social Change" workshop was offered. Improvisation activities included topics related to racism and sexism. A modified version of this workshop is planned for CCC students, faculty and staff during Fall 2017.

- Music performances and art exhibits throughout the year included local and regional performers from a variety of backgrounds. Exhibit highlights included a photography display showcasing people living with chronic disabilities or injuries as well as a portraiture exhibit featuring paintings of African-American men. Both were well received; future exhibits will feature female and immigrant artists.

Conclusion

Carroll Community College is poised to move into a new era with regard to cultural diversity efforts and programming. Under the direction of the Faculty Coordinator, a new committee will be convened in August 2017 with clear charges related to student recruitment and achievement; faculty and staff recruitment and development; and developing programming aimed at expanding the worldview of the campus and local community.

Appendix I

Statement on the campus process for reporting of hate-based crimes

Campus security authorities (CSA) must disclose statistics for offenses that occur on campus, in or on non-campus buildings or property owned or controlled by our college, and public property within or immediately adjacent to our campus and related to the following three categories:

1. Murder/non-negligent manslaughter, negligent manslaughter, sex offenses (rape, fondling, incest, statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson, domestic violence, dating violence, and stalking.
2. Any bias-related (hate) crimes related to the above listed crimes but also including larceny-theft, simple assault, intimidation, or destruction of property/vandalism. **Hate Crime is defined as a crime that manifests evidence that the perpetrator intentionally selected the victim because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.*
3. Any arrests or referrals for weapons violations, drug violations or alcohol violations.

Employees in these current functions are notified by the Campus Police that they are federally mandated to report crimes and are provided with Report Forms with instructions for documentation. CSAs are also instructed as to why a student may be more inclined to report crime to them and the specific crimes they are required to report.

During FY2017, there were no reported hate-based crimes at Carroll Community College.

Cultural Diversity Plan

2015 - 2017

STATUTORY PROVISION §11-406 OF THE EDUCATION ARTICLE
Alignment with the Cecil College Cultural Diversity Plan

Overview of Alignment
Cecil College's Multicultural Services Department is guided by the Cultural Diversity Plan. The plan includes strategic objectives that are responsive to the needs of the College's student population and the surrounding community. Since 2012, this plan was intentionally aligned with the Maryland State statutory provision §11-406 of the Education Article. Inasmuch, the overarching strategic objectives included are: 1. Student Recruitment, Retention, and Academic Success, 2. Cultural Activities in Collaboration with Community Partners, 3.Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development.
NOTE: The 2015-2017 plan includes progress-to-goal for year two of this plan.

Summary of Alignment by Criteria
1. A summary of the institution's plan to improve cultural diversity. Please include all major goals, areas of emphasis, and strategy for implementation. Also provide an explanation of how progress is being evaluated, where progress has been achieved, and where continued improvement is needed.
The Cultural Diversity Plan outlines clear objectives, specific actions and outcomes, and progress-to-goal under each strategic objective (pages 13-20). The actions and goals are based on an analysis of the College's demographic profile (pages 7-9) as well as the demographic profile for Cecil County (pages 10-11). A college committee formulated the plan. It was reviewed and revised based on the feedback of a community advisory board for diversity. Quarterly updates are documented and reported to the Board of Trustees and the community advisory board annually.

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.
Targeted actions and outcomes to attract and retain a larger minority student, faculty, and staff population are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:
- Strategic Objective 1: Student Recruitment, Retention, and Academic Success (pgs. 12-13)
- Strategic Objective 4: Cultural Diversity in Employment and Professional Development (pg. 20)

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.
Targeted actions and outcomes to broaden cultural awareness and promote diversity through curricular alignment are outlined in two of the four strategic objectives. Specific actions, measurable targets, and progress-to-goal are also identified. These are as follows:
- Strategic Objective 2: Cultural Activities in Collaboration with Community Partners (pgs. 16-17)
- Strategic Objective 3: Inclusiveness and Critical Thinking in the Curriculum (pgs. 18-19)

4. If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in the sections described above.
It is also notable that diversity is a core value in the College's Strategic Plan and included in the institutional mission as stated, "The College provides a supportive learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce."

SUMMARY OF THE 2015-2017 CULTURAL DIVERSITY PLAN OUTCOMES

Student Recruitment, Retention & Academic Success

- Minority enrollment increased in fall 2015 and 2016. There were 492 students of color in the fall 2014 versus 575 in fall 2016. Over two years this represents16.9% growth in this population.
- 266 of the CCPS "Class of 2016" enrolled at Cecil in the fall 2016. 15.4% of these students were minorities (41 students).
- Participation in HS outreach events increased, subsequently, the enrollment of recent HS minority grads increased slightly. 266 of the CCPS "Class of 2016" enrolled at Cecil in the fall 2016. 15.4% of these students were minorities (41 students).
- Fall to fall retention increased from 40.9% to 50.5% for minority students Between FY 2014 and 2016. Fall to spring retention decreased from 69.3% t0 67.2%.
- Minority graduates decreased from 69 to 58 from FY 2015 to FY 2016, however, during the two-year planning period the number of minority graduates increased from 40 in FY 2014.
- FY 2017: Total students receiving aid = 1389, Minority students receiving aid = 386. (Minority Percentage of Population = 27.79%). Over the two-year planning period the number of minority students receiving aid increased from 295 to 386 and the percentage increased from 20.15% to 27.79%.
- Multicultural High School Recruitment Day in spring '17 included the participation of 56 high school seniors in a day of activities focusing on the value of education, class visits, and conversations with students.
- Multicultural Services expanded outreach activities to target Hispanic students requiring participation in more out-of-district events in Newark and Wilmington, DE. Subsequently enrollment among Hispanic students grew by 19.4% during the planning period.
- Monitored and mentored scholarship recipients for Muse and Alpha Phi Alpha (APA) Fraternity Scholarships. Based on active participation APA increased the number of scholarships awarded to Cecil County residents during the planning period.
- During FY 2016 sixteen minority students transitioned from non-credit to credit. This trend persisted in FY 2017 with 24 students transitioning: 1 ABE/GED, 3 healthcare, 1 business, 1 summer camp, 17 driver's education, 1 CDL. The Elkton Station Diversity Team continues to sponsor monthly events in FY 2016 and 2017.

Collaboration with Community Partners

- A Minority Scholarship Night program was launched and held in 2016 and 2017. The program also served as an opportunity to serve as an information night for students and parents.
- Cecil attended CCPS Senior Awards celebrations at two local high schools and presented the Education Award from NAAC to students planning to attend Cecil College after high school.
- Participation in church events was increased in FY 2016 and 2017. Participation increased, in part, based on representation of members of the Advisory Board.
- Announcements were shared with churches as current events.
- Multicultural events were advertised using flyers, social media, and word of mouth to promote multicultural events (Native American, Martin Luther King, Jr. Women's History, Asian) and special events including Unity Day 2016 and Celebration of Song & Dance 2015.
- Hosted the Maryland Diversity Roundtable for the statewide affinity group. The program included a keynote address on "Student Reflections on American Education." and a student panel discussion highlighting challenges and successes faced by international students of color. Seven community college diversity representatives attended.
- The College sponsored a variety of events that were open to students, staff and the public over the two-year planning period. Events included Congresswoman Donna Edwards, Co-hosted the NAACP

Minority Scholarship Night, "Coloring Our Way to Equality", Black History month presentations, Major General Linda L. Singh at Women's History, and "Working to Form a More Perfect Union: Honoring Women in Public Service and Government" by Janice Horton Rainsbury.

- Advisory board member conducted communication and assertiveness training for women at APG and Perryville Library for MD Tri-County Chapter Federally Employed Women in 2017 on behalf of Cecil College.
- Diversity training for MD Tri-County Chapter Federally Employed Women and Day of Remembrance Holocaust training at the Perryville Library conducted in FY 2017 by Multicultural director.

Curricular Connections

- Faculty participates in a cross-cultural interview with students each semester in FY 2016 and 2017 for the Perspectives in Human Diversity class.
- Unity Day expanded cultural representation to 12 different cultures.
- FY 2017 Programming levels included 8 events and 695 participants representing an increase of more than 300 participants over FY 2016:
  - Hispanic 50 participants
  - Native American 70 participants
  - Holidays Around the World 69 participants
  - Dr. King Celebration 85 participants
  - African American History 73 participants
  - Women's History Month 123 participants
  - International Day of Happiness 185 participants
  - Asian Pacific American 41 participants
- Managing Cultural Diversity program was held in 2016 for Cecil College leaders. The workshop provided participants with the skills they need to practice sensitivity and tolerance, while eliminating insensitive or offensive behaviors.
- Continuing Education programming was expanded to include diversity elements identified by the Elkton Station Diversity Team. Efforts have been made to incorporate diversity awareness in out-of-class programming made available to non-credit students.

Cultural Diversity in all areas of Employment and Professional Development

- Between FY 2015 and 2017 minority representation of full staff increased from 10.5% to 12.3%excedding the race and ethnicity of Cecil County residents. Representation remained stable in the faculty ranks while African American Faculty increased from 5.8% to 7.7%. Representation in the full-time administrative ranks climbed from 8.0% in FY 2014 to 16.4% in FY 2017.
- No crime on the Clery Report manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability in 2014, 2015 or 2016 as prescribed by the Hate Crime Statistics Act (28 USC 534).
- Orientation for searches has been standardized and launched so that information is shared at the start of each search.
- All Cecil College employees were required to complete web-based professional development seminars in Cultural Sensitivity and Diversity in the mandatory professional development series for all full and part-time employees. Verification of seminar completion are now tracked online.
- Campus Safety & Security information was posted in print and online for current and prospective students in FY 2016 and 2017 and is a standard business practice in response to the Clery Act.
- Civility, Title IX, and inclusiveness elements were threaded throughout all student orientation programs.
- Multicultural Services hosted "Justice versus Injustice: Policing America". The program included a presentation and discussion of the impact of race, profiling, and hate crimes in today's society. More than 50 students, staff, and community representatives attended the event.

2015 – 2017 Cultural Diversity Plan

Student Recruitment and Retention

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase the number of minority students who enroll.	Increase the enrollment of students of color by 3% annually in FY '16 & '17. • Increase outreach efforts at area churches. • Broaden focus of recruitment to target a wider range of racial and ethnic groups. • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities.	**L. Hoxter** C. Mishoe M. Michaels	**COMPLETE and ongoing** Minority enrollment increased in fall 2015 and 2016. There were 492 students of color in the fall 2014 versus 575 in fall 2016. Over two years this represents 16.9% growth in this population. Fifteen minority students participated in spring 2017 dual enrollment: Bo Manor-1 | Elkton- 4 | North East-1 | Perryville -6 | Rising Sun-3 **Increased outreach at churches goal met** • Wright's AME Church King Breakfast 1/2017-Approx 100 attendees. • Providence UM Women's Good Friday Fish Fry 4/2017 • Wright's AME Church NAACP Tuesday Monthly meetings • Funeral services Wright's AME, Providence UM, Peterson's Funeral Home • Hoxter serves on Pilgrim Baptist Church Education Committee • The annual Minority Scholarship Night held the first Tuesday of the month was also our Multicultural Open House for CCPS students and parent. Ten people attended 2/2016 and 13 people attended 2/2017. • The April 2017 Multicultural Recruitment Day was scheduled at the individual high schools. CCPS guidance counselors report a total of 65 students attended the events featuring students, faculty and staff. **Met 4 community events goal** • Episcopal of Saints Andrew & Matthew church Kwanzaa Celebration • Cecil International Students & Hoxter presented 12/2016. 150 attendees. • February annual scholarship night co-sponsors: NAACP Cecil College Multicultural Affairs and Financial Aid 2/2017 13 participants. • NAACP African American History Salute 2/2017 at Library 60 attendees • Hoxter Cecil County Public Library Film Fest Judge 4/2017 nine middle and high school participants and 75 attendees o
Increase the rate of enrollment of Cecil County High School minority graduates in CC	Increase minority enrollment at Cecil among recent CCPS grads by 3% in fall '15 – fall '16. • Increase participation in Multicultural Recruitment Day by 15 and increase the number of applicants by 15. • Host a Multicultural Open House for CCPS	**L. Hoxter** T. Swan C. Mishoe	**IN-PROGESS (2017 Grad data available in Sept. 2017)** **Overall minority enrollment increased in FY 2016 & 2017. Fall '16 CCPS data collected as baseline for first-time minority enrollment.** • 4/17 Multicultural Recruitment Day hosted onsite at 3 CCPS high schools: 56 high school students: Bo Manor-10 | Elkton-34 | Perryville-12

	students and parents from 4 high schools by spring 2016.		• 266 of the CCPS "Class of 2016" enrolled at Cecil in the fall 2016. 15.4% of these students were minorities (41 students). • 4/16 Multicultural Recruitment Day: 45 students • 5/16 representatives of CCCTA Multicultural Affairs, Cecil County Branch NAACP and Cecil College Multicultural Affairs discussed plans to assess and host a countywide educational forum.
Develop and implement new recruitment strategies that target minority out-of-district students.	Increase the enrollment of minority out-of-district student by 2% in FY '16 & '17. • Visit high schools in DE & PA using student ambassadors to recruit 2-4 students at each site. • Participate in 4 community events in locations where residents are not aware of Cecil programs and scholarship opportunities. • Identify out-of-district students to implement four targeted social media messages to encourage enrollment.	**M. Jerome** L. Hoxter T. Grinnage	**COMPLETE** • M. Castillo attended 12/16 UD ASPIRA College Fair for Latino students and parents. Three students and 2 parents attended • Six international students represented Cecil College at a church in DE for the 50th Anniversary of Kwanza
Increase the promotion of financial aid options to minority populations as a recruitment & retention tool	Increase the rate of minority students receiving fin. aid or scholarships by 2% in FY '16 & '17 • Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, veterans, community groups)	**A. Solecki** L. Hoxter M. Moore	**COMPLETE** FY 2017: Total students receiving aid = 1389, Minority students receiving aid = 386. (Minority Percentage of Population = 27.79%) Over the two-year planning period the number of minority students receiving aid increased from 295 to 386 and the percentage increased from 20.15% to 27.79%. • Alpha Phi Alpha Fraternity awarded one of the two scholarships at their 3/2017 scholarship banquet • Maryland Tri-County Chapter of Federally Employed Women (FEW) is actively seeking veterans for their scholarship. L. Hoxter is a member of FEW. • Letters sent to 5 CCPS schools in Spanish inviting parents and students to the financial aid information night
Expand recruitment activities to increase the enrollment of minority students who transition from non-credit to credit courses	Enroll 6 non-credit students annually who continue their education after cont. educ. • Increase the credit enrollment of ABE/GED students by in FY '16 & '17. • Increase the credit enrollment of healthcare students by 2 in FY '16 & '17. • Increase the credit enrollment of business students by 2 in FY '16 & '17.	**L. Hoxter** C. Fletcher K. York	**COMPLETE** • FY 2016, sixteen minority students transitioned from non-credit. In FY 2017 transitions occurred for 24 students: 1 ABE/GED, 3 Health Care, 1 Business, 1Summer Camp, 17 Drivers Education, 1Truck Driver Training • The Elkton Station Diversity Team continues to sponsor monthly events the 2nd Wed of each month for FY 16 & '17. • The International Day of Happiness (IDOH) was a new activity in 3/2017. Instead of a classroom activity, students and staff collected food donations for the local shelter throughput the campus.
Develop and launch targeted	Increase the annual fall-to-fall, minority	**L. Hoxter**	**COMPLETE**

retention strategies for minority students.	retention by 2% annually in FY ’16 & ‘17. • Identify key barriers that influence attrition and introduce aggressive strategies to reconcile. • Offer acad. skills workshops for new students 2X/semester in FY ’16 & ’17.	D. Gischel T. Swan	• Fall to fall retention increased from 45.7% to 50.5% for minority students as compared to 49.4% to 50% for all students. • A major barrier influencing attrition is students are uncertain how to speak to faculty inside and outside the classroom. College representatives need to reach out more to students outside the classroom. President Bolt is an excellent role model. She participates in student activities and posts photos on Instagram. Having more faculty of color and knowing current faculty is advantageous to enhancing attrition. • Monthly lunch time roundtable discussions were held by disabilities coordinator R. Hunt. Attendance improved with each monthly session. from 0 to approximately12 students. Two minority students reported attending test taking and stress management sessions.
Launch strategies to target students in college prep courses to improve their academic success levels and retention.	Improve success rates of minority students by 1% in FY ’16 & ’17. • Offer writing workshops 2X annually. • Offer academic skills workshops for new students 2X/semester in FY ’16 & ’17 • Host a “Math Made Easy” activity for students by spring 2016.	**T. Swan** M. Samuel L. Hoxter	**Partially Complete and Ongoing** • 5 students attended the Real Life Applications of Academic Skills Student Success Conference 9/2016. One minority male attended. • 2 minority male students attended the JV Consultants Empowerment and Retention Conference 10/2016. Cecil College and L. Hoxter both received the 2016 Service Award for educating and mentoring minority students at the 10/2016 conference. • 3 minority male students attended the statewide Maryland Male Students of Color Conference 3/2017.
Offer summer programs for minority students to sustain engagement in Cecil and to increase the return rates in the fall semester.	Increase spring to fall retention of minority students by 2%. • Offer April workshops regarding the impact of degree completion on employability for at least 20 students in FY ’16 and ‘17 • Offer summer mentoring for minority students in FY ’16 and ‘17 • Offer summer internships for 3 minority students in FY ’16 and ‘17	**T. Swan** A. Coston L. Hoxter M. Mercado	**Goal Not Met: To be relaunched in “18-20 Plan** • 4 international students attended and participated in the 2/2017 Maryland Diversity Roundtable L. Hoxter’s statewide affinity group met at Cecil. Keynote speaker was Dr. Lane “Student Reflections on American Education.” Panel discussion moderator for students was T. Swan. Faculty panelist was Dr. S. Gharbin. • T. Swan, L. Hoxter, M. Mercado provided academic, career, personal advisement to a group of 30 students on 10/2016 for MSU Open House. • Summer mentoring and summer internships continue to be a work in progress.
Expand the peer-to-peer mentoring program as a mechanism to improve retention rates of minority students.	Offer 2 programs/semester in FY ’16 & ’17 for at least 20 new minority students to create peer connections and encourage retention. • Provide an orientation/workshop each semester for new and returning students. • Identify and assign mentors for a minimum of 10 new students annually. • Assign an advisor to each participant.	**L. Hoxter** C. Lampkin M. Mercado MSU	**COMPLETE** • Students organized and attended monthly programs. Eight programs were held on campus and 8 were held off-campus. Orientation workshops were embedded in two major events. The Oct. 2016 Open House 30 students attended and Feb. 2017 Chat and Chew 25 students attended. • 15 mentor relationships were identified. Faculty and staff members have the same mentees and provide continuous supportive services.

Cultural Activities in Collaboration with Community Partners

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Collaborate with CCPS to provide programming for high school students which focus on the value of education.	• Develop strategies to increase dual enrollment among minority students in spring '16 as a pathway to pursuing college after high school. • Participate in 2 existing CCPS programs to broaden student awareness of college in FY '16 and ongoing. • Host a multicultural education awareness forum FY '16 & FY'17	**L. Hoxter** T. Jones (CCPS)	**COMPLETE** • Strategies recommended by CCPS employees (counselors, principals, supervisor) is to provide motivational activities on campus for 9th and 10th grade students in the fall and in the spring provide collegiate sessions for 11th and 12th grade students. This will promote pathways for students of color. • The Minority Scholarship Night held the first Tues. in 2016 and 2017 also served as an information night for students and parents. • L. Hoxter attends the annual CCPS Senior Awards Night. In 2016 at EHS, NEHS and in 2015at EHS, PHS. Graduation cards mailed to 21CCPS students who attended Multicultural HS Recruitment Day.
Enhance the level of communications between the College and regional churches	• Formalize the use of newsletters distributed in area churches annually. • Advertise the College's Multicultural Programs through church announcements and social media. • Visit 4 local churches and/or church events annually. • Co-host 2 activities with churches in spring 2016 and 2017.	**L. Hoxter** C. Conolly	**PARTIALLY COMPLETE** • No formal newsletter available. Announcements were shared with churches as current events. • Multicultural events were advertised using flyers, social media, and word of mouth. • Met goal of visiting 4 local churches annual events. Two advisory board members are church pastors and refer students to Cecil College. • L. Hoxter, students and MSSAB members have attended the annual King Celebration -1/2016, '17 -Wright's Church; anniversaries, God Sister event –Impacting Your World Christian Center; religious and special services (crab fest)-The Delaware Church; Good Friday Fish Fry-Providence UM Church; career fair-Pilgrim Baptist Church, Kwanzaa Celebration- Saints Andrew & Matthew. L Hoxter attended worship services to meet new pastor at Providence UM Church 3/2017 Rev. Dr. John Nichols is my former high school classmate.
Increase partnerships among the College and regional organizations that serve diverse populations in Cecil & Harford counties and DE.	Brand Cecil College as a Center for Multicultural Programming in the region. • Host 2 diversity meetings and attend 3 off-campus events each semesters. • Develop a special topics discussion series to engage community leaders. • Expand opportunities for Multicultural Advisory Board members to meet Cecil College employees by Spring 2016.	**L. Hoxter**	**COMPLETE** • Feb. 2017 hosted Maryland Diversity Roundtable. L. Hoxter's statewide affinity group meeting at Cecil College. Keynote speaker was Dr. Lane "Student Reflections on American Education." Panel discussion moderator for students was T. Swan. Faculty panelist was Dr. S. Gharbin. Seven community college diversity representatives attended. • March 2017 Cecil College participated in the International Day of Happiness to promote kindness. Exhibits with refreshments were held from 11am – 3pm at the north east (PE, Library, Tech Center) and the Elkton Station campuses.

			• March 2017 President Bolt, L. Hoxter and 5 students attended the Alpha Phi Alpha Fraternity, Inc. Waldon Scholarship Banquet. Travis Laurent is the recipient of the full scholarship. • March 2017 Hoxter and student attended the Fades and Fellowship event in Harford County. Guest presenter was Nelson Malden, Dr. King's personal barber. • April 2017 Hoxter and student attended Hosanna Community House, Inc. 150th Anniversary in Harford County. Dr. Hrabowski UMUC college president was the guest speaker • April 2017 MSSAB members met with MST staff to plan Sept. 2017 Celebration of Song and Dance. Both groups are excited to work together and plan an event that will be a good fundraiser for the Muse Scholarship and a good friend raiser for Cecil College community.
Collaborate with churches and local organizations to target families and encourage attendance in the College's Multicultural programs.	Target families as a means to establish early engagement in Cecil College and increased attendance in college events. • Promote family friendly aspects of existing programs to increase attendance rates by 5% • Develop communications targeting guardians of students in grades 8-12	**C. Mishoe** M. Michaels A. Markey	**Communications strategies launched in FY 2017.** • Cecil College announcements were shared with churches as current events. • Multicultural events were advertised using flyers, social media, and word of mouth. • Collaborated with admissions to use texting as a mechanism for direct communications with students and families.

Inclusiveness and Critical Thinking in the Curriculum

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase academic pathways with faculty and multicultural services	• Expand collaborative programming opportunities with faculty and Elkton Station Diversity Team, Multicultural Student Union and Multicultural Student Services Advisory Board in FY'16 and FY'17.	**D. Linthicum** L. Hoxter	**COMPLETE** • Dr. Gharbin was a panelist with students in 2017 to discuss "Student Reflections on American Education" session. Students from Africa are amazed and happy to meet a professor from their continent. • Dr. S. Gharbin participates in a cross-cultural interview with students each semester in FY16 and '17 for the Perspectives in Human Diversity class. • M. Holloway, adjunct faculty and MSSAB member was presenter for 2/2016 African American History presenter for NAACP. • V. Calm-Coleman conducted communication and assertiveness training for women at APG and Perryville Library for MD Tri-County Chapter Federally Employed Women March & April 2017. • L. Hoxter conducted diversity training for MD Tri-County Chapter Federally Employed Women 10/2016 and Day of Remembrance Holocaust training 4/2017 at the Perryville Library.
Infuse multiculturalism, pluralism, and global awareness into the educational curriculum	• Establish and offer diversity in curriculum training to all new faculty members during their first academic year. • Implement a Visiting Diversity Scholar Program.	**D. Ore** C. Cashill	**COMPLETE and ongoing** • L. Hoxter attended the 3rd annual Culturally Responsive Teaching Conference and shared information with C. Skelley and Dr. Levi. • March 2017 many faculty joined students to share their favorite trailblazing women for Women's History Month. Faculty members challenged students to think of trailblazing women in their respective fields of Math, Science, Business, English, and Nursing.
Achieve diversity balance among full-time and adjunct faculty members as a mechanism to strengthen the engagement and completion rates of minority students.	• Increase the percentage of diverse full-time and adjunct faculty members to meet or exceed the Cecil County Minority Persons Census percentage of 13.5%	**D. Ore** C. Cashill	**COMPLETE and ongoing** • Between FY 2015 and 2017 minority representation of full staff increased from 10.5% to 12.3%. • Representation among faculty remained stable in the faculty ranks while African American Faculty increased from 5.8% to 7.7%.
Investigate and capitalize on opportunities to target and offer diversity events.	• Assess 2 topics that expand awareness of diversity issues in credit offerings by spring 2016. • Assess 2 topics that expand awareness of diversity issues in continuing education offerings by spring 2016.	**D. Ore** M. Dean L. Hoxter	**COMPLETE and ongoing** • The March 2017 Women's History Month: Honoring Trailblazing Women expanded awareness of trailblazing women in Math, Science, Business, English and Nursing.

Cultural Diversity in all areas of Employment and Professional Development

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase the percentage of African American full-time faculty	• Increase full-time African Amer. faculty by 3% & adjunct faculty by 2% by FY '17. • Aggressively target minorities for full-time faculty positions through MSSAB, HBCUs, MD Diversity Roundtable, and minority publications by fall 2015 and ongoing..	**C. Cashill** with Hiring Supervisors L. Hoxter	**COMPLETE** • HR continues to email position announcements to MSSAB. • Minority employees represent 12.3% of Cecil College employees. • African American employees represent 7.7% of faculty, 6.4% of administrative professionals and 3% of classified staff
Demonstrate support for the advancement of minority hires as a standard practice in all search processes.	• Provide information to search committees to ensure that the membership is aware of the College's diversity goals. • Sustain protocols for adequate levels of diversity for candidate and finalist pools in all searches.	**C. Cashill** M. Mickle	**Human Resources continue to advocate for qualified candidates who represent diversity in the applicant pool.** • Orientation for searches has been standardized and launched so that information is shared at the start of each search. • All candidate pools are reviewed in a standardized manner, including protocols for levels of diversity.
Offer a full complement of professional development activities celebrating ethnicity and diversity	• Increase student attendance by 5% annually over the next two years. • Increase staff attendance by 5% annually over the next 2 years • Include Cultural Sensitivity training in the mandatory professional development programs completed by all employees.	**L. Hoxter** Acad. Dept. Chairs C. Cashill	**COMPLETE and ongoing** • FY 2017 Programming levels included 8 events & 695 participants: o 10/16 Hispanic 35 participants ES, 15 participants NEC o 11/16 Native Amer. 40 participants ES, 30 participants NEC o 12/16 Holidays Around the World 44 participants ES, 25 participants NEC o 1/17 Dr. King 85 participants NEC o 2/17 Afr. Amer. Hist. 47 participants ES, 25 participants NEC o 3/17 Women's Hist. 43 participants ES, 80 participants NEC o 3/17 International Day of Happiness 75 participants ES, 110 participants NEC o 5/17 Asian Pacific American 41 participants ES • Required online training of all full and art-time staff is required and now tracked for completion.
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	• In accordance with the Clery Act, publish hate crime statistics annually. Information will be available in publications, website, and Office of Public Safety. • Continue civility training in student orientation & leadership programs. • Involve staff in implementation of the Cultural Diversity Plan in FY '16 &'17.	**C Conolly** W. Woolston C. Skelley L. Hoxter	**COMPLETE and continuously monitored** • No crime on the Clery Report manifested evidence of prejudice based on race, gender, religion, sexual orientation, ethnicity, or disability in 2014, 2015 or 2016 as prescribed by the Hate Crime Statistics Act (28 USC 534) • Cecil College staff take an active role in the implementation of the Cultural Diversity Plan FY16 & '17. There's an expressed interest in continuing and advancing efforts for recruitment and retention and supporting diversity activities on campus. • Prevention and awareness programs for all incoming students are provided during New Student Orientation in August and January

Chesapeake College Cultural Diversity Report

Chesapeake College understands that a diverse faculty, staff, and student body will enhance the overall learning experience. The College is proud to see on our campus diversity in race, age, ethnic background, religious choice, and ability. Through curricular and co-curricular activities, students are engaged in an environment that fosters diversity. Both academic and student success faculty, as well as staff, are aware of and committed to creating a learning environment that is respectful of diversity in all its aspects and is a place where differences can be acknowledged and celebrated instead of ignored or hidden.

Chesapeake College Cultural Diversity Planning and Assessment

The College created its first Cultural Diversity Plan in 2009 and reaffirmed its second plan in 2013. In 2014, that plan was restructured to better align with the college's new strategic plan goals. The Diversity Committee, made up of cross-divisional representation, was created in 2009 to ensure successful implementation of the college's Diversity Plan. Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education.

The goals set forth in Chesapeake College's 2014-2018 Diversity Plan encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service, and abilities. The plan, considered by the college to be a cross-divisional plan because the responsibility for administration extends across multiple divisions, contains four macro-level goals. Three of the goals are directly aligned with the college's Strategic Plan and one is a cross-divisional goal. Each goal has a number of strategies for achievement. The structure is as follows:

Goal	Strategies
Strategic Plan Goal 1: Transform the Student Learning Experience	• Evaluate general education course curriculum to annually assess student learning outcomes of cultural diversity and ethics competencies • Enhance noncredit offerings on diversity and multicultural issues • Offer a variety of multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints. • Expand and enhance partnerships designed to extend diversity and multicultural education to the broader community • Share faculty best practices on varied teaching approaches to support the learning of diverse populations

Goal	Strategies
Strategic Plan Goal 3: Improve Student Goal Attainment	• Evaluate and improve academic programs to close the minority achievement gap • Evaluate student support programs (e.g. SAIL, FOCUS, Academic Support, TRIO) to ensure adequate support services are provided for "AT RISK" student populations (e.g. Veterans, adult learners, English speakers of other languages (ESOL), under-prepared, low-income, minority, first-generation, students with disabilities) • Evaluate academic pathways to credit courses and support the needs of English Speakers of Other Languages (ESOL)
Strategic Plan Goal 4: Growing Enrollment	• Evaluate strategies of the college's Marketing Plan to ensure successful implementation and ensure adequate attention to under-served and under-enrolled (e.g. male, low-income, first-generation, minority) student populations
Other Cross-Divisional Goal: Recruit, hire, retain and support a diverse workforce	• Evaluate college policies and procedures to identify potential barriers in the recruitment, retention or promotion of diverse faculty and staff • Implement cultural diversity appreciation training for faculty and staff

Each goal has a number of quantitative measurable outcomes associated with it. These indicators are periodically reviewed for currency and applicability. At the end of FY2016, it was determined that five measures were redundant, so the total was reduced from 18 to the 13 listed below:

Goal	Measurable Outcomes
Strategic Plan Goal 1: Transform the Student Learning Experience	• Percent of Graduating Students answering that their experience at Chesapeake developed their ability to recognize and appreciate cultural diversity • Graduating students' satisfaction with aspects of diversity: The overall college climate promotes respect for inclusiveness
Strategic Plan Goal 3: Improve Student Goal Attainment	• Minority student fall-to-fall retention • Minority first-time student successful-persister rate • Minority first-time student graduation-transfer rate • TRiO served first-time persistence
Strategic Plan Goal 4: Growing Enrollment	• Credit/Developmental: percent minority student enrollment • Non-credit: percent minority student enrollment • Headcount of veterans enrolled in credit/ developmental classes • Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses • Non-credit enrollment of senior citizens
Other Diversity Goal: Recruit, hire, retain and support a diverse workforce	• Percent minorities of full-time faculty • Percent minorities of full-time administrative and professional staff

Subject matter experts, in conjunction with the office of Institutional Research, Planning and Effectiveness, developed terminal year plan target values for each outcome that reflected expected performance over the entire plan period. Additionally, annual targets first established for FY2015, relate to expectations for the current year based on annual action plans associated with the various goal strategies. The targets were compared against actual values to determine level of progress. Of the 18 measurable outcomes evaluated in FY2016, 12 met their annual targets; five did not, but were "within tolerance"; and one did not. The deficient measure "noncredit minority student enrollment" fell due to a decline in Adult Basic Education students, many of whom are minority. Nonetheless, the college expects new initiatives to focus on credit/noncredit class sharing to attract increasing numbers of minority students.

Efforts to increase the numerical representation of traditionally underrepresented groups

The Mid-Shore service area relies on Chesapeake College to create an atmosphere that is welcoming to all students, visitors, and employees. The college is fully aware of the important role it plays in building this sense of community, as well as of the richness added to the campus by a diverse population. Efforts, including intentional marketing strategies for recruitment, are continually being made throughout the college to reach out to groups that have been traditionally underserved.

It is essential for recruitment that college representatives to go into the community and local schools to disseminate information. Minority status in the college's five county service region is often related to lower socio-economic status and areas of extremely limited public transportation. Specific recruitment services included college interest meetings, on-site Accuplacer testing, and registration sessions. The Accuplacer assessment was also offered to English as a Second Language (ESL) students and interpretation of their scores was provided. In addition, the college broadened exemptions that considered grade point average in English and math during high school lessening dependence upon Accuplacer, and other standardized tests. This change increases opportunities for prospective students' educational attainment, while still offering exemptions for eligible SAT and ACT. As of January 2017, students with a cumulative GPA of 3.0 or higher are deemed "college-ready" and are not required to take the Accuplacer prior to enrollment. College-ready Dual Enrollment students are allowed to register for college-level English. Dual Enrollment students with at least a 3.0 overall high school grade-point average, including successful ("C" or better) completion of Algebra II, qualify for direct placement into college-level math and all college courses with a college-ready math prerequisite. A current high school transcript is required for math exemption.

The counselors at each of the high schools were made aware of the visits and services available and were encouraged to promote Chesapeake College to minority, culturally diverse, and first generation college-bound students. These efforts by the admissions team included visiting all nine public high schools within the service area as well as one private school. At least 20 interest meetings and registration sessions were offered during the academic year at the public schools and interested private school(s) within the region. In addition, the Office of Multicultural Affairs, a part of the Admissions Department, continued to implement small group sessions for students known to have less exposure to higher education goals. This included potential first-generation college students, participants of Career and Technical Education programs, and others

who might excel as Dual Enrollment students but traditionally lack information and might benefit from additional support. Students were referred by school counselors.

In spring 2017, the open house format was updated allowing more individualized sessions to meet specific areas of interests and needs of participating high schools including high school senior registration. Each public high school within the service area was given an opportunity to select preferred sessions for their students including multiple education pathways. Approximately 416 high school students attended, including many under-represented prospective students, those participating in Career and Technology Education programs, prospective Dual Enrollment, and first year students. Bus transportation, for which the college reimburses the schools (either fully or partially depending on the number of buses), increased attendance at this event. This change also allowed high school seniors meeting exemption criteria for college level courses, to participate in an orientation. Sessions included review of major/career pathways, observation of courses, discussion with current college students, and faculty, access to Financial Aid and other student services and meeting with advisors to register for courses. The latter offered additional support for positive transition from high school to college.

Individual and small group campus tours were also given throughout the year to increase awareness of admissions, enrollment procedures, and college programs (credit and noncredit) among culturally diverse students. The Office of Admissions and Multicultural Affairs conducted the following activities:

- Collaborated with the Learning Resource Center in recognition of Irish American Authors and literature, request of Irish American Ambassador/Commission for recognition in March, with request from the college president to participate.
- Hidden Figures movie showing and discussion in partnership with Uhuru (Multicultural Student Union) and Student Activities. Discussions explored areas related to equality within the workplace as it relates to gender identification, race, and societal norms that support or challenge civil rights policies of the movie area and present.
- Collaborated with Queen Anne's County's Multicultural Proficiency Committee to host Conversation on Race: Sunday Suppers hosting local high school students, community members, and Public Sector/Service workers within the county.
- Made presentations with the college's Student Services staff at Conversations on Race sessions hosted by the Multicultural Proficiency Committee in Queen Anne's County that lead to increased outreach to support new student registration resulting in increased enrollment.
- Intentional outreach provided within all county service areas. Specific focus on community events that include under-represented prospective or current student populations.

In the Division of Continuing Education and Workforce Training, there is a wide array of recruitment and information initiatives to inform service region residents, businesses and potential students about educational opportunities. FY2016, activities included information meetings, participation in events sponsored by local organizations and agencies, and wide distribution of materials describing the programs offered on campus and in the community.

Chesapeake College entered a partnership with local advocates for health care professionals, and supporters to create a path for deserving, capable, caring, and compassionate individuals to enter the Certified Nursing Assistant (CNA) program on a fully paid scholarship. T.R.E.E.S. (Training, Recruitment, Education, Employment, and Support) actively sought out suitable candidates. A grant from the Maryland Department of Labor, Licensing and Regulation helped pay for a CNA Preparatory class as well as academic and language support throughout the CNA training grant, making this program unique. In December, 2015, the first class of eight students was accepted for full scholarships for the Maryland Board of Nursing-approved, Integrated CNA program. Thus far, 15 students have been awarded the opportunity to achieve their goal of becoming a CNA. The Adult Education Program offered registration and classes in more than 40 locations throughout the communities we serve. More than 300 information and registration sessions were held, and more than 60 classes were offered throughout the year. Chesapeake College Adult Ed program staff maintained offices at the One Stop Centers and Family Support Centers throughout the community and served as a resource to these and other agencies on a daily basis.

In addition, presentations have been made to community organizations with a diverse focus, such as the Chesapeake Multicultural Resource Center where we do recruitment, class registrations, and partner for citizenship classes. A new initiative of working with the Neighborhood Service Center was to create and implement culinary cooking classes and computer classes utilizing ESL for English Language Learners (ELLs) in the community in addition to outreach through Spanish advising at various advanced level Adult Education ESL classes. Recruitment presentations were given to over 500 adult ESL students to encourage them to consider Chesapeake College for their children. We expanded opportunities through the Caroline County Public Library system by holding weekly registrations in the Denton Library, and we provided additional opportunities for workforce training as well as GED and ESL courses. Information meetings were held with local officials and high school guidance counselors in the five counties. Program representatives attended the parent nights for the Caroline County Recreation and Parks Century 21 Afterschool Program.

The Adult Education Program partnered with the Kent Family Center and the Judy Centers in Talbot, Queen Anne's, Caroline and Dorchester Counties to provide free and low cost child care to Adult Education students while they attended class. We established relationships with Dri-Dock and Anchor Point, organizations that serve low income and disadvantaged clients.

To address concerns about retention in adult education classes, we instituted a calling program for absent students to determine reasons for their absences. For ESL students this was done by a native Spanish speaker or a native Haitian Creole speaker to enhance students' comfort levels.

Cooperation with area employers is also important to increase educational opportunities for international workers. Continuing Education has partnered with the Workforce Investment Board through a partnership for Rapid Response Sessions for employees of local businesses that are closing. Chesapeake has provided class information and translation services for these sessions. We also worked with Maryland Department of Labor and Licensing representatives, as well as employers such as The Hilton and REEB, a local door manufacturer. Noncredit course instructors developed classes such as Workplace English and Workplace Literacy Classes, and

expanded the offering of Workplace Spanish classes into the community. Other efforts include outreach to organizations and agencies representing larger populations of underrepresented communities in all the service region's five counties. These efforts include offering classes to the inmates at Detention Centers and developing close working relationships with ESL Coordinators in the public schools, and the Family Service Coordinators at each Family Support Center.

Besides outreach into the community, an important part of the college's effort to increase services to traditionally underrepresented populations involves coordination between Chesapeake College faculty and advising services. This coordination helps to increase awareness of ESL offerings and services and efforts to increase awareness of language needs for many minority students. The former Adult Education Program ESL instructional coordinator now serves as the college advisor for credit students. She provides advising services to all students, as well as helping second language learners bridge the transition from noncredit to credit classes. She also assists with additional needs such as FAFSA, Dream Act, visa and Deferred Action for Childhood Arrivals (DACA) questions. A strong cooperative relationship between the ESL Academic English Adult Education grant-funded program and the credit English Department has been forged over the years to ensure alignment and smooth transitions for ESL students. Recognizing that language skills are important all content areas, Adult Education developed a transition class for Academic Math.

As a result of these and other efforts over the years, Chesapeake College has been successful in attracting minority students. The percentage of credit students from a racial or ethnic minority has exceeded comparable service area population percent in twelve of the last thirteen years. In fall 2016, minorities comprised 26.5% of the Chesapeake student body, but only 20.0% of the regional population. In FY2016 (the most recent available), 30.9% of all continuing education students were from a minority group.

Another goal of the college's Diversity Plan is to, "*Recruit, train and support a diverse workforce.*" Human Resources monitors all employment policies to ensure no barriers exist for employees from diverse backgrounds. Exit interview data is also closely monitored to assess whether there are diversity issues or concerns that need to be addressed. Chesapeake College turnover continues to be low, at 10.0%, with minority turnover representing just 2.2% of the total workforce. The college offered a voluntary retirement incentive for employees who met the age and service requirements. This data was reviewed as well. No issues were identified in the exit interview data from FY2017 that caused any concern in reference to minority turnover.

Human Resources representatives meet with each search committee to explain our commitment to diversity and to encourage search committee members to consider diversity during the selection process. In addition to the usual sources of advertising, ads are placed in diversity publications such as Diverse Issues in Higher Education. Historically Black Colleges and Universities in the area with graduate programs were contacted for additional recruitment efforts. All search committee members receive a packet of information on hiring procedures that includes information on fair hiring practices and allowable questions. Search committee chairs emphasize the college commitment to increasing the diversity of our workforce. These initiatives help demonstrate Chesapeake College's continued commitment to making diversity a priority.

Because of the College's small size, overall percentages can be impacted greatly by just a few hires and/or terminations. Additionally, there are less than sixty full-time faculty and their turnover is relatively low. Thus, in spite of dedicated efforts, the minority percentage of full-time faculty fell to 7.1% in 2016. The College had only 18 new full-time hires in the last year, two of whom were minorities (both support staff members), representing 11.1% of the new hires. In fall 2016, the percentage of minorities in full-time administrative and professional positions was relatively unchanged at 11.8%.

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

Both faculty and staff need recurring training and practical ideas for more fully meeting the needs of a diverse population. Co-chairs of the Diversity Committee, the dean of Arts and Sciences and the director of Multicultural Affairs continued participation with the Maryland Diversity Roundtable, which is a great resource for networking and learning about successful diversity workshops at other community colleges. In addition, the Diversity Committee implemented Conversations on Diversity allowing for engagement and discussion with members of the college and local communities. Additional efforts are to be employed to market programs for increased student and community participation.

The Graduating Student Survey questions graduates each year about their perceptions of the college's commitment to inclusiveness and equity on campus, as well as their actual instruction in multi-cultural perspectives. The diversity metrics based on this survey recently did not show increases as desired, thereby indicating the need for additional focus throughout the college experience. However, results from the 2017 survey did show improvements in four of the five measures, so there is cautious optimism that recent efforts are working. Part of our ongoing task lies in finding exactly where and how multicultural perspectives are addressed in our classrooms.

During the 2015-16 Academic year, Chesapeake College faculty, led by the Academic Assessment Council and the director of Academic Assessment, implemented changes to the General Education Program as well as the assessment methods for the program. Assessment plans were written in the fall for all Chesapeake College courses to be offered in Spring 2016, with each course selecting a general education outcome to teach and assess. Of the 137 courses assessed, 12.4% elected to teach and assess diverse perspectives, and 10.2% taught and assessed values and ethics. Faculty members reported that 88.0% of students were "proficient" in diverse perspectives, and 89.0% were rated "proficient" in values and ethics.

Among the general education courses currently electing to assess "diverse perspectives", were Cultural Anthropology, Art, Music, and Film classes, Composition, Psychology, and all History courses. Among non-general education courses, faculty who selected this competency were found in Early Childhood Education, Food Preparation, Economics, foreign language courses, Nursing, and Medical Emergencies.

Courses designed to specifically teach and assess ethics were often found in practica and workshops, as well as those in counseling, paralegal studies, criminal justice, accounting and

business, and clinical experience courses. World Civilization courses (I & II) are among the few general education courses opting to focus on ethics.

As faculty members move into recommendations and follow up activities that close the assessment loop, we anticipate seeing even higher proficiency levels and increased embedding of activities that not only introduce but reinforce and apply the general education competencies associated with this diversity report. Other courses will be assessed in the summer and fall semesters, giving a broader picture of these educational activities on campus.

Learning also takes place out of the classroom, and co-curricular events help to build student engagement in the college. To that end, the college participated in the following activities in FY2017.

- Hosted elementary school (5th grade) visits in which students were exposed to resume writing, career exploration, college information, goal setting and sessions.
- Developed and built upon community and campus relationships and collaborated in sponsorship of events to benefit the college and campus community. This included: a Hispanic Heritage event with Pulitzer Prize winning photographer, José Galvez, viewing of the movie Hidden Figures followed by guided discussion, and Student Leadership Conference. The latter focused diverse students from the five county area attending as well as college students and was especially geared toward under-represented groups and first generation students. Sessions included keynote speaker: Dr. Hrabowski, UMBC President, roundtable session with college student leaders and Dr. Hrabowski, and concurrent sessions lead by faculty, students, and staff.
- Attended a minimum of 20 outreach events within the college service area.
- Attended University of Maryland Eastern Shore College Fair with prospective student interests from students from the mid-to lower shore of Maryland, Delaware, and Virginia.
- Attended Wicomico County Public Schools College Fair.
- Attended and presented information about Chesapeake College and Multicultural Affairs to the Queen Anne's County Minority Achievement Taskforce.
- Worked with the college president, members of the Multicultural Advisory Committee and Uhuru (Multicultural Student Union) to identify additional resources and ways to support under-represented students and students of color attending Chesapeake College.
- Provided approximately 22 awards to assist under-represented students and students in need with educational support.
- Supported Uhuru field trip to the Harriet Tubman Underground Railroad Visitor Center and explored similar opportunities for collaboration and possible engagement of students to secure Honors Contracts with use of attendance and research of historic field trip areas.
- Sent communication including academic calendar reminders, tutorial resources and other information to under-represented students to encourage student engagement and greater college success.
- Distributed Admissions and Multicultural Affairs materials to local churches and area citizens while attending outreach including events celebrating Martin Luther King Jr birthday, civil rights re-enactment march and health fair.
- Diversity Committee sponsored Conversations on Diversity: Peake Talks focused upon race, gender identity, religion/interfaith dialogues, disability/ability and access, and

offered a Safe Zone workshop. Sessions were open to college campus community and local community members and led by college faculty and staff.

Other initiatives central to the Cultural Diversity Plan

Chesapeake's celebration of Black History Month included the Family Series' presentation of "The Spirit of Harriet Tubman". Leslie McCurdy, the performer, shared Tubman's empowering story woven with words said to have been Tubman's own. The story took the audience through Ms. Tubman's childhood, her harrowing solo flight from slavery, her dedicated involvement with the Underground Railroad, her victorious rescue mission during the Civil War and her commitment to others in her later years.

This year's Black History Month luncheon theme was "Recognizing our Unsung Heroes." The event continues to be enjoyed each February by members of the campus and greater communities of our service areas and was our highest attendance of approximately 180 guests. Mr. Dale Green, Assistant Professor, Morgan State University School of Architecture and Planning, and Vice President/Partner of Sulton, Campbell, Britt and Associates delivered the keynote address. School counselors were asked to nominate 2017 high school seniors that have made a difference in their respective schools or communities. Nominees were students from our five-county service region. The attendees, staff, volunteers, and guest performers varied in age, identified race, and background. Youth participating with the local Workforce Investment Opportunities Act and local community organization, Destined to Rise Coalition continued to assist as volunteer hosts and ushers. Community members continued to reach out to the Multicultural Advisory Board and Multicultural Affairs Office, sponsors of the event, to reinforce their support and future interest.

Adult Education staff members have been instrumental in designing programs that reach out to non-English speaking parents of potential credit level students. A member of that staff served on the Chesapeake Multicultural Advisory Committee.

The College offers several programs to increase student engagement and success among culturally-diverse students and strives each year to surpass future targets. Evidence shows that the formal intervention programs yield positive results. The SAIL program (Success And Interactive Learning) gets first-time freshmen actively involved in the college experience. SAIL has several academic and service utilization requirements for participation. Students who complete the program and finish the semester with a quality point average of at least a 2.0 receive a scholarship discount on their spring semester tuition. The director of First-Year Programs oversaw development of the FSC/SAIL classroom, which allowed the director to standardize the Freshman Seminar Course (FSC) experience and provide SAIL participants with a home of their own. This increased cohesiveness of the group and allowed for expansion of SAIL-related activities at one central location. These programs provide invaluable support for first-generation college students, many of whom are minorities.

The FOCUS Group (First-Generation Opportunities for Career and Ultimate Success) is geared for first-generation male students enrolled in a career program and provides them with intense exposure to academic support and career exploration activities during the first year in college.

Finally, TRiO Student Support Services (SSS) Programs, both SSS Classic and SSS-STEM are federally funded programs, helping eligible (first-generation, low-income, or disabled) students stay in school, graduate, and/or transfer to a four-year institution. Services include academic and financial aid advising, career guidance and readiness, science and math supplemental instruction workshops, and cultural and educational events. Students engaged in these programs statistically outperform comparison groups of students who are not in the program in terms of retention and academic performance.

The campus process for the reporting of hate-based crimes consistent with federal requirements

The *Chesapeake College Emergency Procedures Guide* is printed annually and is available to all employees on the college's Website. It is intended for the use of faculty, staff, and students of Chesapeake College specifically to provide information on how to respond to possible emergency conditions on campus. It covers such areas as bomb threats, chemical spills, crimes, serious injuries or illnesses and fires. Chesapeake College encourages employees to keep the *Manual* in an easily accessible location at all times, preferably beside the telephone. New employees are made familiar with it as part of their orientation program. Additionally, the *Chesapeake College Student Handbook and Academic Calendar*, provided free-of-charge to all students, includes information on reporting of crimes and emergency contact numbers.

All reports of criminal activity and other emergency situations result in a response by a member of the college's Department of Public Safety from the Wye Mills Campus, Cambridge Center or, the Allied Health Center. The appropriate emergency response agency will also be contacted to respond if deemed necessary for further investigation.

Federal regulations call for colleges and universities to report crime statistics to students, employees and upon request to applicants for enrollment or employment. These requirements stem from the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments). In accordance with the U.S. Department of Education Regulations, Chesapeake College distributes an Annual Security and Fire Safety Report to all current students, staff, and faculty. In addition, the report is available to prospective students, staff, and faculty upon request. The Director of Public Safety makes this report available upon request.

The Annual Security and Fire Safety Report provides important information regarding campus crime and security, including information about Chesapeake College's Department of Public Safety, drug and alcohol abuse, sexual assault policies, and crime statistics for the previous three years.

Relating more specifically to diversity concerns, Chesapeake College strictly prohibits any type of hate crime against any of its faculty/staff, students, visitors, and guests. According to the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (2013 Amendments), a hate crime includes Clery Crimes that manifest evidence that the victim was intentionally selected because of the

perpetrator's bias based upon race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity. Categories of hate crimes include the following: murder/non-negligent manslaughter, negligent manslaughter, rape, fondling, incest, statutory rape, robbery, aggravated assault, burglary, motor vehicle theft, arson, larceny-theft, simple assault, intimidation, and destruction/vandalism of property.

In the event of a hate crime occurrence, a victim, witness, or anyone who discovers the incident is encouraged to contact the college's Department of Public Safety. Victims or witnesses may also contact the Queen Anne's Sheriff's Office, the Maryland State Police Centreville Barrack, Cambridge Police Department, or the Maryland Human Relations Commission.

If any of the above crimes are reported to the Chesapeake College Department of Public Safety or local law enforcement, it will be classified as a hate crime by law enforcement if there is sufficient evidence that the crime was committed based on the suspect(s)' bias towards the victim's race, religion, ethnicity, natural origin, gender, sexual orientation, or gender identity.

Victims, witnesses, or anyone who discovers a hate crime may report it in person or by phone to the Chesapeake College Department of Public Safety. They may also contact local law enforcement or the Maryland Human Relations Commission in person or by phone. The campus community can be notified and updated of any hate crime by various modes of communication such as Twitter, college email, college voicemail, and computer monitor messaging.

After a crime has been reported, the Chesapeake College Department of Public Safety will work in conjunction with local law enforcement officials, or other investigative agencies in conducting hate crime investigations.

2016 - 2017 Cultural Diversity Report

September 2017

Prepared by the Institutional Equity and Diversity Department

COLLEGE OF SOUTHERN MARYLAND
Cultural Diversity Plan
Update 2016-2017

Ongoing Objectives for FY 2017-2018

Goal 1: CSM provides the Southern Maryland community with programs and services that meet its educational, workforce and cultural needs.

Objective 1.4
Develop and implement innovative strategies to recruit a talented, diverse student body that reflects the demographics of the region.

Related to student success efforts at CSM, the Institutional Equity and Diversity Office will continue to meet with student participants who are engaged in the Men of Excellence Mentoring program on the La Plata campus for African American males and will solicit feedback on their academic and social experience at the college. The feedback obtained from students during this past academic year will assist in the further development and expansion of the program which is focused on academic success, retention and graduation rates, career exploration, community service and leadership development. Outreach of tabling and visiting area schools to recruit students took place.

The Men of Excellence program is designed to meet the needs of men in the program. The men in the program through weekly seminars, and program initiatives are able to meet their educational, workforce and cultural needs. Through weekly seminars the program invites speakers from the community as well as faculty and staff from CSM that talk to the students about goals setting in an attempt to focus both their educational and workforce related needs. Students in the program have participated in a three part series on goal setting in an effort to enable them to identify educational and career endeavors. Because the students in the program are primarily black males, the program has specific seminars dealing with the self-esteem and cultural awareness of the students. Over the course of the reporting period students participated in seminars on the history or African American and have had film discussion on the race, gender, and sexual orientation. In addition to these seminars the student participated in a state-wide conference that both educated and celebrated men of color. All these activities instilled a degree of cultural awareness in the students participating in the program. In an effort to ensure all students are prepared for their career endeavors, they participated in a resume boot camp and professional development program. Student although they have limited resources struggle will financial concerns, therefore the program collaborates with a local credit union to educate students on financial self-sufficient and ways to pay for college and the materials associated with college.

CSM has conducted a review of four-year articulation agreements, conducted a gap analysis, and developed and began implementation of plans to expand opportunities for four-year degrees in southern Maryland as well as in online venues. The following new articulations were established this year: Virginia Tech (Program to Program); Maryland Fire and Rescue

(Program to Program Renewal); York College (Guarantee Admissions); University of Maryland Eastern Shore (Program to Program); Air Force ROTC (General); Salem International University (Guarantee Admissions); Florida Institute of Technology (Program to Program).

Goal 2: CSM students successfully achieve their educational goals.

Objective 2.1

Increase the number of African-American students who transfer and/or graduate.

2.1a: Examine issues - both academic and social integration issues - around the first year of college and develop programs and services that provide African-American students with a stronger foundation for college success. (VP LEON/DSI EMT)

CSM has been developing a First Year Seminar course that considered the academic, social integration, and student success aspects of the first year experience. The course is designed in alignment with best practices to meet the success and student retention goals of the institution. This course will include a cultural competency component.

During the upcoming year we will have an opportunity to review and evaluate the experiences of students enrolled in the First Year Seminar courses, with a particular interest in gauging opportunities to enhance the experience of students of color.

2.1b: Identify and implement programs that help African-American students make progress toward their goals and assist them in modifying their goals as appropriate. (DSI EMT/VP DSI/ VP LEON)

In the spring of 2016 the college administered The Community College Survey of Student Engagement (CCSSE). Data drawn from the CCSSE provides the college with useful starting points for looking at institutional effectiveness in the areas of student learning, persistence, engagement and attainment. Themes taken from the data were reviewed and analyzed, and areas of opportunity will be implemented into the next Institutional Strategic Plan.

Leonardtown campus maintained the *Lead by Example Mentoring Program* to identify and support African American students who are marginalized academically and financially to provide executive leadership and support. This program focused on getting these identified students focused and proactively addressed issues early to provide intervention throughout the semester. Workshops are conducted, self-esteem, academic performance and progression addressed.

c: Explore the feasibility and desirability of expanding a mentoring program for African American male students. Provide findings and recommendations to appropriate departments and committees. (LAPL/DIV)

Men of Excellence Mentoring Program

The Institutional Equity and Diversity Office successfully launched a pilot of the Men of Excellence Mentoring Program in fall 2013 and have continued to mentor students and shape their academic success through a targeted weekly curriculum combined with one on one and peer to peer mentoring. The program is designed to support African-American male students in developing academic, financial, professional, and life skills that will allow them to succeed in college and beyond. The goal is to increase the retention, graduation, and transfer rates for this population. The program coordinator manages the program's content and works directly with students to address their specific academic and personal needs. Students within the program were paired with faculty and peer mentors. The program included weekly meetings, seminars, and presentations from (internal and external) speakers in areas such as financial aid, financial literacy, transfer opportunities, networking, and study skills. One of the major aspects of the mentoring program is increasing student exposé through experiential learning activities.

Goal 3: CSM is the employer of choice of a diverse workforce.

Objective 3.4

Ensure that diversity and other College values are regularly articulated and demonstrated in the workplace.

Currently the climate for CSM related to diversity is measured with each individual performance appraisal. Every employee is evaluated based on the seven CSM values of Respect, Excellence, Diversity, Teamwork, Innovation, Knowledge and Integrity. The specific evaluation factors related to diversity include participation in diversity training, cultural programs and related activities; creation and maintenance of a work environment that is respectful and accepting of others; demonstration of the ability to interact with individuals from diverse backgrounds; behaviors that exhibit positive commitment to diversity and; overall contribution to departmental diversity initiatives.

Objective 3.5

Ensure accountability and equitable practices throughout the workplace. (Increase the percentage of minority employees so that the college's workforce better reflects the demographics of the region.) *(VP GCO/HRD, PRE/DIV)*

The college has done fairly well with the recruitment and retention of minority employees. However, we would like to further examine the climate for underrepresented members of the workforce to ensure that we are continuing to foster a welcoming and supportive environment for all.

The College will continue to monitor the progress of minority hiring and retention rates in all job groups and will continue to promote the value of a competent and diverse workforce. During Spring 2016, Institutional Equity and Diversity office developed a targeted diversity

recruitment resource list per discipline and will coordinate with HR to utilize the diversity recruitment resource list in the search process. The resource list intentionally targets underrepresented groups per discipline specific to CSM and is an expansion of the pre-existing recruitment resources utilized. Utility of the targeted diversity recruitment directory is ongoing. Findings and recommendations will be reported to appropriate departments and committees.

Personal Assessment of the College Environment (PACE) is conducted every two years. Currently, PACE survey is being conducted and the results will be compared to the prior surveys. The PACE survey was last administered in May 2015. The overall results of the 2015 PACE survey at CSM indicate a healthy campus climate, a high-range Consultative system. Although there were slight declines in the overall mean and climate factor means in the 2015 survey from the previous survey, the results of the 2011, 2013, and 2015 surveys show improvements from years prior to those surveys. The areas of excellence include employees felt their job was relevant to the institutions mission, supervisor is open to ideas, opinions and beliefs, the institution prepares students for further learning and student ethnic and cultural diversity are important to the institution and professional and development training opportunities are available. Some areas needing improvement regard the practice of open and ethical communication, spirit of cooperation and teams using problem solving techniques. To strive for the highest system the Collaborative System, CSM should recognize and address those items in need of improvement. This may be accomplished through the strategic planning and process improvement components of CSM's Quality Improvement Process (QIP).

CSM Love: The Community Relations department launched the college's fifth year of *CSM Love,* a public relations campaign that demonstrates the institutional values of respect, teamwork, and civility by expressing appreciation to and from CSM internal and external audiences using social media, handwritten postcards, photos and events on all campuses during the month of February. The theme of respect was also the focus of the college's 2016 All College Convocation.

New Hire Search Committees: All DFS departments are to include a minority representative on interview committees. LAPL, LEON, PRIN. Ensure fair representation on the committee.

Appendices

Appendix 1: Special Highlights and Accomplishments (FY 2016-2017)

Appendix 2: New Initiatives and Special Programs (FY 2017)

Appendix 3: Diversity Programs (2016-2017)

Appendix 1: Special Highlights and Accomplishments (FY 2016-2017)

Diversity Institute: The Diversity Institute was launched in January 2013 with support of the Charles County Commissioners and is the external arm of the Institutional Equity and Diversity Office. The Institute serves as a comprehensive resource for community members as they seek to create a greater sense of community and improve the quality of life in Charles County. The Institute has hosted ongoing programs and experiential learning opportunities that integrate self-awareness, multicultural and intercultural communication skills, social justice education and leadership development.

Men of Excellence Mentoring Program

The Institutional Equity and Diversity Office successfully launched a pilot of the Men of Excellence Mentoring Program in fall 2013 and have continued to mentor students and shape their academic success through a targeted weekly curriculum combined with one on one and peer to peer mentoring. The program is designed to support African-American male students in developing academic, financial, professional, and life skills that will allow them to succeed in college and beyond. The goal is to increase the retention, graduation, and transfer rates for this population. The program coordinator manages the program's content and works directly with students to address their specific academic and personal needs. Students within the program were paired with faculty and peer mentors. The program included weekly meetings, seminars, and presentations from (internal and external) speakers in areas such as financial aid, financial literacy, transfer opportunities, networking, and study skills. One of the major aspects of the mentoring program is increasing student exposé through experiential learning activities.

Men of Excellence Summer Academy: The Men of Excellence Summer Academy was designed as a summer bridge experience to allow incoming students an opportunity to get a head start on their college careers and develop essential skills aimed at preparing for greater academic success. With 5 participants, the academy provided students with an orientation to the college and its resources through student engagement, academic enrichment in English and Mathematics, team building and leadership development. All students who tested into Developmental Math were given an opportunity to begin early on the course modules. This program will continue to run annually for at least two weeks in early August.

The Men of Excellence program is designed to meet the needs of men in the program. The men in the program through weekly seminars, and program initiatives are able to meet their educational, workforce and cultural needs. Through weekly seminars the program invites speakers from the community as well as faculty and staff from CSM that talk to the students about goals setting in an attempt to focus both their educational and workforce related needs. Students in the program have participated in a three part series on goal setting in an effort to enable them to identify educational and career endeavors. Because the students in the program are primarily black males, the program has specific seminars dealing with the self-esteem and cultural awareness of the students. Over the course of the reporting period students participated in seminars on the history or African American and have had film discussion on the race, gender, and sexual orientation. In addition to these seminars the

student participated in a state wide conference that both educated and celebrated men of color. All these activities instilled a degree of cultural awareness in the students participating in the program. In an effort to ensure all students are prepared for their career endeavors, they participated in a resume boot camp and professional development program. Student although they have limited resources struggle will financial concerns, therefore the program collaborates with a local credit union to educate students on financial self-sufficient and ways to pay for college and the materials associated with college.

"Resume Bootcamp" 10/20/16

"Financial Literacy Training" 11/03/16

"Black Gold, the contribution of African American and their ability to be free during slavery" 12/01/16

"Maryland Men of Color Conference" 03/03/17

"Designing your Life" 02/09/17, 03/09/17, 04/13/17

Film Discussion: "Moonlight" 03/02/17, "Do the right thing" 03/23/17, "Few Good Men"04/20/17

The Men of Excellence program is designed to enhance students academically. The program holds academic success paramount, and as such provides students with advising, transfer services, and tutoring. Students within the program have access to one on one advising from the program coordinator. These meetings are designed to enable to students to determine where there are gaps in their academic success and provide linkage and referral to ensure that students can access the resources necessary to enhance their academic success. Students within program also have dedicated advisors that provide academic advising to ensure that students are aware of their academic plan and are utilizing that plan to ensure that student's time to graduation is reduced. Because we are a community college academic success, relates to directly to transfer. Therefore the program works closely with transfer services to ensure that once students graduate they are prepared to transfer on to a four year institution. The program has also partnered with transfer services to allow students to participate in college tours. The program also hosts a summer academic that is designed to prepare students for the rigors or college. The academy gives student an opportunity to work in a college setting and learn the expectations that college places on them, this experience has proved to enhance the academic success of student participants.

"Transfer Services" 10/13/16

"*NC A&T college visit*" 10/22/17

"Advising presentation" 11/17/16

Diversity Programming: Diversity programing within the Institutional Equity and Diversity Office, seeks to work with student, administrators, faculty and external partners on a robust set of campus-wide diversity programming initiatives, such as heritage month celebrations, educational exhibits, public lectures, and roundtable discussions focused on social, cultural, and

political issues. These programs seek to explore the intersectionality of race, gender, sexual orientation and culture and provide programming that addresses concepts through the lens of diversity and inclusion.

Traditional Hispanic Crafts: Celebrate Hispanic Heritage Month by creating traditional Hispanic crafts. The crafts are specific to five countries within Latin America and the Caribbean and are used for ceremonies and other rituals. Students, faculty, and staff. co-curricular, LAPL, 9/29/16.

National Coming Out Day: Distributed information pertaining to being an ally for the LBGTQ community and information on coming out for Students, faculty, and staff. co-curricular, LAPL, 10/11/16.

Latin Rhythm Lecture & Demonstration: Dr. Stephen Johnson, director of CSM's Ritmo Caché, will demonstrate the connections between Latin rhythms and the other styles of popular music. Attendees will get a hands-on tutorial playing Latin American musical instruments such as the conga drums, maracas, claves, and various bells with assistance from members of Ritmo Caché. Students, faculty, and staff co-curricular, LAPL 10/13/16.

Ruben Salazar: Man in the Middle Screening: Documentary screening of Ruben Salazar: Man in the Middle in recognition of Hispanic Heritage Month. The documentary focuses on the life and mysterious death of journalist Ruben Salazar. Salazar was a supporter of the radical Chicano movement in the 1960's and was killed mysteriously by law enforcement. Students, faculty, and staff, co-curricular, LAPL, 10/18/16.

"Speak Up, Speak Out: Opening up the Conversation about Dating Violence and Sexual Assault" Participants were given advice regarding how to make their relationships thrive, how to identify and end difficult relationships, and the resources available to them or to their friends should they encounter instances of dating violence or rape. Students, faculty, and staff, co-curricular, LAPL, 10/25/16.

The Mirror in My Mind: An intergroup dialogue discussion in recognition of Love Your Body Day. Discussed body image, the importance of self-love, and ultimately define beauty by our own standards. Discussed beauty standards by the media, fat shaming, and many more topics relating to beauty for men and women. Julie Walton facilitated this event. Students, faculty, and staff, co-curricular, LAPL, 10/20/16.

Day of the Dead: Passive program where information was distributed in recognition of the Day of the Dead. Students, faculty, and staff, co-curricular, LAPL, 11/1/16.

Piscataway Connection Exhibit: Culture exhibit for Native American Heritage Month. Students, faculty, staff, and community, co-curricular, LAPL, 11/16/16-11/18/16.

The Promise: Conversation dedicated to Native American rights with a focus on broken treaties and the Dakota Access Pipeline Movement. The conversation was facilitated by community organizer and activist Allie Simmons. Students, faculty, staff, co-curricular, LAPL, 11/29/16.

World AIDS Day: Passive program where information was distributed in partnership with Tri County chapter of Delta Sigma Theta. Students, faculty, staff, co-curricular, LAPL, 12/1/16.

Festival of Lights: Learn about and respect the diverse holiday customs celebrated by our college team and around the world. Table displays of holiday tradition or custom were exhibited. Faculty and staff 12/8/16.

Start Talking, Stop HIV: Partnership with Charles County Department of Health. Information, free HIV testing, other services provided in recognition of National Black HIV/AIDS Awareness Day, Students, faculty, staff, co-curricular, LAPL, 2/7/17.

13th Documentary Screening and Discussion: Documentary screening and discussion focused on black history and the prison system in America, Students, faculty, staff, and community, co-curricular, LAPL, 2/21/17.

The Way It Was with Jimmy Bland and Black History Exhibit: Mr. Jimmy Bland, a Negro League baseball hall of famer and veteran shared his experience in the Negro Baseball League and Army. Students, faculty, staff, and community, co-curricular, LAPL 2/23/17.

Movements for Change: Black History Month intergroup dialogue facilitated by The Conversation Starters, Students, faculty, staff, and community, co-curricular, LAPL, 2/28/17.

The Way It Was with Jimmy Bland and Eddie Banks: Jimmy Bland and Eddie Banks, who are both Negro League baseball Hall of Famers and veterans, shared their experiences in the Negro League and United States Armed Forces. Students, faculty, staff, and community co-curricular, LEON, 3/7/17, PRIN 3/9/17.

Reclaiming the F-Word: Intergroup dialogue discussion in partnership with the Charles County Mediation Center. The dialogue revolved around feminism and women's issues from politics to pop culture. Julie Walton was the facilitator.Students, faculty, staff, co-curricular, LAPL, 3/28/17.

Overcoming the Challenges of Today: Panel discussion regarding women's history and issues with eight women from CSM and Southern Maryland region. Students, faculty, staff, and community, co-curricular, LAPL, 3/30/17.

Self Defense Workshop: Self-defense workshop in recognition of Sexual Assault Awareness month! Carrie Lovejoy provided a presentation and demonstration. Students, faculty, staff, and community, co-curricular, LEON, 4/11/17, PRIN 4/18/17, LAPL 4/27/17.

Speak Up, Speak Out: Sexual Assault Awareness: Presentation on sexual assault awareness, risks, and resource; center for abused persons. Students, faculty, staff, and community, co-curricular, PRIN 4/12/17.

Speak Up, Speak Out: Sexual Assault Awareness: Presentation on sexual assault awareness, risks, and resource; center for abused persons. Students, faculty, staff, and community, co-curricular, LAPL 4/13/17.

Speak Up, Speak Out: Sexual Assault Awareness: Presentation on sexual assault awareness, risks, and resource; center for abused persons. Students, faculty, staff, and community, co-curricular, LEON 4/25/17.

Remembering the Holocaust: Holocaust survivor will give presentation on personal experiences. Partnership with 2 LAPL professors. Students, faculty, staff, and community, co-curricular and curricular, LAPL 4/20/17.

Hispanic Heritage Observance: The Institutional Equity and Diversity Office provided a robust program for Hispanic Heritage month that examined the intersections of race, history and culture, through the diversity of the culture itself. A highlight for students included the opportunity to partake in traditional Hispanic crafts. The crafts are specific to five countries within Latin America and the Caribbean and are used for ceremonies and other rituals. Dr. Stephen Johnson, director of CSM's Ritmo Caché, will demonstrate the connections between Latin rhythms and the other styles of popular music. Attendees will get a hands-on tutorial playing Latin American musical instruments such as the conga drums, maracas, claves, and various bells with assistance from members of Ritmo Caché. Students were able to participate in the documentary screening of Ruben Salazar: Man in the Middle in recognition of Hispanic Heritage Month. The documentary focuses on the life and mysterious death of journalist Ruben Salazar. Salazar was a supporter of the radical Chicano movement in the 1960's and was killed mysteriously by law enforcement.

The Mediation Center of Charles County: creates a web of peacebuilding relationships cast over all of Charles County. The center leads by example through mediation, facilitation, outreach and education, making collaborative problem solving the standard to address challenging conversations. Building a county wide roster of volunteer mediators and facilitators, the center provides services cost free to the citizens of Charles County.

What is Mediation?

Mediation is a voluntary and confidential process for people involved in a dispute, or who need to have a difficult conversation. Trained mediators guide participants through an informal process that helps those involved to identify the issues and generate their own resolutions. Mediators are non-judgmental, do not take sides or tell you what to do.

Mediation is VOLUNTARY, CONFIDENTIAL, and FREE! **Types of disputes typically mediated:**

- Neighbor/Neighbor (pets, fences, home and property additions, parking, noise, etc.)
- Spouse/Spouse (relationships, child custody, visitation, parenting issues, communication)
- Parent/Teen conflicts (curfew, driving, housekeeping, school, attendance,/performance, friends)
- Parent/ Other family conflicts such as siblings or in-laws (property, adult siblings, elder care)
- Roommates or Friends (interpersonal relationships, rent, housekeeping, communication)
- Landlord/Tenant
- Employer/Employee or Co-workers
- Business/Customer
- Neighborhood Associations disputes.

Community Mediation Center: Provided 64 Mediations that included representation in each demographic category of age, race, gender, ethnicity, income and education. Mediations are performed all over the county including LAPL. Align with Charles County demographics - volunteer mediators and mediation participants by age, race, gender, ethnicity, income and education. 149 mediation participants, 7/1/16, 4/17/17.

Conflict Resolution Workshops: Two hour Conflict Resolution Workshop for Charles County Dept. of Social Services Mandatory Work Readiness Class. 7/28/16, 9/22/16, 10/27/17, 12/22/16, 1/19/17, 2/23/17, 3/23/17.

Conflict Resolution Workshop: One hour Conflict Resolution Workshop for Charles County Dept. of Social Services foster kids aging out of system. 11/14/16.

The Women and STEM Conference: The Women and STEM Conference is a career conference designed to expose young women ages 13- college to the opportunities in STEM. The presenters are professional women in various stages of their careers who work in a STEM profession. The event is a free event sponsored by the CSM Foundation. The day begins at 8:30 and goes until 3:30 pm. The event starts with a continental breakfast in the BI building a keynote address by Rebecca Shaw. She is an excellent role model for young women. It is very important to share with the young women all of the opportunities available to them. Lt Shaw, US Navy Test Pilot, BIO follows if this is useful:

Lieutenant Rebecca Shaw attended the U.S Naval Academy in Annapolis, MD, graduating with a Bachelor of Science degree in Mechanical Engineering in 2009. Following commissioning, she attended flight training at Vance AFB, Oklahoma and NAS Corpus Christi, Texas, earning her Naval Aviator wings in April 2011. She attended P-3 Fleet Replacement Squadron training with Patrol Squadron THIRTY (VP-30) at NAS Jacksonville, FL. In February 2012, she reported for her first operational flying tour with the World Famous Golden Eagles of Patrol Squadron NINE (VP-9). While attached to VP-9, Lieutenant Shaw deployed to Sigonella, Italy, Souda Bay, Greece, Rota, Spain and conducted detached operations in Keflavik, Iceland and Lossiemouth, Scotland supporting naval operations in the Mediterranean, Northern Africa and Northern Atlantic, to include Operation Nimble Warning. In Spring of 2015, Lieutenant Shaw was selected to attend U.S. Naval Test Pilot School as a member of class 149. She graduated from the Engineering Test Pilot School course in June of 2016. Following graduation, she reported to Air Test and Evaluation Squadron TWO ZERO (VX-20), serving as a MQ-4C Triton Project Officer and P-8A Poseidon Test Pilot. In fall of 2016 she was accepted into Johns Hopkins University Professional Engineering program where she is currently completing her Master's Degree in Space Systems Engineering. Lieutenant Shaw has over 1,200 hours of flight time and has flown a combination of 20 models of jet, prop and rotary wing aircraft. Her awards include the Navy and Marine Corps Achievement Medal (2), the Meritorious Unit Commendation and the National Service Defense Medal. April 1, 2017.

Women in STEM Club for CSM students: This is a new club and is student run. Sandy Poinsett is the faculty advisor. The first well attended (approximately 20) meeting, students are trying to figure out how to best use the remaining time in the semester. First meeting held Tuesday, March 7, 2017.

The following achieved objectives of Goal 2: CSM students successfully achieve their educational goals:

Online Civility Faculty Workshop: Provide best practices on online civility for faculty and students; review cultural responses. Faculty workshop for teaching - 8/19 & 8/20/16.

Student Veterans Faculty Workshop: Student veterans provide insight to faculty on what they need & services available to them. LAPL. Faculty workshop for teaching - 8/19, 8/20/16.

Preferred Learning Styles Faculty Workshop: Current research on teaching to all the different learning preferences, including cultural differences. LAPL. Faculty workshop for teaching - 8/20/16.

Civility in the Classroom Faculty Workshop: Three sessions - Investigate and reflect on how to promote civility in the college classroom. LAPL. Faculty workshop for teaching - 1/18 & 1/20/17.

Winter Diversity Institute: Book Discussion (Blindspot: Hidden Biases of Good People). LAPL. Faculty workshop for teaching - 1/20 & 1/21/17.

ADA Quick Tips for Faculty Workshop: Ensure course materials (online or F2F) are web-accessible. LAPL. Faculty workshop for teaching - 1/21/17.

Engaging Veteran Students Faculty Workshop: Panel discussion on the needs of veteran students, challenges they face, and CSM resources. LAPL. Faculty workshop for teaching - 1/21/17.

Diversity in the Classroom Faculty Workshop: How to be open to diversity; encouraging diversity; and, activities to support diversity in the classroom. LAPL. Faculty workshop for teaching - 1/21/17.

Student Counseling Faculty Workshop: Introduction to our counseling services, and reviewing counseling topics e.g., test anxiety, LGBTQ. LAPL. Faculty workshop for teaching - 1/24/17.

Accessibility Faculty Workshop: Accessibility in Distance Education to cover design principles to reach and improve online learning. Online. Faculty workshop for teaching - May, 2017.

How Faculty can recognize & manage student mental health problems: Review signs, red flags, and symptoms of several common mental disorders and effective strategies to de-escalate problem behaviors and manage disruptions to teaching and learning due to mental health concerns. Online. Faculty workshop for teaching - May, 2017.

Managing Personality Disorders In The Classroom: Essential Tools, Strategies & Resources: Identify different personality disorders and review their common traits and review relevant mental health resources. Online. Faculty workshop for teaching - May, 2017.

Managing Disruptive Classroom Behavior: Strategies for Creating a Safe & Dynamic Learning Environment: Strategies for creating and sustaining a dynamic learning environment. Online. Faculty workshop for teaching, May, 2017.

What is the Role of Communication in Teaching Excellence Faculty Workshop: Communicate more effectively in-class and out-of-class; Create a climate that promotes effective student-to-student interaction. Online. Faculty workshop for teaching - July 2017.

What Kinds of Questions Encourage Student Interaction? Creating questions that allow students to connect with the course content in ways that are meaningful to them. Online. Faculty workshop for teaching - July, 2017.

How do I create a climate for Learning? Creating a memorable, positive experience for students and faculty. Online. Faculty workshop for teaching - July, 2017.

What should I do when a student challenges my authority? Causes if authority-challenging behavior; how to assess an incident; best options; establishing expectations. Online. Faculty workshop for teaching - July, 2017.

Sponsorships: Kent Avenue Corridor (underrepresented population) support for Back to School, Charles County NAACP MLK Prayer breakfast, St. Mary's County NAACP Prayer Breakfast and Annual Freedom Fund/70th anniversary, Annmarie Gardens Military Appreciation Night, St. Vincent Friends of Walk for the Poor:

Chautauqua
http://news.csmd.edu/archive/2016/22bc8f8b442cf9a2d73bf9befb06b8dd1b5f9dd5.htmlBenny Morgan Series:
http://news.csmd.edu/archive/2016/05968cd841e060786b695cbb7aec0e0aa6991f39.htmlSponsored Military Appreciation Night in December at Annmarie Gardens to provide free admission to all military members.

Roundtable of Veteran students for Congressman Steny Hoyer to examine veterans issues; coupled with tour of renovated lounge through Home Depot Grant
http://news.csmd.edu/archive/2016/c7ebc2a1a70c5154d69505c9039b3c7af6f3ae5c.html

Civic involvement: Student Advocacy Day, 15 students representing peers at Maryland General Assembly Feb. 8, Legislative Breakfast, student recipients of Delegation/Senatorial scholarships advocating for Community College peers Nov. 10; Students talking with county commissioners, representing the student perspective at annual State of the College presentations, Jan. 31 St. Mary's County Commissioners and March 7 to Charles County Board of Commissioners.

CSM Love: The Community Relations department launched the college's fifth year of *CSM Love,* a public relations campaign that demonstrates the institutional values of respect, teamwork, and civility by expressing appreciation to and from CSM internal and external audiences using social media, handwritten postcards, photos and events on all campuses during the month of February. The theme of respect was also the focus of the college's 2016 All College Convocation.

Produced training video: Produced training video for use by emergency personnel filmed during the college's active shooter drill.

College Classroom Presentation at AFACCT, Conference presentation: Underrepresented Faculty in the College Classroom Presentation at AFACCT, Conference presentation, 1/6/17.

Presentation - Bridging and Persisting to Close the Gap in STEM: Tools and Strategies for Encouraging Students to Take Diverse Paths into STEM fields Presentation about breaking barriers and useful strategies to support diverse students in the STEM field. – Presenter: Dr. María Isabel Bryant, CSM Professor of Sociology, Women and STEM Conference. 4/1/17.

The Latino/a Cultural Studies Group: Completed the following events about the experiences of Latino/a students with a focus on faculty development:

- Latino Labels Presentation and Video Screening about Media Representations about Latinos/Latinas 9/16/16.
- Presumed Incompetent Discussion about Challenges faced by faculty in the college classroom – focus on Latina/o faculty expanded, 9/20, 29/16.
- Hispanic Heritage Month Event - URM in the College Classroom Presentation, October 11, 2017.
- The Industries of the Future Book Discussion and Presentation about Labor Force Participation of Latinos/Latinas, 11/3/16.
- FOC Presentation Workgroup, 11/10/16.
- The Industries of the Future Book Discussion Part II, 11/28/16.
- Double Consciousness of Community College Faculty, 11/29/16.
- Underrepresented Faculty in the College Classroom, 12/14, 15/16.
- AFACCT Presentation Final Work Day, 1/4/17.
- Underrepresented Faculty in the College Classroom Presentation at AFACCT, 1/6/17.
- Final Discussion about The Industries of the Future and Work, June TBD.

New Hire Search Committees: All DFS departments are to include a minority representative on interview committees. LAPL, LEON, PRIN. Ensure fair representation on the committee. 7/1 – 6/30.

Inter-cultural Expo at Leonardtown: Students, faculty and staff are invited to travel the world (without leaving campus) at the first Inter-cultural Communication Expo on Wed., April 26, 2:30-4 p.m., in Building A (Auditorium), at the Leonardtown Campus. All are encouraged to learn about the different cultures to be on display via a student poster session and try some free cultural foods. The event is hosted by students in Leonardtown's first COM1350 (Inter-cultural Communication) class and is funded by CSM's Global Initiatives Committee. For information, contact: Michelle Brosco Christian, Associate Professor, Communication, mchristian@csmd.edu. April 26, 2017.

Leonardtown events:

- Six (6) African American students participated in the Lead by Example Leadership Mentoring program hosted at the LEON campus. The program is designed to encourage student success through workshops, career assessments, and leadership development training.
- Native American Piscataway Indian Dancers.
- Dia De Los Muertos - Hispanic Heritage Month.
- Black History Month display of Historical Marylanders
- Trip to the Blacks in Wax Museum and donated tickets to this years' Juneteenth celebration
- Women's History Month display.

- Irish American history month recognition.
- Conducted a Facilitation Training for One Love relationship violence program and conducted a subsequent workshop lead by students. (Title IX)
- Held a Moll Dyer day to recognize local folk lore unique to the Southern Maryland region; St. Mary's in particular.
- All student services staff and Student Association Officers were trained this year as Mental Health First Aid responders.
- Co-sponsored an opioid forum and training for overdose responders with the St. Mary's County Health dept. and counseling services.
- Intercultural communication class COM 1350 sponsored an Implicit Bias forum on disabilities and an international cultures display.
- Partnered with Disability Support facilitated a Try College for a Day for students with disabilities from our local feeder high school.

Diversity in Education Committee:

Each year, the Diversity in Education committee sponsors two diversity institutes. The Summer and Winter Diversity Institutes are faculty development activities that encourage participants to consider issues of diversity in their pedagogy and their day-to-day interactions with students and colleagues. Through reading academic and popular texts, participants discuss issues of diversity among students, within academic disciplines, and in society. The past year the following activities took place:

The Summer Diversity Institute was held in June 2016 and 26 faculty members attended. The topic of discussion was the book, Who We Be: A Cultural History of Race in Post-Civil Rights America by Jeff Chang.

The Winter Diversity Institute was held in January 2017 and 35 faculty members attended. The topic of discussion was the book, Blindspot: The Hidden Biases of Good People.

The following courses were offered to students for retention efforts that address objectives for *Goal 1: Expand engagement with the community, ensure community members have a voice in defining their needs, and provide programs, courses and services that respond to these diverse needs; and Goal 2: CSM students successfully achieve their educational goals:*

ENG 2240: African-American Literature, Fall 2016, Spring 2017, course offering, WALD.

ENG 2250: Women Writers, Spring 2017, course offering, LAPL.

ENG 2260: Ethnic American Literature, Fall 2016, course offering, LEON.

ENG 2270: Latin-American Literature and Film, Summer 2016 and Spring 2017, Course offering WEB.

ENG 2320: World Literature, Fall 2016, course offering, LAPL.

ENG 2810: The Vietnam War in Literature and Film, Spring 2017, course offering, LEON.

LAN 1100: Intro to Women's Studies, Spring 2017, course offering PRIN.

SPA 1052: Culture of Belize Travel Studies Course, Spring 2017, course offering REGI.

LAN 1050: Cultures of Africa, Spring 2017, course offering WEB.

LAN 1054: Cultures of Asia, Fall 2016, course offering WEB.

Connections Reading: Evie Shockley, 9/30/16, PRIN, for Faculty, Staff and/or Students.

Connections Reading: Sunil Yapa, 3/3/17, PRIN for Faculty, Staff and/or Students.

Connections Reading: Frank X. Walker, 4/7/17, LAPL, for Faculty, Staff and/or Students.

Holocaust Speaker Susan Warsinger, 4/20/17, LAPL for Faculty, Staff and/or Students.

Global Initiatives Committee completed the following:

Fall 2016: Reconfirmed membership commitment and elected new Co-chairs.

- Hosted International Week celebration on Cuba. Hosted director and activist Zuzelin Martin-Lynch at La Plata and Prince Frederick campuses where her award-winning documentary Craving Cuba, was shown and discussed. The film is about the Cuban-American life and how Cuban-Americans feel about Cuba. Faculty, staff, and students enjoyed Cuban cuisine while watching the film. At the La Plata campus, Dr. Eileen Abel presented a slide show of her recent trip to Cuba. Also, the La Plata event ended with live Cuban music.
- The committee selected a book, *Havannah Real: One Woman Fights to Tell the Truth About Cuba Today,* by Yoani Sanchez which were distributed during International Week activities to be read in preparation for International Day in the Spring. The GIC provided 50 copies of the book to each of the 3 CSM campuses. Book discussions were held in the Spring at the La Plata and Prince Frederick Campuses. Discussions focused on the book but tied in themes from the film screenings. Distributed book, Havana Real, to students interested in book discussion scheduled for Spring 2017.
- Approved revised GIC mission statement.
- Reaffirmed GIC's commitment, through its selection of countries/regions, to serve as a forum to address controversial topics from multiple perspectives, to complicate and inform, and to engage the broader CSM community in healthy, respectful, and authentic conversations.

Spring 2017:

- Presentation and preliminary discussion was led by Professor Don Smith on the significance of Cuban revolutionary and pop cultural icon, Che Guevara, in conjunction with showing of award winning film, Che. International Day events (April 4 - 6, 2017): At La Plata, the GIC sponsored a screening of the film, *Chi 1*, about the legendary Latin American revolutionary, Che Guevara. The movie traces Che's transformation from a physician to one of the leaders of the revolution that brought down the Batista regime in Cuba was held on the La Plata campus.

- GIC provided food for the Leonardtown Campus' Intercultural Expo, hosted by Professor Michelle Christian's Inter-cultural Communications class. The Exo encouraged the CSM community to learn about the different cultures on display via a student poster session and free cultural food.
- Revised and publicized new mini-grant application process, guidelines, and time-line. One for $1,000 to Krista Keyes to help her in her endeavor to study Creative Writing at the University College Dublin where she will complete a book which will include a close study of Irish culture, literature, history, and language, and Celtic spirituality.
  The other grant, $1,000, was awarded to Michelle Simpson so she may attend a training to administer the Intercultural Development Inventory (IDI) developed by Mitchell R Hammer (based on the Developmental Model of Intercultural Sensitivity (DMIS), a component of the Introduction to Intercultural Communications course, and created by Milton Bennett). Once Michelle completes her training, she will work with students in class and faculty and staff in groups to develop strategies toward intercultural competence.
- Approved Nigeria as the next country to highlight during International Week.

Faculty Mentoring Program: The Faculty Mentoring Program is administered by the Faculty Mentoring Committee, a subcommittee of the Faculty Development Committee. The goal of the Faculty Mentoring Program is to provide sharing partnerships between experienced and less experienced faculty that will foster success in the classroom and encourage creativity in teaching. The program provides mentors for new full-time faculty and new adjunct faculty, and for faculty who wish to improve their skills in a specific area. Mentor partnerships are available at all campuses. The mentoring program seeks the following outcomes: improved instruction; increased exchange of ideas between new faculty and faculty members who have experience teaching at CSM; enhanced understanding of the mission of the community college; increased awareness of the diversity of our students; shared strategies for student-centered learning; and increased support for new faculty, so that they enjoy their first semester and wish to continue teaching at CSM. The mentoring program provides a Web Faculty Survival Checklist and a Faculty Survival Checklist that includes FERPA and Workplace Harassment Training. The web site was updated in June of 2016. The mentoring program had a total of 56 Mentor Partnerships Academic Year 2016-2017.

Veteran Programs:

- CSM hosted a Veterans Breakfast and Veterans Lounge open house, LAPL, 11/9/16.
- CSM had an information table at the Leonardtown Veterans Day Parade, 11/11/16.
- CSM has been providing red, white, and blue Honor Cords to our Veterans, Reservists and Active Duty graduates who participate in the commencement ceremonies (May 2016 and January 2017). Ongoing.
- CSM sponsored an information session/talk with Jimmy Bland (former Negro League baseball player and Veteran) LAPL, 2/23/17; PRIN, 3/9/17; LEON, 3/7/17.
- CSM hosted a Student Veterans Family Resource Night. LAPL, 2/28/17.

ESTA Student Group: Initially, the Empowering Students to Achieve (ESTA) group met at the La Plata campus with the oversight of the Disability Support Services department. However, this unit has evolved into a group operating independently and one that continues to meet and flourish off the La Plata campus.

The ESTA group has been meeting once a month at the Prince Frederick campus throughout the fall and spring semesters. The group membership fluctuates between five and ten participants. Meetings have evolved from being structured around career planning and internship opportunities to sharing information about college transfer planning, student advocacy, and greater student involvement and participation in CSM events (and other Tri-County organizations from the disability arena). ESTA members will add a second meeting every month for a more casual get-together on their own, on or off campus.

For spring 2017, ESTA group members and other students participated in a student panel to discuss challenges and opportunities for students with disabilities at CSM and beyond. The students received a very favorable feedback from the audience and some were invited to speak at future events.

Workforce Recruitment Program: The Federal Government Workforce Recruitment Program (WRP) continues to be essential to the internship opportunities for students with disabilities. The program is coordinated through the Disability Support Services office at the La Plata campus, and is available for all students.

On-Boarding Program: The On-Boarding Program was piloted at the Prince Frederick campus in fall 2016 semester. The Disability Support Services Team identified transition challenges that are unique to students with disabilities and developed an on boarding program for the incoming students. The, students were able to meet the DSS staff from all campuses, heard from current students about their experiences at CSM, understand responsibilities students have in the college environment and how to use various software and Assistive Technologies that is available to them.

Try College: The "Try College for a Day" event provides students with disabilities, who are in their Junior and Senior year in high school, the opportunity to experience college for a day. The students are exposed to the admission process, skills assessment testing, scheduling classes, registration, information on financial assistance and also take classes. The program is designed to increase students' awareness of the academic rigors and independence necessary to be successful in a post-secondary education environment.

Transition Expo: The Tri-County Transition Expo is a collaborative event with the local public school system. In 2017, the event brought over 200 participants to the Prince Frederick campus to meet with local community organizations as well as the opportunity for parents and students to attend workshops on various topics related to Transitioning. The Disability Support Services as well as CSM students with disabilities presented on the Transition to process to Post-Secondary and the student panel discussed the differences between high school and college for students with disabilities. The student panel also focused on students with disabilities being able to advocate for themselves and the need for better academic preparation.

Unity in Our Community - A Strategy to Grow: The Diversity Institute at the College of Southern Maryland presented the 2017 Unity in Our Community Diversity Forum as an opportunity to review and provide input on strategic plans to promote diversity and inclusion in Charles County to shape Charles County into a stronger community. LAPL, 4/1/17.

Community Viewing of "13th" and Panel Discussion: On March 9, 2017, LAPL, CSM hosted a screening and panel discussion of the critically-acclaimed documentary "13th" directed by Ava DuVernay. The packed house got an in-depth look at the prison system in the United States and how it reveals the nation's history of racial inequality and injustice towards African Americans. Our discussion panel for leading an eye-opening conversation:

- Sheriff Troy Berry, Charles County Sheriff's Office
- Tony Covington, Charles County State's Attorney
- Pastor Dave Huffman, South Potomac Church
- Judge E. Gregory Wells, Calvert County Circuit Court
- Pastor John Lewis, Point of Change Jail and Street Ministry

Religion and Reasonable Accommodations in the Workplace: (Hosted in partnership with the Maryland Commission on Civil Rights). Can you give me suggestions on how to be business appropriate during holiday times without excluding people who may not celebrate the holiday or who have other traditions? How can I accommodate everyone in the workplace when there are so many different religious and cultural beliefs and customs? Is holiday celebration a zero-sum game for everyone? These are just a few of the questions commonly asked around the topic of religion in the workplace by companies, organizations, and government offices throughout the year, but especially in December.

This interactive and informative workshop offered by the *Maryland Commission on Civil Rights* provided a current review of applicable Maryland law on the issue of religious accommodation in the workplace. Relevant statistics, current cases and trends as well as possible defenses for employers were discussed. The session included a broader discussion and information on religious, spiritual and cultural traditions and practices that may impact the workplace. This engaging workshop is packed full of helpful info and was open to the public. Ideal for employers, managers, supervisors, human resource and employee relations staff in the private, non-profit and public sectors.

Workshop content included:

- Applicable Laws & Definitions
- Reasonable Accommodations Info (discussion of requests, documentation, what is and is not required by the employee and the employer, etc.)
- Legal Best Practices, Current Case Law & Common Workplace Scenarios
- Best Practices and Guidance for Creating Appropriate Policies and Practices & Promoting a More Inclusive Workplace

This course fulfilled professional development/continuing education hours. Presenters: Glendora C, Hughes, Esq. and Keith Merkey, M.Div/C.E. Wednesday, December 14, 2016, La Plata.

Diversity in the Classroom: This session focused on how to be open to diversity in the classroom by building a rapport of trust and respect. Participants will learn about the importance of encouraging inclusiveness. Learners will also be provided with simple introductory activities that they can use with students to create a classroom that supports diversity. Saturday, January 21, 2017. Presenter: Danelle McClanahan, MS, CAAP.

"Don't Cancel That Class:" Launched in 2016 as an option to cancelling a class, professors were offered a diversity workshop as a means to incorporate diversity in the classroom, to be conducted by Institutional Equity and Diversity. Cultural Hooks was presented on 9/12/16 PRIN, 9/28/16 WALD, 4/17/17 LAPL. Students learned to identify contrasting values in cross cultural encounters, personal cross cultural button pushers, recognize the cultural sources of irritating behaviors, taking the first step to getting beyond culturally connected blocks to productive relationships, and increase their cross-cultural understanding and communications. The workshops included interactive ice breaker activities, discussions and handouts on comparing cultural norms and values, debriefing and an assessment. Presenters: Danelle McClanahan, Maria Maddox.

Working to End Sexual Violence in Maryland: The Maryland Coalition Against Sexual Assault (MCASA) in partnership with Institutional Equity and Diversity provided the third round of their Regional Campus Training Series for colleges and universities around Maryland. LAPL May 22, 2017. Each training will be from 9AM-5PM on the dates and at the locations listed below. MCASA's regional trainings for colleges and universities focus on sexual violence prevention and response on campus, particularly, survivor-centered responses to reports of sexual violence. Registration will be open to campus investigators, police, administration and staff, counselors, students, and advocates in each region. Each training will address the following topics:

•Neurobiology of Trauma

•Interviewing Tips and Techniques

•Federal and State Laws Governing Sexual Assault Response

•Legal Options for Survivors

•Supporting Trans Survivors

•Cultural Humility & Allyship

•Supporting Students of Various Immigration Statuses

Victim Advocate Training: The Maryland Coalition Against Sexual Assault (MCASA) in partnership with Institutional Equity and Diversity will provide Victim Advocate Training hosted by CSM LAPL 9/18-9/21/2017. The Victim Advocate Training is designed to give advocates introductory and advanced training on topics to better assist those who directly with sexual assault survivors in various disciplines. Over a course of four days we provide 9 hours training

(including lunch) on introductory and advanced topics regarding best practices for advocates responding to sexual assault. This training will be open to the public.

Maryland Male Student of Color Summit: The gap in academic achievement continues to divide our under-represented male students of color from traditional students. The Supporting Completion and Goal Attainment for Maryland Male Students of Color Summit will focus on relevant topics and activities designed to educate, equip and enlighten MD community colleges male students of color to effectively increase college and career success. The Supporting Completion and Goal Attainment for Maryland Male Students of Color Conference was held on Friday, March 3, 2017, at Montgomery College (Germantown Campus) Presentations addressed an evidence-based, collaborative approach to the improvement of the college and career success of male students of color, which include those from various backgrounds (e.g., African-American, Latino, Asian, American Indian, and Pacific Islander). CSM sponsored male students of color attendance and AVP served on the planning committee.

CSM Mobile App: The College of Southern Maryland has a mobile application available for iOS and Android devices for general use by students or the community at large. All students are encouraged to download the app, which includes information on campus services. Information related to Title IX and reporting incidents is also included within the application under the "links" section.

PUBLICATIONS

Resource Brochure: A brochure that outlines available campus and local resources has been developed. The brochure will be used for general distribution, as a resource for victims/survivors, or the accused.

Title IX Website: The website contains information regarding the Title IX Coordinators, the sexual misconduct policy, and campus and community resources. This site is within the Institutional Equity and Diversity web presence. The web team created a short URL, www.csmd.edu/titleix so that the site can be marketed and remembered easily. Also, Title IX Coordinators and community resources are easily accessible and maintained on the college's front web page under Policies and Procedures.

Guide for Responsible Employees: A resource guide for responsible employees is available. The goal of this document is to further educate the campus community on their duty to report, how to file a report, and guide someone through a conversation with a victim/survivor.

Education and Training Programs:

The Office of Civil Rights has expressed the expectation that each institution work to educate their campus community on gender-based discrimination as prohibited under Title IX. As a result, various training efforts have been ongoing since November 2015.

Employees – Employees were notified of the training requirement through an email sent to the entire campus as well as a notice played in the Friday Report. Various methods of education and training have been utilized to engage the faculty and staff at the college. An online module

developed by United Educators has been made a mandatory employment requirement by the president of the college. This mandate is tracked through our Human Resources Department, which receives a completion report periodically from United Educators.

Students – The primary method of training for students is a series of online modules offered through a contract with SafeColleges, a Scenario Learning company. These online modules offer more in depth explanations of Title IX issues. It includes concise information regarding prohibited behaviors under Title IX and how to report an incident. A custom course that outlines the college's sexual misconduct policy has been developed to educate students on relevant college policy and available campus reporting resources. In addition to this information, students will also be informed of the online training through SafeColleges at face-to-face orientation sessions. Orientation is in the process of becoming a mandatory event for all new, full time students. Email blast of SafeColleges training scenarios went to student in April 2017 in recognition of Sexual Assault Awareness Month to encourage participation in the modules.

Admissions Open House: In Spring 2017, all campuses participated in the Admissions Open House by holding an individual workshop for parents and prospective students interested in attending the College of Southern Maryland and receiving services with Disability Support Services.

Hate Based Crimes: Hate based crimes are reported to Public Safety. If the hate based incident is a crime, it is reported to the Police and the office of Institutional Equity and Diversity. If the crime involves students, the incident is reported to Student Conduct. Human Resources are contacted if incident involves an employee. An investigation occurs when a report is made and in conjunction with the Police investigation. Hate based crime reports are given the same priority as Title IX reports and immediate response occurs to ensure the safety of the college community. Sanctions are imposed for hate based crime. A daily crime log is maintained and posted in the Public Safety Offices.

Religion and Reasonable Accommodations in the Workplace: (Hosted in partnership with the Maryland Commission on Civil Rights). Can you give me suggestions on how to be business appropriate during holiday times without excluding people who may not celebrate the holiday or who have other traditions? How can I accommodate everyone in the workplace when there are so many different religious and cultural beliefs and customs? Is holiday celebration a zero-sum game for everyone? These are just a few of the questions commonly asked around the topic of religion in the workplace by companies, organizations, and government offices throughout the year, but especially in December.

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employers, managers, supervisors, human resource and employee relations staff in the private, non-profit and public sectors.

Workshop content included:

- Applicable Laws & Definitions
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- Legal Best Practices, Current Case Law & Common Workplace Scenarios
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Appendix 2: New Initiatives and Special Programs

During the upcoming academic year a number of special programs and new initiatives will be explored and/or launched by various units at CSM in effort to improve cultural diversity.

Academic Affairs Division:

- Expand collaborative partnerships with HBCUs that result in more seamless transfer opportunities for CSM graduates.
- Increase the number and variety of programs offered through the Women's Research and Resource Council for faculty. Explore opportunities to expand programming for students.
- A cultural awareness general education outcome will be encouraged to be built into programs in our curricular overhaul this summer.

The Latino/a Cultural Studies Group: Hispanic Heritage Month Event - URM in the College Classroom Presentation, October 11, 2017.

For the 2017 - 2018 academic year: The GIC Committee has identified the people of Nigeria as their focus for 2017 - 2018 activities. The book, *Purple Hibiscus,* by Chimamanda Ngozi Adichie and the film, *Half of a Yellow Sun,* based on the book by Ms. Adichie, have been selected to be used in the program. Also under consideration at this time is food from Nigeria, and a dance troupe. The LGBT group on campus has expressed interest in contributing to a discussion on cultural diversity and inclusion in the Nigerian culture.

Human Resources Department:

- Continue to build the new employee On-boarding program for new employees. This program is an extension of new employee orientation and will be administered over the first few months of the employee's arrival in their new position.
- Conduct diversity climate review for each unit along with IED. Provide findings and recommendations to appropriate departments and committees.

Institutional Equity and Diversity Office:

- Increase programming and educational opportunities through the Diversity Institute, including diversity trainings, events, and tours for the Charles County community-at-large. Evaluations gathered from previous event evaluations and discussions will be used to shape the topics of programming and training.
- Develop and foster relationships with college community partners, including Charles County Public School District's Diversity/Equity Specialist, business industry and local government to promote the Diversity Institute Programs, services, seminars and training events.
- Increase relationship building with community partners in the tri-county area through the Diversity Advisory Council, Diversity Institute Advisory Council, Choose Civility Southern Maryland, and Institutional Equity and Diversity Office. Relationships will be

mutually beneficial to increase understanding of diversity issues that are taking place in the community.

- Expand the Men of Excellence program through a revamping and renaming of the summer academy. The program will collaboration with CSM Admissions through high school visits, and Advising through the SOAR program, Charles Country Public Schools AVID Program combined with a direct marketing approach, the program is striving to enroll up to thirty new students for the 2016-2017 academic year.
- MOE: Based on collaboration with CSM Admissions, and advising through the Student Orientation, Advising, and Registration (SOAR) program, combined with a direct marketing approach, the program is striving to enroll up to twenty new students for the summer 2017 academy. The program coordinator will work directly with admission to accompany admission officers to local high schools as a way to promote the program to incoming students and to build networks with representatives at local area high schools.
- Design a focus group to determine the success of the program and to allow students to express their options on the direction and appropriateness of the services provided by the program. These focus groups will also seek to determine the driving factor for student participation in the Men of Excellence program.
- To enhance the cultural awareness of students in the program, during the summer 2017 students will attend the National African American Museum in Washington, DC
- To increase the academic success of students in the program and overcome one significant barrier to success students will be asked to return their books to the program and the Men of Excellence program will crated book loan program so that students in need of a book can access this system.
- Because student's success is increase when student work together, students will participate in a one-day team building exercise.
- The Men of Excellence program is striving to ensure that the program is meeting the ever changing needs of a unique student population. Therefore, the program will host focus groups to determine the success of the program and to allow students to express their options on the direction and appropriateness of the services provided by the program. An outside facilitator will facilitate these focus groups. The focus groups will be open to the entire campus community and the suggestions and initiatives identified, will be implemented within one semester of the focus groups.
- The Men of Excellence will work with admission and the First Year Experience team to determine the feasibility of creating a MoE cohort for this course so that students can establish learning communities and support networks early on in their academic career. This course will also enable the program to be more intentional with the services being offered to students.
- The Men of Excellence program will provide more material benefit for students. The students are required to make a significant time commitment to the program and as such students who are able to make this commitment and excel academically, personally, and professionally will be reward for their success. To this end the program will work with the CSM Foundation to seek a funding source that is able to reward

students for their academic success and commitment to the program through book stipends, scholarships and financial awards. Finally, because the program works directly with non-traditional and at risk students, funding will be identified and made available to help these students overcome the financial barriers that could prevent them from persisting.

- The MoE program will seek to fund these initiatives through collaboration with the CSM Foundation and the identification of outside funding. The Men of Excellence and the CSM Foundation will identify organizations willing to provide funding for a scholarship opportunity for student(s) at the end of each semester. In addition, these organizations or individuals will fund an academic year scholarship for student(s) that excel within the program throughout the year.
- The program will work with the CSM Television Station to create a promotional video for the Men of Excellence program, as a way of recruiting more participants directly from high school.
- Increase student awareness and access, through exposure to activities outside of the campus community. Students will participate in field trips, team building and civic activities as a way to illustrate the importance of giving back and learning the significance of exposure as an element of success. These activities will allow students to learn from their surroundings and utilize these lessons in their daily personal, professional and academic life.
- The program will strive to ensure that 100% of the African American male population at CSM, La Plata campus, is aware of the services of the Men of Excellence program. This will be accomplished through collaboration with Admissions, and Student Activities, Advising and 1 on 1 direct outreach to students.
- Based on the number of program participants from past years the goal for the 2017-2018 academic year is to have a total of 30-40 students enrolled within the program.
- The Men of Excellence program will strive to retain at least 85% of its participants from Semester to semester, and year to year. Additionally, the program seeks to graduate or transfer at least 85% of all program participants within three years. These benchmarks will be reached through intense case management, mentoring, financial aid and advising.
- The program will create a two part speaker series (twice per semester) that addresses the unique personal, professional and academic challenges facing this marginalized male student population. The speakers will address issues ranging from Academic Success and Financial aid, to job readiness skills and professional networking.
- Student will participate in at least one civic engagement activity per academic year, to provide students with an understanding of the importance of not only doing well personally and professionally, but utilizing that success to help to bring along the next generation of students. This will benefit the students as well as provide visibility to the program.
- The program will provide students with opportunities to attend local and national

conferences as another way to gain exposure and learn best practices for academic success. Additionally, the program will strive to identify funding so that all students have professional work attire for conferences and professional interviews.

Unity in Our Community - A Strategy to Grow: The Diversity Institute at the College of Southern Maryland presented the 2017 Unity in Our Community Diversity Forum as an opportunity to review and provide input on strategic plans to promote diversity and inclusion in Charles County to shape Charles County into a stronger community. LAPL, 4/1/17.

Community Viewing of "13th" and Panel Discussion: On March 9, 2017, LAPL, CSM hosted a screening and panel discussion of the critically-acclaimed documentary "13th" directed by Ava DuVernay. The packed house got an in-depth look at the prison system in the United States and how it reveals the nation's history of racial inequality and injustice towards African Americans. Our discussion panel for leading an eye-opening conversation:

- Sheriff Troy Berry, Charles County Sheriff's Office
- Tony Covington, Charles County State's Attorney
- Pastor Dave Huffman, South Potomac Church
- Judge E. Gregory Wells, Calvert County Circuit Court
- Pastor John Lewis, Point of Change Jail and Street Ministry

Religion and Reasonable Accommodations in the Workplace: (Hosted in partnership with the Maryland Commission on Civil Rights). Can you give me suggestions on how to be business appropriate during holiday times without excluding people who may not celebrate the holiday or who have other traditions? How can I accommodate everyone in the workplace when there are so many different religious and cultural beliefs and customs? Is holiday celebration a zero-sum game for everyone? These are just a few of the questions commonly asked around the topic of religion in the workplace by companies, organizations, and government offices throughout the year, but especially in December.

This interactive and informative workshop offered by the *Maryland Commission on Civil Rights* provided a current review of applicable Maryland law on the issue of religious accommodation in the workplace. Relevant statistics, current cases and trends as well as possible defenses for employers were discussed. The session included a broader discussion and information on religious, spiritual and cultural traditions and practices that may impact the workplace. This engaging workshop is packed full of helpful info and was open to the public. Ideal for employers, managers, supervisors, human resource and employee relations staff in the private, non-profit and public sectors.

Workshop content included:

- Applicable Laws & Definitions
- Reasonable Accommodations Info (discussion of requests, documentation, what is and is not required by the employee and the employer, etc.)
- Legal Best Practices, Current Case Law & Common Workplace Scenarios

- Best Practices and Guidance for Creating Appropriate Policies and Practices & Promoting a More Inclusive Workplace

This course fulfilled professional development/continuing education hours. Presenters: Glendora C, Hughes, Esq. and Keith Merkey, M.Div/C.E. Wednesday, December 14, 2016, La Plata.

Diversity in the Classroom: This session focused on how to be open to diversity in the classroom by building a rapport of trust and respect. Participants will learn about the importance of encouraging inclusiveness. Learners will also be provided with simple introductory activities that they can use with students to create a classroom that supports diversity. Saturday, January 21, 2017. Presenter: Danelle McClanahan, MS, CAAP.

"Don't Cancel That Class:" IED Launched in 2016 as an option to cancelling a class, professors were offered a diversity workshop as a means to incorporate diversity in the classroom, to be conducted by Institutional Equity and Diversity. Cultural Hooks was presented on 9/12/16 PRIN, 9/28/16 WALD, 4/17/17 LAPL. Students learned to identify contrasting values in cross cultural encounters, personal cross cultural button pushers, recognize the cultural sources of irritating behaviors, taking the first step to getting beyond culturally connected blocks to productive relationships, and increase their cross-cultural understanding and communications. The workshops included interactive ice-breaker activities, discussions and handouts on comparing cultural norms and values, debriefing and assessment. Presenters: Danelle McClanahan, Maria Maddox.

Working to End Sexual Violence in Maryland: The Maryland Coalition Against Sexual Assault (MCASA) in partnership with Institutional Equity and Diversity provided the third round of their Regional Campus Training Series for colleges and universities around Maryland. LAPL May 22, 2017. Each training will be from 9AM-5PM on the dates and at the locations listed below. MCASA's regional trainings for colleges and universities focus on sexual violence prevention and response on campus, particularly, survivor-centered responses to reports of sexual violence. Registration will be open to campus investigators, police, administration and staff, counselors, students, and advocates in each region. Each training will address the following topics:

- Neurobiology of Trauma
- Interviewing Tips and Techniques
- Federal and State Laws Governing Sexual Assault Response
- Legal Options for Survivors
- Supporting Trans Survivors
- Cultural Humility & Allyship
- Supporting Students of Various Immigration Statuses

Victim Advocate Training: The Maryland Coalition Against Sexual Assault (MCASA) in partnership with Institutional Equity and Diversity will provide Victim Advocate Training hosted by CSM LAPL 9/18-9/21/2017. The Victim Advocate Training is designed to give advocates introductory and advanced training on topics to better assist those who directly with sexual assault survivors in various disciplines. Over a course of four days we provide 9 hours training

(including lunch) on introductory and advanced topics regarding best practices for advocates responding to sexual assault. This training will be open to the public.

Maryland Male Student of Color Summit: The gap in academic achievement continues to divide our under-represented male students of color from traditional students. The Supporting Completion and Goal Attainment for Maryland Male Students of Color Summit will focus on relevant topics and activities designed to educate, equip and enlighten MD community colleges male students of color to effectively increase college and career success. The Supporting Completion and Goal Attainment for Maryland Male Students of Color Conference was held on Friday, March 3, 2017, at Montgomery College (Germantown Campus) Presentations addressed an evidence-based, collaborative approach to the improvement of the college and career success of male students of color, which include those from various backgrounds (e.g., African-American, Latino, Asian, American Indian, and Pacific Islander). CSM sponsored male students of color attendance and AVP served on the planning committee.

Appendix 3: Diversity Programs (2016-2017)

Traditional Hispanic Crafts: Celebrate Hispanic Heritage Month by creating traditional Hispanic crafts. LAPL, 9/29/16.

National Coming Out Day: Distributed information pertaining to being an ally for the LBGTQ community LAPL, 10/11/16

Latin Rhythm Lecture & Demonstration: Connections between Latin rhythms and the other styles of popular music. LAPL 10/13/16.

Ruben Salazar: Man in the Middle Screening: Documentary screening of Ruben Salazar: Man in the Middle in recognition of Hispanic Heritage Month. LAPL, 10/18/16.

"Speak Up, Speak Out: Opening up the Conversation about Dating Violence and Sexual Assault" LAPL, 10/25/16.

The Mirror in My Mind: An intergroup dialogue discussion in recognition of Love Your Body Day. LAPL, 10/20/16.

Day of the Dead: Recognition of the Day of the Dead. LAPL, 11/1/16.

Piscataway Connection Exhibit: Culture exhibit for Native American Heritage Month. LAPL, 11/16/16-11/18/16.

The Promise: Conversation dedicated to Native American rights with a focus on broken treaties and the Dakota Access Pipeline Movement. LAPL, 11/29/16.

World AIDS Day: Passive program where information was distributed in partnership with Tri County chapter of Delta Sigma Theta. Students, faculty, staff, co-curricular, LAPL, 12/1/16.

Festival of Lights: Learn about and respect the diverse holiday customs celebrated by our college team and around the world. 12/8/16.

Start Talking, Stop HIV: Partnership with Charles County Department of Health. Information, free HIV testing, other services provided in recognition of National Black HIV/AIDS Awareness Day, Students, faculty, staff, co-curricular, LAPL, 2/7/17.

13th Documentary Screening and Discussion: LAPL, 2/21/17.

The Way It Was with Jimmy Bland and Black History Exhibit: LAPL 2/23/17.

Movements for Change: Black History Month intergroup dialogue facilitated by The Conversation Starters, Students, faculty, staff, and community, co-curricular, LAPL, 2/28/17.

The Way It Was with Jimmy Bland and Eddie Banks: LEON, 3/7/17, PRIN 3/9/17.

Reclaiming the F-Word: Intergroup dialogue discussion on feminism and women's issues. LAPL, 3/28/17.

Overcoming the Challenges of Today: Panel discussion regarding women's history and issues. LAPL, 3/30/17.

Self Defense Workshop: Self-defense workshop in recognition of Sexual Assault Awareness month! LEON, 4/11/17, PRIN 4/18/17, LAPL 4/27/17.

Speak Up, Speak Out: Sexual Assault Awareness: Presentation PRIN 4/12/17, LAPL 4/13/17, LEON 4/25/17.

Remembering the Holocaust: LAPL 4/20/17.

Community Mediation Center: Provided 64 Mediations that included representation in each demographic category of age, race, gender, ethnicity, income and education. Mediations are performed all over the county including LAPL. Align with Charles County demographics - volunteer mediators and mediation participants by age, race, gender, ethnicity, income and education. 149 mediation participants, 7/1/16, 4/17/17.

Conflict Resolution Workshops: Two hour Conflict Resolution Workshop for Charles County Dept. of Social Services Mandatory Work Readiness Class. 7/28/16, 9/22/16, 10/27/17, 12/22/16, 1/19/17, 2/23/17, 3/23/17.

Conflict Resolution Workshop: One hour Conflict Resolution Workshop for Charles County Dept. of Social Services foster kids aging out of system. 11/14/16.

Community College of Baltimore County
FY2018 Cultural Diversity Plan

CCBC is committed to providing an environment supportive of our diverse population of students, faculty and staff. The college has worked hard over the past decade to develop—with reasonable success—a number of distinct initiatives reflective of the diverse communities we serve. The FY2018 Cultural Diversity Plan details successful efforts to date and outlines specific goals and plans for the coming year to ensure a welcoming environment for all faculty, students, and staff. Section I reviews CCBC's Strategic Plan as it relates to cultural diversity. Section II presents current statistics regarding the diversity of CCBC's students, faculty and staff. Section III outlines specific programs and initiatives planned for FY2018. Section IV discusses CCBC policies and procedures on hate crime reporting. Data tables are included at the end of this Appendix.

SECTION I: CCBC'S COMMITMENT TO CULTURAL DIVERSITY

CCBC's commitment to cultural diversity is interwoven within the goals and values of the college's Strategic Plan. Our Mission is to "…transform lives by providing an accessible, affordable and high quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community." To satisfy that mission, CCBC emphasizes the need for an awareness of cultural diversity in everything that we do.

In the Strategic Plan, CCBC commits to nine values. Two values, in particular, relate to cultural diversity:

> **Inclusiveness**: *We value the diversity of people, cultures, ideas and viewpoints and honor the dignity of all persons. We are committed to preparing students to be active citizens, ready to meet the challenges of an increasing diverse world and a challenging global marketplace.*
>
> **Collaboration**: *We foster continuous dialogue among students, faculty and staff and support ongoing cooperative relationships with our partners in the community regarding their educational, cultural, and recreational and workforce needs.*

At CCBC, diversity includes, but is not limited to, race/ethnicity, gender, age, sexual orientation, physical ability, religion, gender identity and national origin. Our policies and practices are informed by Mary Lodens' work on the various dimensions of cultural diversity. "The goal for an organization is to create an environment where, regardless of one's diversity profile, everyone feels welcomed and where everyone's skills are leveraged. I can also demonstrate through my behavior that I am interested in showing respect, including others in activities, cooperating rather than competing to accomplish goals and taking responsibility for building a comfortable, diversity-positive environment."[1]

[1] Dean, Barbara and Lou, Kimberly. As quoted in Signs of Change – Global Diversity Puts New Spin on Loden's Diversity Wheel. http://www.loden.com/Web_Stuff/Articles_-_Videos_-_Survey/Entries/2010/9/3_Global_Diversity_Puts_New_Spin_on_Lodens_Diversity_Wheel.html

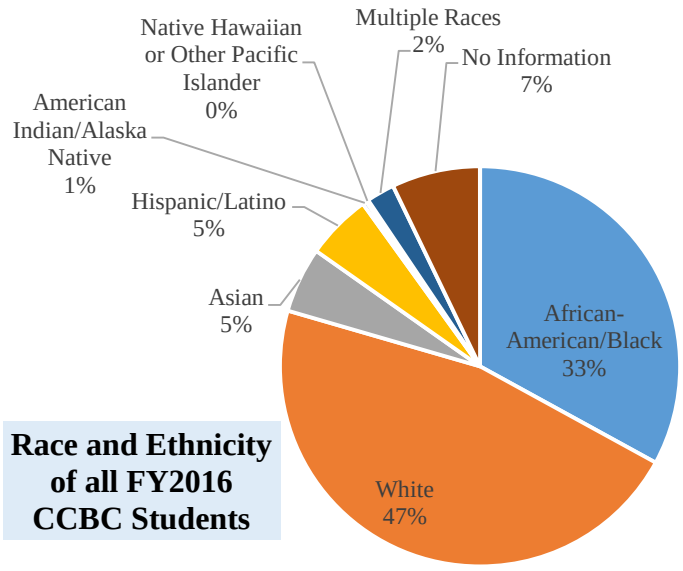
Student success is CCBC's primary goal. The college believes that diversity and cultural awareness play an important role in helping students achieve their goals, both in and out of the classroom. At-risk student populations are a particular focus of efforts to recruit and retain students. Curriculum is reviewed to ensure that diverse viewpoints are encouraged. Outside the classroom, CCBC has developed a wide range of programs to encourage all students to feel comfortable and engaged on campus.

CCBC continues to recruit and retain a diverse faculty and staff. The college is committed to a supportive environment for our employees. CCBC also recognizes that a diverse workforce shows our students that CCBC is a diverse and welcoming environment.

SECTION II: TRENDS AND CURRENT STATUS

Students

CCBC's student population is diverse in terms of race/ethnicity, gender and age. As shown in the adjacent pie chart, FY2016, students were 46.5% White, 33.0% African-American/Black, 5.3% Asian, and 5.3% Hispanic/Latino.[2] CCBC is more diverse than Baltimore County, which in 2015 was 58.8% White and 27.5% African-American/Black.[3] Credit students are a bit more diverse than Continuing Education students, with 55.7% students of color, compared to 43.5% for Continuing Education. CCBC has remained racially diverse as enrollments have fallen since the peak in FY2011. In the time period FY2012-FY2016, students of color increased from 51.3% to 55.7% of the credit student body. However, African-American/Black enrollment has remained flat, as a percentage of the student population. White enrollment has declined from 48.3% of students in FY2012 to 44.0% in FY2016. Asian students increased 5.3% to 7.2% of all credit students. Hispanic/Latino students increased 3.7% to 4.9% of credit students.



Race and Ethnicity of all FY2016 CCBC Students

While race and gender data on Continuing Education students was incomplete in the past, data collection has improved in the last two years. In FY2016, 86.5% of students reported race information, a dramatic improvement from 62.2% in FY2012. Because of the earlier incomplete data, it is difficult to assess race trends of Continuing Education students.

CCBC is also diverse in terms of gender. In FY2016, female students made up 56.3% of enrolled students. Credit students are 60.1% female, while Continuing Education students are 52.7%

[2] Appendix Table 1 has race and gender information for all CCBC students. Table 2 has race and gender information for Credit students. Table 3 has race and gender information for Continuing Education students.
[3] See appendix Table 8 for Baltimore County population by race.

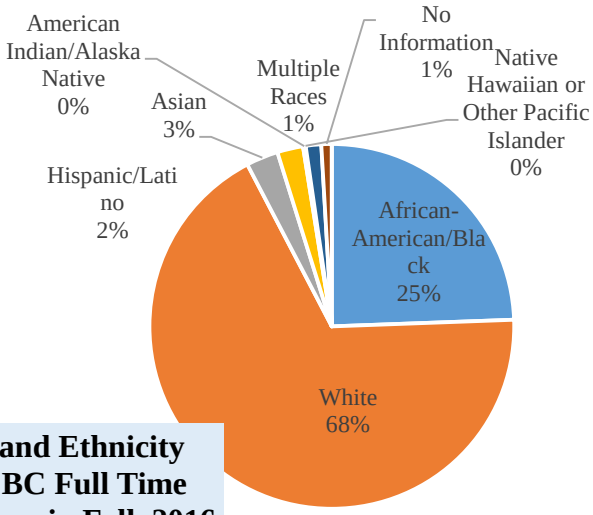
female. Recent trends show a small shift toward a more male student population. Since FY2012, Credit male students have increased from 38.5% of the student population to 39.8%. But CCBC will likely remain a female majority college for the next few years.

Analysis of race and gender show some areas where CCBC can improve. African-American/Black students are more female than male, when compared to other groups. Among African-American/Black Credit students, females are 64.6%, compared to 57.6% for Whites and 60.1% for CCBC as a whole.[4] CCBC has several initiatives directed toward improved recruitment and retention of African-American/Blacks males.

CCBC is open to a wide range of ages, from students still in K-12 to retirees.[5] The average age for credit students is 27.9 years old; for Continuing Education students it is 46.1 years old. Programming in the School of Continuing Education covers a wide range of course offerings, including job certification programs, which likely trend younger than the overall average. For credit, the largest group of students is 21-24 years old, at 27.9% of all credit students in FY2016. Recent trends have seen a small increase in the percentage of credit students 17 or younger, due to expanded Early College high school enrollment opportunities at CCBC. In FY2016, 431 students were 17 or younger, compared to 194 in FY2012. The increase is particularly notable since overall CCBC enrollments declined during the period. In terms of race and age combined, there are no notable divergences except for students 60 or older; among those students, 71.2% are White.

Employees

CCBC considers a diverse workforce an important part of its overall commitment to diversity. CCBC employees are somewhat less diverse than the racial/ethnic makeup of Baltimore County. Full-time employees were 31.4% persons of color in Fall 2016, comparable to the 41.2% for the overall Baltimore County population.[6] African-American/Black employees make up 24.4% of CCBC's full-time employees, compared to 27.5% of the Baltimore County population in 2015.[7] Hispanic/Latino employees are 2.3% of CCBC full-time employees, but make up 5.2% of the county population. Asians were 2.8% of the CCBC workforce, less than the 6.0% of the Baltimore County population. CCBC employees are 64.3% female. Baltimore County statistics do not include gender.

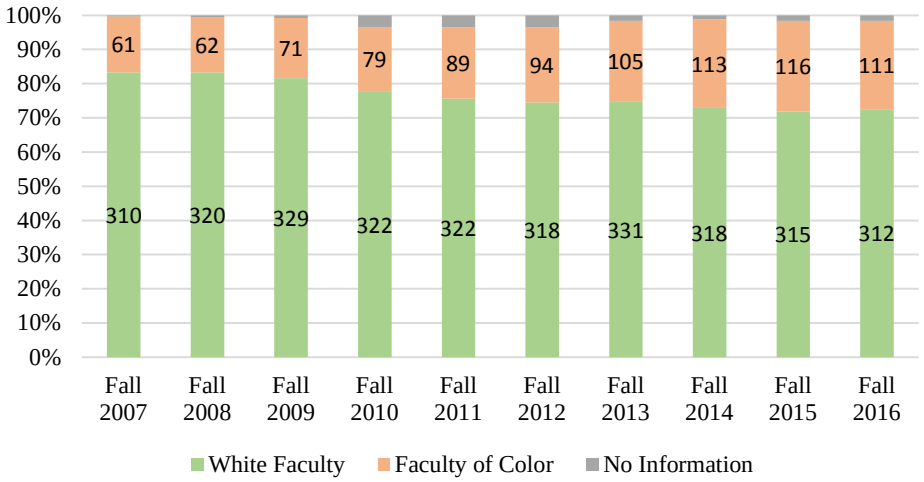


Race and Ethnicity of CCBC Full Time Employees in Fall, 2016

[4] See appendix tables 1c, 2c, 3c for combined race and gender information.
[5] See appendix Table 4 for information on age groups for Credit and Continuing Education students.
[6] See Table 5 for race and gender information on full-time employees.
[7] See Table 8 for Baltimore County race population data.

Diversity among CCBC faculty members is an important goal. The college recognizes the value of a diverse faculty for its students, workforce and community. The composition of the faculty has not yet reached the college's diversity goal. In Fall 2016, 26.2% of full-time faculty were persons of color. This is less than the CCBC full-time non faculty employees (33.9%) and student body (49.9%).[8] However, over the past 10 years CCBC has worked hard to recruit a more diverse faculty. Since 2007, faculty of color have increased from 16.4% to 25.8% in 2016. In that time period, African-American/Black faculty increased from 11% to 16.7%.

CCBC Full Time Teaching Faculty



In terms of gender diversity, CCBC faculty are reflective of the student population: 61.9% female in 2016, comparable to 60.1% female for our credit student population.

Non-faculty staff is more diverse than faculty. In Fall 2016, non-faculty staff was 33.9% persons of color, compared to 26.2% for faculty.[9] Support staff at CCBC is the most diverse group of employees, at 37.3% persons of color, followed by professional staff (31.0%) and administrative employees (26.6%), a small group of only 65 employees.

SECTION III: FY2018 DIVERSITY PROGRAMS AND INITIATIVES

CCBC has implemented a wide range of programs, policies and initiatives to promote cultural diversity for students, staff and the community. This Strategic Diversity plan discusses the major activities the college has undertaken in the last few years and the new initiatives developed for the coming year. Programs are intended for students, staff and the community we serve. Some activities take place in the classroom, while others occur outside of class.

Faculty and Staff Cultural Training Programs

CCBC believes that faculty and staff training is an integral part of achieving student success. The Center for Excellence in Teaching and Learning (CETL) serves as a focal point for faculty professional development. The Center offers individual workshops, courses of study, programs, consultations, coaching and mentoring programs to assist faculty and staff in understanding cultural diversity. CETL has developed an outstanding framework for providing culturally diverse training for full and part-time faculty.

CCBC's Culturally Responsive Teaching program (CRT) is designed to help faculty and staff develop a learning environment appropriate for a diverse student population. The seminar

[8] See Table 6 for race and gender information for full-time credit faculty.
[9] See Table 7 for race and employment category data.

provides 24 hours of training for participants over an 8 day period. The specific goals of this training are: (a) To develop faculty understanding of the nature of race and culture, including expressions of race and culture by the students with whom they work; (b) To positively affect faculty's interaction with students by training faculty to manage racial and cultural elements of classroom social exchange; and (c) To improve student success by developing faculty's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.

In addition to the CRT Seminar, CCBC offers a two hour CRT Workshop. The workshop is open to all staff, but is particularly targeted to adjunct faculty. There are currently four modules in the CRT Workshop: Meanings of Culture and Race, Mindsets and Culture, Overcoming Stereotype Threat, and Social Capital and Learning. Each module is taught twice a year. To encourage attendance, CCBC offers a stipend to attendees.

CRT training is also incorporated into the annual events and conferences that faculty and staff attend during the year. In 2017, Dr. Tia McNair, Vice-President for Diversity, Equity and Student Success at the American Association of Colleges and Universities (AACC), was the keynote speaker at our Developmental and General Education symposium. CRT training and topic discussions are offered at Professional Developmental Day, Fall Focus, Developmental and General Education Symposium, President's Leadership Academy and many other events.

CCBC has partnered with other colleges in the state to advance culturally responsive teaching. The college has hosted the Culturally Responsive Teaching Conference for the last three years. The conference typically hosts 180-250 participants, drawn from colleges across the country, K-12 schools and CCBC faculty and staff.

FY2018 Goals for Faculty and Staff Cultural Training Programs

- Offer the CRT Seminar to 30 previously untrained CCBC faculty and professional staff.
- Offer the CRT Workshop modules to 75 previously untrained adjunct faculty.
- Provide CRT training to CCBC student leaders and student organizations.
- Host the FY2018 Culturally Responsive Teaching Conference for about 250 participants drawn from throughout the country.
- Provide CRT training to Johns Hopkins University faculty (funded through a Mellon Fund grant).
- Plan and launch the CRT Institute. The Institute will offer a day of training in the CRT concepts CCBC has developed.

Curricular Initiatives Promoting Cultural Diversity

CCBC has recently revised its General Education Program. Advancing local and global diversity are among the seven General Education Program goals. Course curricula are now required to help students develop knowledge and skills to participate effectively in dynamic, evolving multicultural contexts and to address the challenges in building just, equitable, and productive societies.

The Global Education Initiative promotes inclusion of global and cultural awareness into the curriculum. CCBC has established a Global Education Advisory Board, which develops study abroad opportunities for students and classes, promotes participation in world language courses, and increases opportunities for course projects, service learning and learning communities with a

concentration on global and cultural understanding. The Global Education program also offers multiple activities during International Education Week, promotes courses with increased global content, and coordinates intercultural dialog among students.

CCBC offers the Global Scholars program to ensure students become global citizens, preparing them for both academic and professional endeavors in the interconnected and interdependent world of the 21st century. Global Scholar students are expected to demonstrate:

- Greater intercultural competency in both academic and professional areas.
- Improved sensitivity to other languages and cultures.
- Greater competency when dealing with people from other cultures.
- Enhanced ability to integrate the importance of diversity, civic engagement and social responsibility in a global framework.
- Better preparation for successful participation in a dynamic and interconnected world.
- Greater awareness of personal cultural norms and how they shape views and perspectives.

FY2018 Goals for Curricular Initiatives Promoting Cultural Diversity

- Implement a new Global Education certificate.

Programs for Retaining At-Risk Students

CCBC recognizes that many students are from at-risk populations. Community colleges are often the initial higher education experience for first generation college students, students from disadvantaged backgrounds, and minority students. CCBC has developed programs to not only recruit at-risk students, but to keep them in college until they achieve their goals.

CCBC continues to develop its Pathways program. Pathways are designed to help students meet their academic and career goals. Each Pathway offers simplified, streamlined course selection tracks, which help students stay on track. Students get to work closely with dedicated Pathway faculty members and participate in Pathway-related clubs, field trips, service learning and guest speaker events with students who share common interests. In FY2017, CCBC introduced an expanded Diversity\Global Learning HIP (High Impact Practices) in some of highly enrolled general education courses.

CCBC's Male Student Success Initiative (MSSI) is a keystone in our efforts to retain at-risk students. The MSSI is intended to increase the persistence rate and improve academic standing of male students at CCBC, primarily students of color and athletes. The program encourages mutual support and collegiality among students who share common interests. Services include proactive academic support, the development of emotional maturity and social skills, training in financial literacy, and referral to resources in and outside the college community. The MSSI links and extends CCBC's existing high-impact practices to program elements including skill-building workshops, study hall and collaborative activities, intrusive academic advising and mentoring to support male students.

As part of MSSI, CCBC has continued to expand its student orientation course, Academic Development: Transitioning to College (ACDV101), with sections reserved for African American males. These ACDV101 sections are facilitated by faculty members who have completed the Culturally Responsive Teaching (CRT) training at CCBC. The standard ACDV101 curriculum has been adapted to meet the specific cultural needs of men of color.

CCBC's cultural diversity efforts also extend to K-12 education. In FY2018, CCBC will open an Early College High School at Woodlawn High School, a high school with a large "at risk" population to enable selected students to pursue a high school diploma and an associate's degree concurrently. CCBC expects this program to have a strong positive impact on at-risk students. In addition, CCBC has partnered with Reading Partners and the Baltimore City school system to create the CCBC Pathways to College, Career and Civic Readiness Project (PC3). This project is intended to help students transition from high school to college.

CCBC has been a leader in developing new approaches to Developmental Education. Data analysis has shown that at-risk students have benefited from Accelerated Learning Programs in English, Reading, and Mathematics. These courses enable students to become college ready—and move into college level "gateway" courses.

FY2018 Goals for Programs for Retaining At-Risk Students

- Enhance the Pathways model for Credit students, and accelerate Pathways for Continuing Education students.
- Add more courses and sections to the Diversity\Global Learning high impact practices initiative.
- Offer sections of College Composition II (ENGL102) and American Literature II (ENGL204) that are contextualized for African American/Black males.
- Partner with Baltimore County Public Schools to open an Early College High School at Woodlawn High School for 75-100 freshman students.
- Develop new non-STEM mathematics courses for developmental students.
- Adopt multiple measures for academic course placement.

Cultural Diversity and Campus Life Programs at CCBC

Within the College Life department, the Student Life Office and the Office of Multicultural Affairs are responsible for promoting diversity outside the classroom, cultivating cultural awareness and appreciation for diversity, increasing access and equity for historically underrepresented groups and improving CCBC's educational climate as an inclusive and civil community. The Student Life Office and the Office of Multicultural Affairs offer academic, social, and cultural support and programs for the entire college community. CCBC does this through programs, annual events, speaker series, book discussions, college sponsored clubs and organizations and other activities.

CCBC sponsors a range of programs which facilitates conversation among students, faculty, staff and the community on issues important to cultural diversity. A college wide workgroup also met on a regular basis to read and discuss the book *Courageous Conversations: A Field Guide for Achieving Equity in Schools* by Glenn Singleton.

The Student Life Office has developed the Civility Campaign; videos which are shown to all first-year students in the student orientation course to help them understand how to interact with others on campus. The college also uses a website, Lessons on Civility, Culture and Race, for students to learn about their own cultural values and how those values influence points of view and interactions with others.

CCBC sponsors regular speakers in the *Spotlight Speaker Series*. CCBC invites speakers who raise awareness about a wide range of topics, present various perspectives and promote values

clarification. Over the past several years speakers have included: Cory Booker (Trenton, New Jersey mayor), Nikki Giovanni (renowned poet and writer), and David K. Shipler (author of *The Working Poor: Invisible in America).* The *President's Distinguished African American Lecture Series* is an annual event the President hosts during Black History Month to honor the life and work of a nationally recognized African-American citizen. Previous guest lecturers have included: Wes Moore (community advocate), MacArthur Scholar Dr. Lisa Delpit, Bryan Stevenson (social justice advocate) Byron Pitts (Chief National Correspondent for ABC TV News), Van Jones (CNN correspondent), Isabel Wilkerson (Pulitzer Prize winner).

CCBC incorporates many awareness events into its annual calendar celebrating Black History Month in February; National Disability Awareness month in October; and International Education Week in November. CCBC also celebrates National Hispanic Heritage Month, National Women's History Month, Gay and Lesbian History Month and Native American Heritage Month.

CCBC sponsors a college-wide book discussion each year (CCBC Book Connection), open to students, faculty and staff. The goals of this interdisciplinary literacy program are to enhance student and community learning, to strengthen our common human bonds, and to demonstrate the vital connection between classroom learning and social issues in the broader community. Students are urged to read the book and faculty members are encouraged to include it in their courses. A series of cultural and academic activities—film screenings, theatrical performances, dance and musical concerts, debates, panel discussions, and lectures—are organized to support the project. The book for FY2017 was Ta-Nehisi Coates's *Between the World and Me*. A workshop on racial identity and personal privilege was held on each campus. Film discussions, poetry readings, speaker series, etc. are a part of the CCBC Book Connection program.

Another major effort to promote a rich multicultural student experience is through sponsored clubs and organizations. CCBC requires that sponsored clubs be open to all students, banning discrimination on the basis of race, gender, age, physical disability, religion, sexual orientation or national origin. Among the many recognized clubs that promote and reflect diversity are the African Student Union; American Sign Language Club; Black Student Union; Civic Engagement Club; Gay Straight Alliance; International Student Associations; Micology Club; Multi-Cultural Student Association; Muslim Student Association; Rainbow Club, Society of Intersectional Feminists; Student Government Association; Students with Disabilities Club; Women's Initiative for Success and Education (W.I.S.E.); and the Veterans Student Associations.

CCBC also promotes Alternative Spring Break Programs, which offer students educational and service opportunities in various regions in and outside the country. The students interact with different cultures and gain an awareness and understanding of cross-cultural differences. Students have traveled to South Dakota, Maine, Puerto Rico, Guatemala, Costa Rica, and Honduras among other states and countries.

CCBC also reaches beyond its campuses into the surrounding community. In *Neighborhood Voices*, members of the CCBC community partners with Creative Alliance and BANNER Neighborhoods in Baltimore City. They facilitate group discussions with neighbors of all ages to hear their most important concerns as it relates to systematic oppression and racism. CCBC professional staff are active members of the Latino Providers Network. The Latino Providers Network manages and coordinates a membership community base umbrella organization with over 70 organizations and 200 individual members that provide direct services to the Latino

community in the Baltimore Metropolitan Region in the areas of health, education, immigration, business, employment, arts and culture.

FY2018 Goals on Cultural Diversity and Campus Life Programs

- Each semester assemble a new cohort of faculty and staff to read and discuss *Courageous Conversations: A Field Guide for Achieving Equity in Schools* by Glenn Singleton.
- Increase number of students attending the orientation program which includes training on civility to help students understand how to interact with others on campus. Provide an on-line version of the student orientation program.
- Celebrate and program events for Black History Month, National Disability Awareness month, International Education Week, National Hispanic Heritage Month, National Women's History Month, Gay and Lesbian History Month and Native American Heritage Month.
- Continue the *Spotlight Speaker Series* by scheduling at least two speakers who raise awareness and promote values clarification.
- Select and host a prominent African American for the President's Distinguished African American Lecture Series.
- Provide programming to support the FY2018 Community Book: *Chasing the Scream—The First and Last Days of the War on Drugs* by Johann Hari.
- Support all student clubs but particularly those that promote and reflect diversity of the student body.

Special Services for Diverse or Unique Student Populations

The Enrollment and Student Services division provides support for special student populations. These contextualized services increase access and equity for historically underrepresented groups and improve CCBC's educational climate as an inclusive and civil community.

CCBC is committed to the philosophy of non-discrimination for individuals with disabilities. The Office of Disability Support Services (DSS) provides assistance to students with disabilities so that they have an equal opportunity to participate in all of our programs, events, activities and services. Among the services provided are sign language interpreters, accommodated testing and note takers. Services are available to both credit and non-credit students. DSS also verifies that the college is in compliance with the Americans with Disabilities Act and all other regulatory requirements.

CCBC has established an LGBTQ Online Resource Center to support the college's LGBTQ population. The Online Resource center includes resources at CCBC as well as links to national organizations. Efforts to support LGBTQ students are coordinated through the Office of Multicultural Affairs and the Sexual Minorities Advocacy Committee. Each campus has staff available for LGBTQ students to turn to for help. The Gay Students Alliance is among the many student organizations sponsored by CCBC. Safe Zone training sessions provide members of the CCBC community an opportunity to serve as allies to Lesbian, Gay, Bisexual and Transgender (LGBTQ) student community.

CCBC has also established a Preferred Name policy, available to students and staff. The preferred name is used where available and appropriate, except where the use of a legal name is required.

International students are supported through the International Student Services Office (ISS). Services include help with applying to CCBC, placement testing, and assistance in maintaining visa requirements. ISS also helps students adjust to life in the Baltimore area, with resources on finding housing and transportation. CCBC has a broad range of ESOL courses for students who need help with English. International students can also find support with student organizations, such as the African Student Union, International Student Association and the Muslim Student Association.

CCBC also offers an English Language Learner Summer Bridge Program. This two-week summer bridge program will provide incoming English Language Learners with tools and strategies necessary for successful entry to the community college environment.

CCBC is committed to maintaining a learning and working environment for students, faculty, and staff that is free of sexual harassment. Sexual harassment is contrary to the standards of the college community, and it is a barrier to fulfilling the college's academic mission.

Education and awareness are essential to CCBC's efforts against sexual harassment including sexual assault, and the college provides educational materials and programs. Education efforts include the on-going discussion of the sexual harassment policy and an understanding of what constitutes sexual harassment, procedures for addressing alleged sexual harassment, and methods for prevention of sexual harassment. Educational programs are held for new students (i.e., first-year/full-time) and new faculty and staff members. Ongoing educational programs are also held for faculty, staff, and students.

The college encourages reporting and seeks to remove any barriers to reporting by making the procedures for reporting transparent and straightforward. The college recognizes that an individual who has been drinking or using drugs at the time of the incident may be hesitant to make a report because of discipline consequences for his/her/their own conduct. An individual who reports sexual misconduct, either as a complainant or a third party witness, will not be subject to disciplinary action by the college for his/her/their own personal consumption of alcohol or drugs at or near the time of the incident, provided that any such violations did not and do not place the health or safety of any other person at risk. The college may initiate an educational discussion or pursue other educational remedies regarding alcohol or other drugs. The amnesty policy applies only to the CCBC student conduct process.

FY2018 Goals on Special Services for Diverse or Unique Student Populations

- Continue to support students with disabilities with special services and classroom supports.
- Offer additional Safe Zone training sessions in the coming year. Train 10-15 more faculty and staff.
- Increase the number of International students, supported thru the International Student Services Office, who attend CCBC.
- Continue to offer and expand enrollment in the English Language Learner Summer Bridge Program
- Increase the number of students who participate in educational programs regarding sexual misconduct and Title IX.

Increasing the Diversity of CCBC's Employees

CCBC recognizes the value of a diverse work force that is reflective of the students and of the community it serves, and as such, the college is committed to welcoming, respecting, and embracing the differences and similarities of employees and students. The college acknowledges the richness of multiculturalism and diversity. Each member of the college community is responsible and accountable for fostering a climate of acceptance, inclusion, respect, and dignity of all persons.

CCBC is committed to providing a work environment free from discrimination and/or harassment of any nature including, but not limited to, racial, religious, sexual orientation, age, gender, national origin, ancestry, veteran status, disability, or any other type of harassment. Harassment is unwanted verbal, physical, or visual conduct relating to an individual's race, religion, gender, sexual orientation, age, national origin, ancestry, veteran status, or disability. This behavior will not be condoned or tolerated by CCBC. All employees are required to attend Sexual Misconduct Prevention Training annually. Training for supervisors includes instruction in non-discriminatory human resources practices, procedures and policies. The President's Leadership Academy, a training program for future CCBC leaders, also includes sessions on Human Resources policies and procedures and CCBC's commitment to a diverse workplace.

CCBC is committed to ensuring equal opportunity and non-discrimination in all of its hiring and employment practices. The college has policies and procedures in place to ensure that search and hiring practices promote a diverse workforce. Open positions are, with a few exceptions, advertised internally and externally. These include policies and procedures that ensure positions are advertised in a wide variety of publications and media outlets, and that notices of openings are in traditional and non-traditional forums, including college sponsored job fairs and job fairs at Historically Black Colleges and Universities (HBCU's).

Additionally, procedures have been developed that will help ensure a pool of qualified minority candidates. All applicants for administrative, faculty, and classified positions are screened by a search committee that represents a diverse group of college employees under the direction of a Search Committee Chair and a trained Search Specialist. In FY2017, the Human Resources Office developed a process to obtain more detailed information from employees and job applicants with disabilities and those who are veterans of the U.S. military. Search committees are required to document that the review of applicants, selection of candidates and candidate interviews were conducted in a non-discriminatory manner.

CCBC proactively took steps to remove barriers to employment for qualified workers with criminal records, specifically by removing the criminal conviction history question from the job application—a reform commonly known as "ban the box." CCBC no longer asks for this information on the job application. Only candidates who attend an interview for the position are requested to provide this information on the "Authorization for Release of Information" form that is required by law to conduct a criminal background check.

Within the Human Resources Department, three employees are available to work with employees about workplace conflict and to assure that any complaints of discrimination or unfair treatment are investigated and addressed. Policies and procedures for reporting any issues are included in the employee handbook and are also included on the CCBC employee website.

CCBC continues to develop educational programs to promote diversity and create a supportive environment for all employees. Past workshops include "The Sandwich Generation", "Learn Your Financial Personality Type" and "Protect Your Family with a Will".

FY2018 Goals on Increasing the Diversity of CCBC's Employees

- Provide sexual misconduct training to all employees. Monitor compliance with the annual training requirement.
- Continue to attend local Job Fairs to recruit employees including employees of color.
- Provide search specialist training provided for CCBC staff. Train 10 more search specialists.
- Assure recruitment outreach to diverse populations by advertising positons on monster.com, military.com, Hire Disability Solutions, Baltimore SUN, professional association websites, Maryland Workforce Exchange, MD Commitment for Veterans, Department of Veterans Affairs, Local Universities and Community Colleges, diverseeducation.com, Diversity Jobs.com, The Chronicle of Higher Education, Community College Jobs.com, Academic Careers Online, HigherEdjobs.com, Inside Higher Ed, HBCU Connect Network, Minority Nurse.com, Hispanic Outlook, Latin Opinion, Afro-American, and Higher Education Research Consortium.
- Offer additional workshops that support all types of employees. Offer financial wellness workshops specifically geared toward women.

SECTION IV. CAMPUS PROCESS FOR THE REPORTING OF HATE-BASED CRIMES

Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of Campus Crime Statistics Act (Cleary Act) as amended by the Higher Education Opportunity Act (HEOA). At CCBC, the Department of Public Safety (DPS) works to create and maintain a secure campus climate and to protect personal and college assets. All public safety information required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act may be found on the Public Safety website at http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx.

Officers investigate and report all crimes and incidents that come to their attention. CCBC's Public Safety staff also works closely with the Baltimore County Police Department and will ask for its assistance when needed or when requested by a victim of a crime. The DPS and Baltimore County Police Department work cooperatively under a Memorandum of Understanding that specifies roles and responsibilities for both agencies.

Each Public Safety officer is scheduled for 16 hours of in-service training annually, which is four times the number of hours mandated by the state of Maryland. Officers are trained in offense definition, report classification and criminal investigation. Officers are routinely updated on the changes to county, state and federal law, and receive periodic training on sexual assault, hate and bias crimes, dating and domestic violence, stalking and harassment.

The Department of Public Safety is staffed by full and part-time uniformed public safety officers 24 hours a day. Each full-time public safety officer is commissioned by the state of Maryland as a Special Police Officer and has full police powers (including powers of arrest) through the statutory and common law of Maryland. The officers patrol CCBC campuses in marked cars, on bicycles, Segways, and on foot.

The college provides timely security alerts to the college community regarding offenses or incidents that are reported to campus Public Safety offices, college administrators or local police, and which may represent a threat to students and employees, through Campus Alert, CCBC e-mail, voice mail, and text messaging. Students, faculty, and staff are automatically placed in the alert database when they register for a course, or receive a paycheck from the college. Family and community members may opt-in to Campus Alert by going to: http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety/Campus-Alert.aspx

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety by calling 443-840-1111. A report may also be made to any college employee (known as a Campus Security Authority) who has a significant interest in student safety, such as a faculty member, dean or director, coach, advisor or other campus official. Victims or witnesses may report a crime on a voluntary, confidential basis for inclusion in the Annual Security Report by going to http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx and clicking on the Silent Witness link. Any college member who is a victim of a serious crime is also encouraged to report the incident to the Baltimore County Police Department by calling 911 (for emergencies). The Department of Public Safety will investigate and document all crimes in accordance with college policy.

Maryland Higher Education Commission (MHEC)
2017 Cultural Diversity Report

I. INTRODUCTION

Frederick Community College (FCC) is a public community college located in the second largest city in Maryland. Since 1957, FCC has been preparing an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment. FCC values learning, innovation, diversity, excellence, community, integrity, and as described in the College vision statement*, "seeks to transform individuals and communities through learning."*

II. DEFINING AND AFFIRMING DIVERSITY

Appreciation of diversity and inclusion empowers us to collectively acknowledge and celebrate the contributions of all members of the College community. Diversity is defined in the College strategic plan, FCC 2020, as *"visible and invisible human differences that affect the success of students, staff, and members of the community."* Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive institution promotes and sustains a sense of belonging. It values and practices respect for the talents, beliefs, backgrounds, and ways of living of the members of the College community.

FCC aspires to be a leader in fostering an environment that welcomes, supports, rewards, and challenges its community members to think big, be creative, and lead with authenticity. The College has made deliberate efforts to be intentional in its work of threading diversity and inclusion into the fabric of the culture and its activities. Listed below are a few of the significant achievements of the institution:

- The College held its first annual Day of Human Understanding on April 13, 2017. The event supported the continuing development of cultural competence for all members of the College community. The event featured sessions on *Homelessness in America*, a campus book discussion surrounding *Kindred* by Octavia Butler, a panel of students speaking about their unique cultural perspectives, a discussion of *Actors, Allies, and Accomplices* of social injustice, a discussion of employee rights from the Maryland Commission on Civil Rights, and a keynote presentation from Dr. Donna Hicks on her *Dignity Model*.
- The College developed and the Maryland Higher Education Commission approved a new Interpreter Studies Program. The program will be available in Fall 2018, and advances the curriculum originally set forth by the College American Sign Language program to prepare students for a career in sign language interpretation.
- The College began a series of courageous conversations for students which represent facilitated discussions on hot-button contemporary issues with a focus on exercising civility in dialogue. Some topics discussed include *Ouch That Stereotype Hurts*; *Presidential Debate Watch*; *Courageous Conversation on Race*; *It's the End of the World as We Know It*; *Recognizing Micro-Aggressions in the Workplace*; *Safe Zone Training for Students*; *Selma, the Bridge to the Ballot*; *Truths, Facts, and Alternative Facts: Navigating Our New Reality*; *Civility in Practice*; *Engaging in Respectful Dialogue*; and *The First 100 Days of the Presidency*.

- The College hiring process is designed so that the Human Resources office coordinates advertising with the supervising administrator for each position to ensure that job postings are reaching a broad and diverse pool of candidates. Human Resources reviews each applicant pool for diverse representation on the best consideration date. The applicant data for each position is reviewed before the candidates are screened for minimum qualifications and again on remaining candidates after the screening has occurred. Human Resources has set a benchmark of 19% non-white applicants for each position. Additionally, Human Resources requires that all individuals who serve on or chair search committees must undergo training prior to serving to understand awareness and mitigation of unconscious bias. This review process, benchmark, and training were all designed to ensure that unconscious bias and minimum qualifications do not have a negative impact on diversity.
- The College held a new entrepreneurial workshop program for high school students of color in their junior or senior year at Frederick and Thomas Johnson high schools. During the five sessions, students developed a practical understanding of the tools and resources needed to launch a business. Each session was led by a local business leader who shared professional experiences and answered questions on a variety of business-related topics including obtaining business loans, leadership development, meeting local business leaders, networking opportunities, resume building, business plan exploration, and more. During the last session of the workshop, students presented the business plan they had developed over the course of the program and received feedback. They also received a $500 academic scholarship from FCC.

III. INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY

The Frederick Community College 2020 Strategic Plan provides the framework for the Board of Trustees and Senior Leadership to develop Annual Strategic Priorities. The President's Diversity Advisory Committee, established in spring 2015, provides College-wide coordination and direction on diversity, equity, and initiatives. The group created objectives that align with the 2020 Strategic Plan Goals, the 2016-2017 Annual Strategic Priorities, and Middle States Commission on Higher Education Standards. This cross-functional team identified the following objectives for 2016-2017 in alignment with the College Board of Trustees Annual Strategic Priorities:

Strategic Priority A- Design guided pathways for degrees, certificates, continuing education, and workforce development that maximize student access, student support, and affordability.

- Establish a more robust data collection strategy of diversity metrics.

Strategic Priority C- Develop an enrollment management plan that grows revenue by at least 2% in order to mitigate tuition increases by addressing the January term and summer term programming and scheduling.

- Promote the impact of FCC on the surrounding community as a national leader.

Strategic Priority D- Empower leadership throughout the College community which promotes continuous institutional improvement and professional development. Strengthen the participation of affinity groups, Student Government Association, and the Senate in operational practices in support of the achievement of the annual strategic priorities.

- Strengthen the commitment of FCC to build and sustain an inclusive workplace that encourages and empowers all to contribute.

Strategic Priority F- Build on the successful 2016 Middle States Accreditation Report by responding to its recommendations and by assimilating the recently updated College policies and procedures into the culture and operation of the College.

- Contribute to the efforts of responding to the Middle States recommendations.

The diversity and inclusion objectives broadly and succinctly identify opportunities to expand on existing initiatives as well as to embrace new opportunities. This report provides a summary of key goals and objectives accomplished this year, and outlines future projects and recommendations.

IV. Efforts to Increase Numerical Representation of Traditionally Underrepresented Groups

Focus on Students

FCC has devoted considerable time, attention, and effort to increasing and retaining the number of students of color. As Chart 1 illustrates, the percentage of students of color has increased 16.5% over the past five years. Currently, 34% of FCC students identify themselves as non-white students.

Chart 1

						Percent Change	
	2012	2013	2014	2015	2016	2015-2016	2012-2016
African American/Black	**769**	**783**	**777**	**785**	**777**	-1.0%	1.0%
Percent of Total	*12.5%*	*12.9%*	*12.9%*	*12.7%*	*12.4%*		
Native American	**21**	**21**	**23**	**24**	**21**	-12.5%	0.0%
Percent of Total	*0.3%*	*0.3%*	*0.4%*	*0.4%*	*0.3%*		
Hispanic	**447**	**507**	**583**	**662**	**683**	3.2%	52.8%
Percent of Total	*7.3%*	*8.4%*	*9.7%*	*10.7%*	*10.9%*		
Asian	**288**	**292**	**281**	**289**	**283**	-2.1%	-1.7%
Percent of Total	*4.7%*	*4.8%*	*4.7%*	*4.7%*	*4.5%*		
White	**4,357**	**4,140**	**4,116**	**4,150**	**4,152**	0.0%	-4.7%
Percent of Total	*70.7%*	*68.4%*	*68.2%*	*67.0%*	*66.4%*		
Other* **	**114**	**93**	**67**	**60**	**56**	-6.7%	-50.9%
Percent of Total	*1.9%*	*1.5%*	*1.1%*	*1.0%*	*0.9%*		
Multiple Race* **	**163**	**214**	**184**	**227**	**280**	23.3%	71.8%
Percent of Total	*2.6%*	*3.5%*	*3.1%*	*3.7%*	*4.5%*		
Total Students of Color** **	**1,802**	**1,910**	**1,915**	**2,047**	**2,100**	2.6%	16.5%
Percent of Total	*29.3%*	*31.6%*	*31.8%*	*33.0%*	*33.6%*		

Specific recruitment efforts include the following:

- Creating a cohort-based scholarship serving students for whom affordable child care is a barrier toward college completion. Students are enrolled in a General Studies Associate Degree that can be completed through a mix of online and specially-designed hybrid courses that cover general education requirements. All classes meet on the same weeknight, with students eligible for a scholarship covering the cost of child care.
- Increasing access and opportunity for college-ready high school students; particularly first generation college students, students of color, and students who participate in the Federal free and reduced meals (FARM) program through the College Dual Enrollment program. Because of a robust partnership with Frederick County Public schools (FCPS), FCC now offers college courses in all ten FCPS comprehensive high schools and its Career and Technology Center. During the 2016-2017 school year, local high schools offered 115 sections of dual enrollment courses. There were 159 FARM students who participated in dual enrollment in 2016-2017. This represents a three-year increase of participation by FARM students of 674%. The College is excited to see the growth of the program and the diversity of the students who are able to access college courses while still in high school.
- Hosting several events with targeted populations and social services agencies across the county to include the Department of Social Services, Division of Rehabilitation Services (DORS), Family Partnership, SHIP (Student Homelessness Initiative Partnership of Frederick County), Youthful Offender Program, Youth Summit, the Maryland School for the Deaf, Frederick Foster Care Services, Fort Detrick, and Senior Living. Additional specific targeted outreach to multicultural students included the Latino Festival, Pathways to the Future Women's Conference, Kappa Alpha Psi event, International Student Festival, Asian Lunar New Year Festival, PASS visits to public high schools, Frederick Hispanic Festival, Cultural Arts Fair, and the Convoy of Hope event.
- Increasing English as a Second Language (ESL) programming rigor and efficacy to better meet the needs of students and prepare them academically and professionally. The ESL Program Manager offered multiple professional development sessions to instructors to work toward increasing rigor and student exposure to relevant college-level materials and projects to better prepare students for degree programming. The Targeted ESL program in Continuing Education and Workforce Development (CEWD) experienced a 51% increase in enrollment from AY 2015-2016 to AY 2016-2017. A major contributing factor to this increase was the implementation of a new scholarship offered through the FCC Foundation geared at providing greater access for students in CEWD programming. The new scholarship funds 75% of programming for students showing financial need. In addition to the continual growth and development of the credit and non-credit ESL programs, a plan of increased outreach to the FCPS population has been implemented. The outreach included information sessions, ESL placement testing, and advising held on high school campuses as well as an FCC campus visit with English Learning Language seniors from FCPS high schools to meet with department chairs and program managers to learn more about their opportunities at FCC in both credit and non-credit programming.

- Developing outreach materials in Spanish. The College Hispanic student composition has increased by almost 53% over the past five years. Admissions and the Marketing Team worked diligently to develop materials in Spanish for the adult, high school population, and their parents.
- Increasing English as a Second Language support. FCC joined the Maryland DC Campus Compact and secured an AmeriCorps VISTA position. The AmeriCorps VISTA member will support the English Language Learner Transition and Completion Initiative (ELLTCI) at Frederick Community College. The AmeriCorps VISTA member will develop programming for outreach, transition, and support with the goal of engaging English Language Learners (ELLs) and their families in Frederick County. This position will work in collaboration with stakeholders at Frederick Community College, FCPS, and community partners to develop a wrap-around program that will guide students from the beginning stage of information and college preparation all the way through to completion of post-secondary workforce training and/or degree programming. The ELLTCI is the result of a commitment to ensure that outreach and programming meet the needs of ELLs by developing messaging and support systems that engage the interests of immigrants, their families, and their communities. FCPS currently serves 1,130 ELLs, while the number of these students who go on to attend post-secondary institutions is considerably lower. In response to the upward trend of ELLs in FCPS, the College has committed to ensuring established outreach, programming, and support is engaging for this diverse group of students.

Student retention, success, and graduation and/or matriculation on to a four-year institution, is critical to the success of Frederick Community College. A few of the new and exciting retention initiatives include the following:

- Continuing to provide academic, social, and cultural support for diverse students to close the achievement gap. The 2012 cohort had a successful or persisting rate (graduated, transferred, and/or still enrolled with 30 credits and a GPA of 2.00 or higher) for all students of 79.8%. This rate was 71.2% for African American students, 89.8% for Asian students, and 83.5% for Hispanic students, and 80.1% for White Students. Additionally, to continue efforts to support diverse students, the College has continued to support the PASS Program, the College Summer Bridge Program, which was originally grant funded and designed to help minority as well as first generation students transition from high school to college.
- Creating more affordable options for students by combining an intermediate algebra course and a college-level credit math class into a single course. The course is designed to shorten the time it takes students to complete their degree and finish their college-level math requirement. This initiative would help students reduce their developmental credits from 6 credits to 2 credits. This initiative will directly impact underrepresented and first-generation students as FCC data and national trends indicate that these groups are often impacted by developmental education.

- Offering international travel experiences to students. Six students, two faculty, and two staff went on a nine-day trip to France in May 2016 titled, "A Taste of France: Food & Culture." Students enrolled in ID 250 - Global Scholar Experience, a three-credit General Education course that guided them through the experience of preparing for the trip, taught cultural context and history, and provided them with the opportunity to reflect and present about their experience upon their return to campus. The trip was organized through Explorica travel vendor. The College plans to continue this initiative in the coming year with an opportunity for students to travel to and learn about Cuba.
- Continuing the College Big 6 and Elite 8 programs. These programs coordinate discussions through the Office of Multicultural Student Services and provide an environment where students of color can excel academically, build positive social relationships, and develop life enhancing critical thinking skills. The Big 6 program is specifically designed to benefit minority male students while the Elite 8 program is designed for minority female students.
- Streamlining the pathways for students to increase success and completion was a major focus of the year. The Developmental English program underwent a major redesign moving from two levels of independent reading and writing courses to a model that minimizes the time to prepare students for college-level classes. This initiative also reduced the credits taken by student testing into this blended course by a total of four credits. The "blended" course was designed to close the achievement gap for minority and first generation students further enabling them to graduate and/or transfer at a higher rate.
- Participating in the Maryland Male Students of Color Summit, titled "Building Our Future." The summit focused on completion and goal attainment for male students of color and provided best practices related to improving college success inside and outside of the classroom. Frederick Community College student, Malyk Eugene offered closing remarks with Vice President for Learning Support Dr. Wayne Barbour and President Burmaster in attendance.

Focus on Faculty, Staff, and Administrators

FCC strives to attract and employ talented faculty, staff, and administrators. Much of the work for the past six-years has focused on improving the recruitment of diverse faculty and professional staff. As Chart 2 reflects, FCC has increased minority faculty representation from 12% in fall 2011 to 18% in fall 2016. The data also reflects the growth of minority full-time administrative and professional staff (from 15% to 19%) during the same time. The new College hiring process, which was implemented in 2014-2015, continues to focus on recruitment efforts to ensure a diverse pool of applicants.

Chart 2

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Percent minorities (nonwhite) of full-time faculty	12%	14%	14%	18%	19%	18%
Percent minorities (nonwhite) of full-time administrative and support staff	15%	16%	14%	17%	19%	19%

Improvements have been, and continue to be made, with respect to recruiting diverse faculty. Perhaps the clearest example of such efforts can be found in the College partnership with Howard University:

- FCC has an established partnership with the Howard University Preparing Future Faculty (PFF) Program. The FCC/PFF partnership provides underrepresented graduates the chance to work with and learn from seasoned faculty as well as engage in professional development activities. In 2016-2017, FCC received one fellow who taught communications/speech courses.

In addition to this partnership, faculty are engaged and supported on campus, and value their experiences at FCC. The following initiatives are undertaken to grow and retain talented faculty.

- The Center for Teaching and Learning (CTL) has a robust professional development curriculum designed to inspire faculty to engage students and support their success through active learning, innovation, and scholarship. Professional development workshops—or CTL Teaching and Learning Hours focus on four areas: Culturally Responsive Teaching; Scholarship of Teaching and Learning; Technology, Teaching, and Innovation offered by the Center for Distributed Learning; and Faculty Leadership and Academic Management (FLAM).
- The Center for Teaching and Learning and the Director of Diversity, Equity, and Inclusion collaborate on culturally responsive teaching trainings and workshops. In spring 2017, CTL and the Director of Diversity, Equity, and Inclusion facilitated a workshop employing the Intercultural Development Inventory® (IDI) to new and returning faculty. This cross-cultural assessment is used to increase cultural self-awareness, identify gaps, and learn about resources available to help address cultural competency gaps. After taking the IDI assessment, faculty participated in a three-hour workshop designed to help participants understand the IDI instrument and how to interpret their results. This interactive workshop was followed by an in-depth debriefing meeting to assess the experience of faculty members with the IDI assessment and workshop. Faculty and staff also had the opportunity to participate in a follow-up session

entitled *Seizing the DAE*, which focused on implementing culturally responsive teaching practices into their instruction.

- College faculty attended additional diversity-related employee development workshops offered by the Human Resources Office in collaboration with the Director of Diversity, Equity, and Inclusion. Session topics included How to Mediate, Disability Awareness and Etiquette, and Radical Self-Care in Times of Change.

V. Efforts to Design and Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

The College, in coordination with faculty, academic leaders, and members of the President's Diversity Advisory Committee, launched the Campus Book Discussion Series. Open to students, faculty, staff, and the public, the initiative was designed to engage the community in conversations about the social upheaval experienced in Baltimore, MD (and around the nation) after the death of Freddie Gray. Focusing on one book per semester, a team of faculty and staff facilitated a multi-session series that invited participants to discuss social, political, and cultural themes that resonated with students.

- The College began a book series last year which focused on *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* by Michelle Alexander and *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson. More than 150 people attended the sessions, including 42 faculty, 93 staff, and several community members. Series facilitators and planners gathered informal feedback which suggested that the discussion session and the themes of the books provided a safe space for participants to explore complex issues, voice concerns, exchange ideas, and reflect on the impacts of injustice in their lives, in the local community, and beyond. The series has garnered attention from faculty, staff, and community members, some of whom use the campus book in their courses, and others who simply want to join the discussions.
- The College further expanded the series this year. The seven-part series focused on *The Book of Unknown Americans* by Cristina Henriquez and *Kindred* by Octavia Butler. The fall session drew over 100 participants; in spring 2017, the four-part series featured co-curricular guest speaker Stephanie Crismom, an Octavia Butler scholar, and collectively drew over 250 participants. To further expand the series moving forward, FCC secured a grant from Bringing Theory to Practice which will support training faculty and staff in intercultural facilitation and material development books for next year: *Purple Hibiscus* by Chimamanda Ngozi Adichie and *Hillbilly Elegy* by J.D. Vance.
- The College also offers other opportunities for students, staff, and faculty to learn about cultural differences and engage in cross-cultural interactions which include the Global Community Fest events in celebration of International Education Week, various art exhibits and performances, and an educational partnership with an institution in Russia, to name a few. These programs and events continue to grow and attract participants from the Frederick community and beyond.

In addition to the above-mentioned activities, the Center for Student Engagement (CSE) collaborates with College constituents on initiatives involving students, faculty, staff, and community partners in the design and implementation of programs, events, activities, and experiences that support student learning, leadership, and service. Some CSE events that promote diversity and help students to identify and grow their identity of self and others include:

- Co-curricular programming including planned lectures, workshops, fieldtrips, movies and experiential opportunities that focus on social awareness, diversity, and cultural sensitivity and competency. These activities included on-campus voter registration, constitution day, a *God in Arts* book discussion, field trips to the National Museum of African American History and Culture, Presidential Inauguration, Million Woman March, Student Advocacy Day, Coffee Conversations with a Cop, partnerships with the Weinberg Center to provide students faculty and staff with free tickets to see Kareem Abdul-Jabbar, Elizabeth Smart, Bill Nye, and Dr. Bennet Omalu, and the Frederick Reads Partnership featuring celebrated author Bill Bryson.
- Volunteer and service learning hours to engage students in experiences that address human and community needs together with structured opportunities for reflection. These activities included 389 students participating in service learning collaboration with faculty, service Fridays with the CSE, Red Cross blood drives, fourteen students receiving Service Awards for exemplary volunteer work in the community, and six students receiving U.S. Presidential Awards. In addition to these activities, College student clubs and organizations also participated in additional service learning activities throughout the community.
- Student Food Pantry for those students who are in need of food and don't have the means to purchase sustenance on campus. The purpose of the pantry is to alleviate hunger so that students are able to focus on their studies. Students are allowed to visit the pantry once a day and take two items per visit. All food in the pantry is donated by employees of the College. The pantry was visited 2,552 times during the 2016-2017 academic year.

VI. Statement Regarding Campus Process for the Reporting of Hate-Based Crimes

FCC works to ensure that the campus environment is welcoming, safe, and free of obstacles that disrupt and/or limit the access of the College community to and engagement with programs, services, events, and/or opportunities that enhance the personal learning goals of everyone.

The first level of responding to incidents or behaviors that disrupt learning is through the use of the College "Student Behavior Incident Report Form," which is available to all students, faculty and staff on the College public website and on Communication Central, the College employee intranet site. This form covers a broad range of incidents and behaviors that warrant immediate attention, including discrimination and harassment.

In addition to the Student Behavior Incident Report Form, the College Security website is available to the public and it provides guidance, support, and resources related to College

security and emergency response, as well as relevant reports and campus crime statistics. The Annual Campus Security Report is accessible on the website and it provides the information needed as part of the Title II Crime Awareness Campus Security Act of 1990 policy (http://www.frederick.edu/faculty-staff/campus-security.aspx).

Bias/Hate Crime at Frederick Community College
Committed to ensuring that the College campus environment is one where mutual respect is paramount, bias and hate of any kind is not condoned or tolerated. The College prohibits hate/bias activities, including employing language or behavior that is intended to cause harm, or threaten towards a person based on race, religion, ethnicity, gender, sexual orientation, or disability. The FCC Student Code of Conduct, Title IX Sexual Misconduct, and Non-Discrimination Policy and Procedures have been updated to address bias/hate crimes.

How to Report a Crime
To report a crime, individuals are directed to contact College Security at (301) 846-2453 for non-threatening emergencies. For emergencies, individuals are directed to dial 911. Emergency telephones are located throughout the campus in addition to the emergency pole phones located in or near each of the parking lots, which have identifying numbers to assist College Security with locating an individual in need of assistance.

FCC is committed to ensuring that it has a safe and welcoming campus. The College community is urged to report any suspicious activity and/or person(s) seen in parking lots or loitering around vehicles or buildings, to College Security. College Security advises individuals not to approach or attempt to apprehend person(s) deemed to be a threat.

For off-campus options, individuals are instructed to contact the local Frederick Police Department by dialing 911(emergency) or (301) 600-2100. FCC College Security works in collaboration with local law enforcement to investigate and resolve issues and/or concerns.

In addition to reporting information to College Security and/or the local police department, individuals may report a crime to College officials such as the Associate Vice President/Dean of Students and the Title IX Coordinator, to name a few. All College officials (staff, faculty, and administrators), serve as "responsible employees" and are required to report crimes.

Future Focus
FCC is proud of the work accomplished this year, and will continue building and sustaining a diverse and engaged college campus through multiple innovative activities and initiatives. A few of the future priorities include:

- Hiring a new Director of Diversity, Equity, and Inclusion.
- Expanding activities and initiatives for students, faculty, and staff to engage in dialogues on topics of diversity and difference.
- Evaluating diversity-related programs, services, and events.
- Assessing cultural competence within general education and the curriculum.

- Continuing to assess persistence gaps in achievement by student groups to determine successful practices and opportunities for innovation.
- Continuing to enhance the employee development framework, and expand resources for faculty and staff development.
- Growing the College efforts to connect current and future students to explore potential careers in Science, Technology, Engineering, and Mathematics (STEM).

Efforts continue to ensure that all program areas and curriculum are culturally responsive, and that all faculty and staff are demonstrating the cultural competency that ensures success for all students.

GARRETT COLLEGE

EXPERIENCE. EXPLORE. EXCEL.

Garrett College
Cultural Diversity Plan

2017 Update and Progress Report

Approved and Submitted by the
Garrett College Board of Trustees

July 18, 2017

GARRETT COLLEGE

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

    a. [ ] 4-year public

    b. [ ] 4-year private

        Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes [ ] No [ ]

    c. [**X**] 2 year public

    d. [ ] 2-year private

    e. [ ] Other _____

2. How many campuses comprise your institution? ____One_____

3. How many campuses are included in this report? _____One_____

4. Mailing address of your institution's main campus:

    GARRETT COLLEGE

    687 Mosser Road

    McHenry, Maryland 21541

I. INTRODUCTION:

The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines "cultural diversity" to mean "the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education." The 2013-2017 Maryland State Plan for Postsecondary Education subsequently broadened the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways including the College's Mission Statement and Institutional Goals, its Strategic Plan, its recruitment practices, and its goals for general education, student development, and the campus environment.

II. CULTURAL DIVERSITY IMPROVEMENT PLAN

THOSE AREAS WHERE IMPROVEMENT IS NEEDED:

As this report will show, Garrett College has made significant progress toward achieving diversity among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. However, there continues to be several areas where improvement is needed:

Improvement of minority retention and completion rates - Retention and completion (graduation) rates for the College's minority population and among its Black/African American students, in particular, continue to lag well behind the rates for the College overall, particularly with respect to completion, as the data that are shown in Table 1 on the following page clearly indicate. However, it should be noted that these low completion rates are at least partially attributable to the relatively high number of student athletes transferring early in order to maximize their athletic eligibility, as is reflected by the significantly higher transfer rates for African American students shown in Table 1. The College needs to continue to focus on improving academic and other support services as well as its developmental studies program in order to improve minority completion rates. Retention, on the other hand, is improving. For the fall 2015 African-American cohort, the fall-to-fall retention rate was 47%, a significant improvement when compared with the 37% reported for the fall 2013 African-American cohort. Nevertheless, this percentage was still well below the College's overall retention rate of 60%. On the other hand, for the fall 2015 African-American cohort, fall-to-spring retention (which is generally much higher than the fall-to-fall rate) increased to 82%, which was slightly above the College's overall rate of 79%.

TABLE 1

IPEDS 150% (3-Year) Graduation and Transfer Rates

Fall Cohort	African American		All Students	
	Graduation Rate	Transfer Rate	Graduation Rate	Transfer Rate
2007	10%	24%	19%	12%
2008	8%	52%	17%	39%
2009	0%	44%	23%	26%
2010	6%	21%	26%	12%
2011	5%	65%	23%	36%
2012	1.4%	57%	18%	36%
2013	5.6%	43.7%	25%	32%

Identification and assessment of diversity learning outcomes –Over time, the College has taken several approaches to incorporating diversity into its curriculum, most recently by requiring all students to complete at least one out of a series of courses identified as "Identity and Difference" courses. However, until very recently, because a common set of diversity learning outcomes had never been identified for these "Identity and Difference" courses, it was not possible to assess the extent to which the College's goal for students to acquire a "cultural and global perspective" was being achieved. Now, instead of the Identity and Difference requirement, which the College has eliminated, diversity and cultural competency learning outcomes have been identified and these have been integrated with the College's other General Education learning outcomes and they are now being assessed as part of the College's General Education assessment process. Some curricular adjustments still need to be made in order to fully accommodate these cultural competency leaning outcomes and some of the assessment methods being used need to be modified so as to better pinpoint students' strengths and weaknesses.

Continued training and other activities for faculty and staff to increase their cultural competency and improve their ability to recognize and appropriately respond to cultural differences – While there is evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences and/or differences regarding gender identity or sexual orientation are not always recognized or fully understood, nor do faculty and staff always know how to appropriately respond to or accommodate such differences. Activities and training designed to increase the faculty and staff's cultural competency may help them to communicate more effectively when dealing with diverse student populations and to respond more appropriately when faced with challenging situations. For example, faculty should have a greater awareness of some of the particular socio-economic issues that face many minority students and how those factors may affect their ability to learn or otherwise be successful. Such knowledge can help faculty devise strategies for helping these students to overcome such challenges. These issues include, but are not limited to: the feelings of isolation that are often felt by Black/African-American students on campuses where they are the minorities; lack of college readiness, due to some students coming from high schools that failed to properly prepare them for the rigors of

college coursework; the lack of being able to identify with individuals on their campuses (i.e., faculty/staff) as role models, because those individuals do not look like them. (For the latter issue, assigning faculty and upper-class mentors have yielded positive results.)

Targeted recruitment of minority faculty and staff – While the percentage of minorities among Garrett College's faculty and staff is considerably higher than minority representation within its service area, the actual number of individuals represented is very small due to the fact that the total number of faculty and staff employed by the College is so small. For this reason, a personnel change involving a single individual can significantly alter the College's minority composition. Of additional concern is the fact that while 27.5% of the College's student population is Black/African American (fall 2016 data), at present, the College has no Black (African American) faculty members and only one Black/African American professional staff member. Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes to be more successful in attracting minority faculty and professional staff. Over the next several years, there may be more opportunities to increase minority representation among the College's faculty and staff, given that a number of the current faculty and professional staff are either at or near retirement age.

GOALS AND STRATEGIES FOR IMPROVING CULTURAL DIVERSITY:

Goal 1: Improve minority retention and success.

Strategy 1: Create and implement a process for early identification of at-risk students and their intervention needs.
Responsibility: Vice President for Instruction and Student Services, Coordinator of Advising and Academic Support
Timeline: Fall 2015 and ongoing
Desired Outcome: By the end of FY2016, the retention rate and number of completers among minority students will increase by 15% (as referenced to Fall 2013 baseline data).
Outcome to Date: The data in Table 2 below show that in relation to both the retention rate and the number of completers, the 15% target was not only met but exceeded. For FY16, the fall to fall retention rate for minority students increased to 48.4%, a 55% increase over FY13, and the number of minority completers increased to 28, a 180% increase from FY13.

TABLE 2
Minority Student Retention Rates and Number of Completers (IPEDS Data)

Fall to Fall	Fall to Fall Retention Rate 1st time cohort	% increase over FY 13	Minority Completers	African American Completers
2012-13	31.2%	Baseline	10	7
2013-14	39.8%	27.6%	13	9
2014-15	50%	60.3%	10	8
2015-16	48.4%	55.1%	28	18

Status: *In fall 2010, the CARE (Crisis Assessment Response and Evaluation) Team was established. The CARE Team was initially established to serve as a behavior intervention team for problem students, but its role was subsequently expanded to address any patterns of behavior that were likely to jeopardize an individual student's ability to achieve success. On the whole, the CARE team has functioned well, but it has not been as effective in addressing behaviors that put students at-risk academically, such as excessive absence from class, tardiness, failure to submit assignments in a timely manner, etc. As a result, the staff of the College's Advising and Academic Student Success Center (AASC) have established an "Early Alert" system to identify and follow up with those students whose behavior puts them at-risk academically. This system was introduced in fall 2015 and a study is underway to evaluate its effectiveness. However, anecdotal evidence suggests that the program has helped. In June 2016, the College switched to a new student information system (Jenzabar). This system has a built in "early alert" capability that was pilot tested during the spring 2017 semester. It is scheduled for full implementation in fall 2017 and will replace the current early alert system, which relies largely on email communications.*

Strategy 2: Create and implement a program to improve retention among minority athletes. If this pilot program is successful, consider extending it to include all minority students.
Responsibility: Vice President for Instruction and Student Services; Athletic Director
Timeline: Fall 2012 and ongoing
Desired Outcome: By the end of FY2016, the retention rate and number of completers among minority athletes will increase by 15% (as referenced to Fall 2013 baseline data).
Outcomes to Date: Tables 3 and 4 below show the retention rates and number of completers among minority athletes, and African American athletes in particular, over the last four years. These data show that with regard to retention, for both minority athletes and African American athletes, the 15% target was not only met but exceeded, despite a sharp drop for African American athletes that occurred between fall 2014 and fall 2015. On the other hand, the number of completers from both populations vary from year to year, with no clear trends emerging; however, the number of completers from these two groups is typically very small, owing to the large number of athletes who transfer out prior to graduating in order to conserve their athletic eligibility.

TABLE 3

Minority Athletes Retention Rates and Number of Completers

Fall to Fall	Minority Athletes Retention	% increase over FY 13	Total Completers as of FY 16
2012-13	28.6%	Baseline	10
2013-14	41.4%	44.8%	4
2014-15	42.9%	50%	8
2015-16	50%	74.8%	8

TABLE 4

African American Athletes Retention Rates and Number of Completers

Fall to Fall	African American Athletes Retention	% increase over FY 13	Total Completers as of FY 16
2012-13	37.5%	Baseline	9
2013-14	52.6%	40.3%	4
2014-15	34.6%	-7.7%	5
2015-16	58%	54.7%	5

Status: *A special retention program for student athletes was initiated in fall 2011 and has undergone various refinements since then. Student-athletes who are identified as having major academic concerns or student-athletes who are at risk of becoming ineligible and not making timely progress toward graduation are required to follow an academic success plan. So far, this program has proven to be an effective strategy for increasing retention among minority student athletes, with retention rates for this group showing significant improvement.*

Strategy 3: Establish an Advising and Academic Success Center to provide a comprehensive program of advising, counseling, tutoring and other academic support services.
Responsibility: Vice President of Instruction and Student Services, Coordinator of Advising and Academic Support
Timeline: Ongoing
Desired Outcome: By the end of FY2016, the retention rate and number of completers among minority students will increase by 15% (as referenced to Fall 2013 baseline data).
Outcome to Date: The data from Table 2, which appears on Page 4, have shown that in relation to both the retention rate and the number of completers, the 15% target was not only met but exceeded. For FY16, the fall-to-fall retention rate for minority students increased to 48.4%, a 55% increase over FY13, and the number of minority completers increased to 28, a 180% increase from FY13.

Status: *The Advising and Academic Success Center* (AASC) *opened in September 2012. The Center works with new students (i.e., students who have completed less than 12 credits of college-level course work), developmental students, and students who are in academic difficulty. Counseling and tutoring/academic support services are available to all students through the AASC in addition to academic, career and transfer advising. Establishment of the AASC has greatly enhanced the College's ability to implement a more effective early intervention program, as is evidenced by the "Early Alert" system that was initiated in fall 2015. Since the opening of the AASC, the College has not only seen improvements in retention, but also a decline in the percentage of students who are on probation or academically dismissed. And while the proportion of minority students who are either on probation or academically dismissed has typically been much higher than that of the College's student population overall (18% for spring 2017), that percentage has also declined. For example, for spring 2017, for the minority cohort, 34.5% were either on probation or academically dismissed, as compared with 48.7% for spring 2013, a 29% decrease.*

Strategy 4: Revise all developmental math and English courses with the goal of making them more effective with respect to achieving the desired student learning outcomes and improving student success rates.
Responsibility: Dean of Academic Affairs
Timeline: fall 2015 and ongoing
Desired Outcome: By the end of FY2016, minority students' success rates in developmental math and English will increase by 15% (as referenced to FY2012 baseline data).
Outcome to Date: Table 5 shows minority students' success rates in developmental math and English courses from fall 2012 through fall 2016. While the actual success rates vary considerably from year to year, they are all higher than the 2012 baseline rates. Success rates in developmental math have shown the greatest improvement, with the success rate for developmental math reaching as high as 74% for fall 2015. The success rate for fall 2016 was significantly lower (58%), but still well above the 2012 baseline (a 33% increase). The

improvement in success rates for developmental English, while less dramatic, have also been significant, although the percent increases for fall 2015 and 2016, which were much lower, did not meet the 15% target.

TABLE 5

Minority Students Developmental Math and English Success Rates

Fall	Minority Cohort Developmental Math % Success	% increase compared to fall 2012	Minority Cohort Developmental English % Success	% increase compared to Fall 2012
2012	43.6%	Baseline	59.8%	Baseline
2013	67.6%	55%	77%	28.8%
2014	73%	67.4%	72.3%	20.9%
2015	74.4%	70.6%	66.7%	11.5%
2016	58%	33%	62.9%	5%

Status: *Since 2010, Garrett College has made several revisions to its developmental math and English curricula in an effort to make its developmental education program more effective and to reduce the amount of time students must spend taking developmental coursework. The most recent changes were introduced in fall 2015. Developmental English was reduced to a single course (students at the next level take a two-hour lab coupled with regular college-level English) and developmental math was condensed into two courses where previously there were three. More data needs to be collected before the effectiveness of these new courses can be accurately determined.*

With more students now being advised to take Statistics instead of College Algebra, a new developmental math course designed to prepare students for entry into Statistics was introduced in fall 2016. (The developmental math courses that have traditionally been offered are designed to prepare students for entry into College Algebra.) It is anticipated that success rates will be higher for the students taking this statistics sequence as compared with those taking the algebra sequence.

Goal 2: Develop and increase the level of cultural competency among students.

Strategy 1: Adapt the general education curriculum to accommodate cultural competence/diversity student learning objectives and incorporate regular assessment of cultural competence/diversity learning outcomes as a component of the College's process for assessing the effectiveness of its General Education program.
Responsibility: Dean of Instructional and Institutional Effectiveness, Dean of Academic Affairs
Timeline: Spring 2016 and ongoing
Desired Outcome: On assessments designed to evaluate attainment of cultural competence/diversity learning outcomes, 70% of students will be able to demonstrate mastery of one or more diversity learning outcomes.

Status: *One of the College's six goals for its general education program is that students will attain a "Cultural and Global Perspective." In connection with this goal, the College has established three cultural competency /diversity student learning outcomes:*

1. *Students will demonstrate the ability to identify current global issues and problems from diverse perspectives.*

2. *Students will demonstrate intercultural communication skills by exhibiting an understanding of cultural differences and similarities.*
3. *Students will demonstrate the ability to apply their understanding of diverse perspectives by taking action to make a positive social impact in the community.*

These learning outcomes are now being assessed as a component of the College's process for assessing its general education program; they were assessed for the first time this spring (2017). On course-embedded assessments, students performed well relative to all three learning outcomes (average for all three outcomes was 75%). Learning Outcome Number Three involves not only cultural competency, but service learning and civic engagement as well. For the 2016-17 academic year, 15.8% of Garrett College students participated in service learning/civic engagement activities. (The national average for community college students ranges from 13%-15%.) In addition, 11% of the 2017 graduating class received recognition for participation in 50 hours or more of service learning/civic engagement activities. More assessments will be added for next year, including a pre-post Cultural Competency Survey, which will be administered to both incoming and graduating students beginning in fall 2017.

Strategy 2: With assistance and participation from faculty, staff, and students, design and deliver cultural competency programming and training activities targeted to both residential and commuting students and aligned with the diversity/cultural competency learning outcomes outlined under Strategy #1 above.
Responsibility: Vice President for Instruction and Student Services, Director of Student Development
Timeline: Fall 2017 and ongoing
Desired Outcome: At least 60% of both residential and commuting students will participate in at least one cultural competency program and/or training activity each year.

***Status*:** *This is a new activity planned for the 2017-18 academic year and going forward.*

Goal 3: Develop and increase the level of cultural competency among faculty and staff.

Strategy: Conduct periodic training aimed at developing and increasing the level of cultural competency among faculty and staff, including their ability to relate to and communicate more effectively with minorities and their ability to recognize and appropriately respond to cultural differences.
Responsibility: Vice President for Instruction and Student Services, Director of Student Development, Director of Human Resources
Timeline: Fall 2017 and ongoing
Desired Outcome: At least 80% of the full-time faculty and staff will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities and demonstrate the ability to respond appropriately in dealing with problem situations.

Status: *Limited resources and conflicting priorities have hampered the College's ability to make significant progress with regard to implementing this strategy. However, the development of cultural competency for faculty and staff is now being considered more broadly within the context of the College's academic and strategic planning processes, and cultural awareness has become*

central to the focus on college completion, student success, and enrollment management, as the following goal and objective from the FY2017-2020 Strategic Plan attest:

Goal 1.3: To provide opportunities for all students to receive a complete college experience.

Objective 1.3.2: Develop and implement a plan for increasing the level of cultural competency among students, faculty, and staff.

The College will work to accomplish the first part of Strategic Objective 1.3.2, the development of a detailed plan for conducting cultural competency training for faculty and staff, this year. Implementation is then scheduled to begin in FY2019, resources permitting.

Goal 4: Increase minority representation among faculty and professional staff through targeted recruitment.

Strategy: Advertise faculty and professional staff openings in publications targeting minority audiences.
Responsibility: Director of Human Resources
Timeline: FY2012 and on-going
Desired Outcome: Diversity among College employees will increase by 1% each year of the [strategic] planning cycle.

Status: *The College's previous Strategic Plan (FY2014-FY2016) specifically called for targeted recruiting of minority faculty and professional staff in order to achieve more diversity, with particular attention given to recruiting Black/African American faculty and staff. However, apart from the successful hiring of a Black/African American Vice President for Instruction and Student Services and a Black (African) Assistant Professor of Engineering (who has since resigned), the College has had little success with respect to attracting Black/African American faculty and staff. The reasons for this are discussed in Section III of this report. Among its faculty the College does have other minority representation but almost none among its professional staff. Nevertheless, while not specifically indicated in the current (FY2017-2020) strategic plan, the recruitment of minority faculty and professional staff, and Black/African American faculty and professional staff in particular, continues to be a goal.*

III. RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF

Garrett College believes in the importance of making its educational and employment opportunities accessible to minorities. Since Garrett County's population is about 98% white, the College has had look to other geographic areas in order to recruit minority students, faculty, and staff, and it has been very successful with respect to attracting and enrolling minority students. In fall 2016, minority student enrollment was 30%, which far exceeds the minority representation of Garrett County, which is only about 2%. Until about 10 years ago, the College's minority population consisted predominantly of student athletes, but this is no longer the case. Student athletes now account for only about 11% of the College's minority population. The College will

seek to maintain a minority population of at least 20% of its total student body. Given recent trends, this goal will be easily met. The College will focus most of its efforts instead on improving minority students' retention and completion rates which tend to lag behind those of the College's overall student population, especially for Black/African American students, as was discussed earlier in this document.

Garrett College has been much less successful with respect to attracting and hiring minority faculty and professional staff. While the percentages of minorities among Garrett College's full-time faculty and professional staff exceed the representation of minorities within its service area, the actual number of individuals represented by those percentages is very small, due to the College's small size. For example, the College's percentage of minority faculty (10%) is the result of having 2 minority faculty members among its full-time faculty of 20, and while minorities account for 8% of the College's full-time professional staff (fall 2016 data), that percentage represents only two individuals. There are several reasons for the difficulty the College has had with respect to increasing minority representation among its faculty and staff. Garrett County is rural, relatively isolated, and sparsely populated with an overwhelmingly white population, an environment that is not particularly attractive to many minority applicants. Moreover, consistently tight budgets have hampered the College's ability to offer competitive salaries. Taken together, these factors have posed a significant challenge to the College's ability to recruit and retain minority faculty and professional staff.

Despite these challenges, Garrett College remains committed to increasing the minority representation among its full-time faculty and professional staff. Through the use of targeted recruiting, there have been some successes, such as the hiring of the College's Vice President of Instruction and Student Services, who is Black/African American. The College is particularly interested in hiring Black/African American faculty. There are no Black/African American faculty despite the fact that 25% of the College's student population is Black/African American (fall 2016 data). In addition to targeted recruiting, in its recent postings for open positions the College has made a deliberate change to highlight the benefits of living in Garrett County, in addition to outlining the positives of serving Garrett College. It is hoped that the use of these strategies will help Garrett College make further progress toward achieving its diversity hiring goals.

IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, AND STAFF

General Education Program

One of the principal goals of Garrett College's general education program is the development of a cultural and global perspective, i.e., "to ensure that students develop an awareness of global issues and an appreciation for diversity and cultural dynamics as seen through different disciplines." The College initially sought to achieve this goal by offering a program of multi-culturally focused co-curricular events and activities. However, in FY2008, the faculty recommended that diversity be incorporated as part of the required general education curriculum, and diversity and multi-cultural content and activities aligned to three diversity/cultural competency learning outcomes have been integrated into the curricula of selected general education courses. Regular assessment of these diversity/cultural competency

learning outcomes (which appear under Goal 2 on Page 8) began during the spring 2017 semester.

Global Education Program

The Global Education Program was initially established for the purpose of offsetting the insularity of life in Garrett College's rural service region. It was intended to not only benefit Garrett's students by exposing them to other cultures, but to benefit the wider community as well. This program provides scholarships to students from other countries, although full scholarships are no longer awarded. (Qualifying international students are currently eligible to receive scholarship aid of up to $3,000 annually, up to a total of 10 students.) The College's largest international student enrollment to date occurred in fall 2007, when 20 students representing 16 different countries were enrolled. Since then, international student enrollment has been somewhat erratic. For example, in fall 2014, 16 international students were enrolled, while for fall 2015, international student enrollment dropped to only 10 students. The College would like to increase the number of international students it enrolls, but it currently lacks the resources needed to launch an aggressive international recruitment campaign.

Campus Climate

For more than a quarter century, the administration of Garrett College, with the aid of the campus community, has worked to create an environment where diversity is not only accepted but valued and actively supported. For example, one of the College's legacy documents is "Characteristics of Excellence at Garrett College." This document sets forth standards of performance and behavior for faculty, staff, and administrators as well as students. Faculty are expected to treat students fairly and equitably based on their merit and performance and without regard to factors such as race, religion, and gender; expectations for administrators and staff are similar. On a survey conducted during the College's last Self-Study, 90% of the faculty, staff, and administrators who responded agreed or strongly agreed that Garrett College is committed to a climate that fosters respect among students, faculty, staff, and administrators from a range of backgrounds, ideas, and perspectives. A majority of the College's employees believe that it demonstrates and encourages a climate of diversity, as has been borne out on various employee surveys.

However, while there is evidence to show that Garrett College's faculty and staff value and support diversity, some cultural and ethnic differences are not always recognized or fully understood, nor do faculty and staff always know how to respond appropriately to such differences. This has become more of an issue as the College's minority student population has grown in size. Activities and training designed to heighten the faculty and staff's awareness of cultural differences may help them to communicate more effectively when dealing with minorities and to respond appropriately when problems arise. Developing and increasing the level of cultural competency among faculty and staff (as well as among students and members of the community) is one of the strategic objectives outlined in the College's FY2017-2020 Strategic Plan. (See Goal 2, Strategy 2 and Goal 3 on Page 8.)

Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but one that ensures that all students are made to feel welcome and supported towards their journey of academic success. In addition, the College recognizes that it must and will provide faculty and staff with opportunities for ongoing training, informational

sessions and open forums with minority students to aid them in their day-to-day service in retaining and helping students achieve success.

V. PROCCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The occurrence of hate crimes can be detrimental to the College's goal of achieving student satisfaction and success. Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is 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. The Campus Crime Statistics Act mandates the manner in which statistics are to be collected and the format in which they are to be published. Since the implementation of the Jeanne Clery Disclosure Act, Garrett College has had no reportable incidents of any hate crimes.

The Office of Safety and Security investigates all reported incidents occurring on the Garrett College campus. Incidents that occur off campus are referred to the local law enforcement agency for that jurisdiction. Campus security guards will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In cooperation with other law enforcement agencies, reports generated by the Campus Safety and Security Office are usually available to those persons who are directly involved in the incident, including other law enforcement agencies or when mandated by law. All reported information, police reports and files remain confidential and secure. Names of suspects, victims and/or witnesses are not released unless approved by the proper college authorities.

Students who feel that they have been victims of a hate crime should register a complaint with the Office of Safety and Security, who will investigate the allegation and, if warranted, will report it to the proper authorities, either within the College or the local law enforcement agency, depending upon the circumstances. Action will be taken when necessary against any individual responsible for a hate crime. Disciplinary action may be taken by the College according to the Student Code of Conduct, or criminal action may be taken by the local law enforcement agency, depending upon the severity of the incident.

HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 2017

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this document, "diversity" is defined as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively. HCC's strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

The College's Mission, Values and Policy

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, values and policy statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

Values

The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

Diversity Policy

Beyond its Equal Employment Opportunity Policy, HCC's Board of Trustees approved in 2009 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

The College's Service Area

Being a leader in the community, HCC takes seriously its commitment to recruit students and employees of diverse backgrounds. HCC's minority enrollment of 24.8 percent in FY17 exceeded that of the county's minority population (approximately 18.5 percent). Though Washington County became more racially and ethnically diverse over the last decade, it is still primarily white and non-Hispanic. Black or African American residents comprise the largest minority group as seen in Table One. Hispanic residents comprise the fastest growing ethnic population in Washington County.

Table One
Washington County, Maryland Population by Race/Ethnicity

Race	Population	% of Total
Total Population	**147,430**	**100 %**
White	125,447	83.3%
Black or African American	14,133	9.4%
Hispanic or Latino	5,104	3.5%
Two or More Races	3,788	2.2%
Asian	2,056	1.4%
Some Other Race	1,626	1%
American Indian	314	.02%
Three or more races	183	.01%

Sources: https://suburbanstats.org/population/maryland/2017 and http://www.city-data.com/county/Washington_County-MD.html

SUMMARY OF HCC'S PLAN AND PROGRESS TO IMPROVE CULTURAL DIVERSITY

HCC's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC annually updates through its unit planning process the strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. *The College, through its 2018 Strategic Plan, addresses the importance of diversity and multiculturalism by establishing specific goals (2, 3, 4, and 6), objectives and action plans*. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2018 Strategic Plan are updates regarding progress with impact on cultural diversity made since throughout FY16.

Institutional policy statements provide the overarching foundation for these plans. The Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Free Speech and Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Discrimination and Harassment (Policy #5032); Free Speech and Peaceful Demonstration (Policy #8068); and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

2018 Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism

Action Plans:

- 2.8a Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees "best practices" in serving a multicultural student body (FY16-FY18)
- 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY17-FY18)
- 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY17)
- 2.8d Develop new courses and update curricula to reflect a diversified world view (FY17-FY18)
- 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY17-FY18)

Accomplishments in FY17 related to Cultural Diversity:

- Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take one three-credit course pertaining to multiculturalism and diversity. Examples of relevant course titles include Cultural Anthropology, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, and Diversity and Cultural Issues in Sports and Athletics.
- Student organizations oriented toward increasing awareness of diversity, ethnicities and cultures include the International Club, the National Organization for Women, and Veteran's Club.
- The Continuing Education and Business Services division of the College offers a Spanish Drivers Education course.
- ESL 101 was developed.

2018 Strategic Goal 3 - Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

3.2 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments

Action Plans:

- 3.2d Develop strategies to continue the growth of minority student enrollments (FY17-FY18)
- 3.2e Maintain ESL curricula in ABE, developmental, and college-level courses (FY17)
- 3.2k As part of recruitment, increase the amount and variety of student financial aid (FY17)
- 3.2l Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY17-FY18)
- 3.2r Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete associate's degree (FY17-FY18)

3.4 Provide special services to reach out to underserved populations

Action Plans:

- 3.4a Monitor the effectiveness and make improvements to student services programs, such as Job Training Student Resources (JTSR), TRiO Student Support Services, and Disability Support Services (DSS), to assist at-risk students (FY17)
- 3.4e Implement marketing initiatives specifically targeted at underserved populations (FY17-FY18)
- 3.4g Strengthen the ABE / GED / EDP programs (FY17-FY18)
- 3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY17-FY-18)
- 3.4j Continue to serve the prison populations at Maryland Correctional Training Center with college courses and adult vocational training (FY17)

Accomplishments in FY17 related to Cultural Diversity:

- The College's minority student enrollment in FY17 was 24.8 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 18.5 percent).
- The full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses.

- The Continuing Education division continues to serve traditionally underserved populations through training (e.g., forklift safety at the Washington County Family Center, Spanish Drivers Ed course, etc.)
- The Director of Financial Aid hosts workshops for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. Additionally, HCC has an additional source of student financial aid via its Opportunity Fund for those who do not qualify for Pell grants.
- Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the International Club, Veterans' Club, and the National Organization for Women. The SGA Program Board sponsored activities for Hispanic Heritage Month, Native American Heritage Day, and an International Week, during which a different culture was highlighted each day: Japan, Africa, Puerto Rico, Middle East. The Political Science Club also sponsored a forum in the fall semester regarding Syria.
- Two of the College's programs use a case management approach to help remove barriers and providing support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which at least 30 – 40 percent fall into a minority group.
- The College moved forward with an administrative reorganization to address enrollment growth, sustainability, and student success to enhance a diversified set of programs and services to serve many different types of students.

Strategic Goal 4 - Expand Community and Business Services and Strategic Partnerships and Alliances

4.4 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems

Action Plans:

4.4a Expand joint programs with the University System of Maryland – Hagerstown and Washington County Public Schools (FY17-FY18)

4.4c Continue to collaborate with local social service agencies in recruiting students and providing for their education needs (FY17-FY18)

4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region

Action Plans:

4.5a Work collaboratively with public and private partners to support student and community success by involving more community partners in the education of students and the development of programs (FY17-FY18)

4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY18)

4.5d Continue to provide regional leadership for the annual Martin Luther King, Jr./Diversity Celebration on the HCC campus and plan activities throughout the year that promote multiculturalism (FY17-FY18)

***Accomplishments in FY17 related to Cultural Diversity*:**

- HCC provides county leadership for the annual Martin Luther King/Diversity Celebration, which has been held annually on campus since 2004.
- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.
- HCC's adult education GED program enrolls approximately 50 percent minority students.

Strategic Goal 6 - Improve Human Resource Development Systems, Practices and Procedures

6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners

- 6.1b Continue recruitment visitations to historically black institutions
- 6.1c Incorporate Hispanic culture and language into the College's professional development program

6.3 Promote and provide professional development opportunities to enhance employee performance

- 6.3h Develop and promote civility and multicultural awareness for all employee and volunteer groups

6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions

- 6.5b Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates

Accomplishments in FY17 related to Cultural Diversity:

- In fall 2016, four (five percent) full-time faculty identified themselves as minorities, compared to one a decade ago. Of all full-time non-faculty employees, ten percent identified themselves as minorities in fall 2016, which has remained relatively flat over the last few years.
- The Human Resources Department offers an electronic version of annual recertification training on discrimination and harassment for all employees.

FOSTERING AND INCREASING A DIVERSE STUDENT BODY AND WORKFORCE

Student Recruitment and Enrollment

The College's minority student enrollment in FY17 was 24.8 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 18.5 percent). African American students, the largest minority group on campus, comprised 11.8 percent of all FY17 enrollments. Additionally, Hispanics/Latinos comprised 6.4 percent of enrollment, which is almost three percent higher than that population in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY 2013 through FY 2017.

Table Two
Unduplicated Credit Enrollment by Race, Ethnicity and Minority Status
FY 2013 – FY 2017

HAGERSTOWN COMMUNITY COLLEGE Fiscal Year Credit Enrollment by Race, Ethnicity, and Minority Status							
		FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	% Growth FY 13 to FY 17
Total Headcount		7093	6754	6488	6007	5794	*-18.3%*
Race	White	5537	5321	5027	4677	4422	*-20.1%*
	Black/African American	832	727	723	615	686	*-17.5%*
	Asian	149	129	143	140	139	*-6.7%*
	American Indian/Alaskan Native	39	30	27	22	23	*-41.0%*
	Native Hawaiian/Pacific Islander	17	14	16	14	14	*-17.6%*
	Two or More Races	222	239	266	284	272	*22.5%*
	Unknown/Not Reported/Indeterminate	297	294	286	255	238	*-19.9%*
Ethnicity	Hispanic/Latino	342	338	375	346	374	*9.4%*
Minority Status	Non-Minority	5265	5041	4723	4382	4140	*-21.4%*
	Minority	1547	1428	1484	1364	1439	*-7.0%*
	Indeterminate	281	285	281	261	215	*-23.5%*
% Minority Credit Students		***21.8%***	***21.1%***	***22.9%***	***22.7%***	***24.8%***	***13.9%***

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information, which includes diversity, is available to current and prospective students through the public disclosure site of HCC's Web page. A position in Student Services is dedicated to outreach and recruitment of minority populations. The Multicultural Recruiter, who is Hispanic, visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective minority students at the local public library and other venues. Information shared includes credit and non-credit education and adult education and literacy. Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the International Club, Veterans' Club, and the National Organization for Women. The SGA Program Board sponsored activities for Hispanic Heritage Month, Native American Heritage Day, and an International Week, during which a different culture was highlighted each day: Japan, Africa, Puerto Rico, Middle East. The Political Science Club also sponsored a forum in the fall semester regarding Syria.

Two of the College's programs use a case management approach to help remove barriers and providing support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which at least 30 – 40 percent fall into a minority group.

The Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. The results of these efforts are demonstrated by an increase in unduplicated numbers of minority students receiving financial aid as seen in Table Three. In FY16, for the third year in a row approximately 70 percent of all enrolled minorities received some form of financial aid.

Table Three

Students Receiving Financial Aid by Race, Ethnicity and Minority Status: FY 2012 – FY 2016

HAGERSTOWN COMMUNITY COLLEGE Students Receiving Financial Aid by Race, Ethnicity, and Minority Status										
		FY 2012		FY 2013		FY 2014		FY 2015		FY 2016	
		Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
Race	White	5508	*50.4%*	5537	*54.4%*	5321	*61.1%*	5027	*66.4%*	4677	*66.4%*
	Black/African American	812	*67.0%*	832	*73.9%*	727	*74.1%*	723	*74.8%*	615	*75.0%*
	Asian	151	*31.8%*	149	*43.6%*	129	*48.8%*	143	*56.6%*	140	*52.9%*
	American Indian/Alaskan Native	35	*80.0%*	39	*61.5%*	30	*70.0%*	27	*77.8%*	22	*68.2%*
	Native Hawaiian/Pacific Islander	13	*30.8%*	17	*41.2%*	14	*71.4%*	16	*18.8%*	14	*35.7%*
	Two or More Races	181	*53.6%*	222	*59.9%*	239	*77.8%*	266	*71.4%*	284	*72.2%*
	Unknown/Not Reported/Indeterminate	319	*50.2%*	297	*55.6%*	294	*58.5%*	286	*62.6%*	255	*58.8%*
Ethnicity	Hispanic/Latino	314	*55.7%*	342	*56.7%*	338	*64.2%*	375	*66.7%*	346	*64.5%*
Minority Status	Non-Minority	5257	*50.3%*	5265	*54.5%*	5041	*60.7%*	4723	*66.3%*	4382	*66.0%*
	Minority	1478	***59.2%***	1547	***65.2%***	1428	***70.0%***	1484	***70.0%***	1364	***69.3%***
	Indeterminate	284	*48.6%*	281	*52.0%*	285	*63.2%*	281	*65.8%*	261	*67.0%*
Total		**7019**	***52.1%***	**7093**	***56.7%***	**6754**	***62.8%***	**6488**	***67.1%***	**6007**	***66.8%***

The HCC Work Force

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. HCC's mission statement makes specific reference to this principle, which is included throughout the College's strategic plans. In the 2018 Strategic Plan, improving diversity among employees is a targeted area for improvement (Goal 6.1). Faculty and administrative position vacancies are typically advertised through minority resources such as Minority Resources Edition of Equal Employment and Civil Rights Journal, and National Minority Update. Additionally, the HR Recruitment Specialist attends job and career fairs that typically attract large numbers of minorities at locations such as Bowie State University, Morgan State University, Coppin State University and Fort Detrick, Maryland.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. According to the fall 2016 EDS report, 8.6 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were four minorities (5.1 percent), which has been consistent over the last two years. Of all non-faculty full-time employees in fall 2016, 21 or ten percent were minorities, a percentage that has remained relatively flat over the last five years. The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas.

Along with employee recruitment, the HR Office is responsible for new hire orientation and employee training and professional development; and legal compliance with all federal, state and local regulations. One aspect of training for all employees focuses on prevention of discrimination and harassment via completion of an electronic module for annual recertification.

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity/ national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United States Code section 1092 (f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The report reflects policies and services designed to provide a safe environment and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. The categories related to hate crimes on campus include race, gender, religion, sexual orientation, ethnicity and disability. *Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes.*

In the event that a hate crime occurs on campus, Campus Police will investigate all reported incidents occurring within their jurisdiction. All reported information will be treated as confidential and security over all police reports and files will be maintained. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law.

Progress Report on the *Plan for a Program of Cultural Diversity*
Submitted to the Maryland Higher Education Commission
HARFORD COMMUNITY COLLEGE
June 27, 2017

The Harford Community College Board of Trustees approved the *2015-2017 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on August 11, 2015. This progress report is submitted as required by Education Article, §11–406.

A Summary of the Institution's Plan to Increase Cultural Diversity

Harford Community College (HCC) has a history of promoting diversity and creating an environment that is open and inclusive to students and employees. The College's 2013-2017 Strategic Plan includes the value of diversity ("We embrace differences, respect intellectual and academic freedom, promote critical discourse, and encourage socio-cultural and global awareness") and objectives that relate to diversity (1. "Eradicate attainment gaps based on income, race, gender and ethnicity," and 2. "Recruit and retain highly, qualified employees"). The *2015-2017 Cultural Diversity Plan* grew from previous Plans for Cultural Diversity and current demographics, and it aligned its two goals and initiatives to address the diversity specific objectives of the College's Strategic Plan. A campus-wide Cultural Diversity Committee began in fall 2012 and continues its work to further the campus's diversity efforts.

The Committee developed three strategies to address the first goal: ***Eradicate attainment gaps based on income, race, gender and ethnicity*** (Strategy 1 of the Strategic Plan):

Strategy 1: Maintain My College Success Network and Soar 2Success services, established July 1, 2015. The target groups for this strategy are African American and Black students, with a goal of obtaining retention, graduation and transfer rates equal to those of Caucasian students. Both strategies have been maintained over the past year and a summary is provided later in this document.

Strategy 2: Implement best practices to retain students of color and women in STEM, computing, and other technical fields. The target groups are African American, Black, Hispanic, Latino, and/or female students. Success will be measured by the enrollment and retention rates of students of color and women that match Caucasian and male students. Some best practices in teaching and learning have been implemented over the past two years through the FYE (First Year Experience) across the STEM curriculum and through active learning strategies in mathematics courses. Additionally, the STEM Division developed a model called HIStEM (High Impact Student Engagement Model), designed to retain at-risk and underrepresented students in STEM fields and applied for an NSF grant (SSTEM grant) to fund this model, which it received in June 2017.

Strategy 3: Embed diversity in the curriculum. The target groups are all students and the measures are development and assessments of specific general education and program goals. One general education goal is to *apply knowledge and skills necessary to be informed global citizens in a diverse and changing intercultural world.* The College offers courses with a Diversity designation and all students are required to complete one of these courses in order to graduate. Humanities general education courses (GH) and the College's current Diversity designated courses address the general education goal. To date, diversity awareness has been built into the Teacher Education program through a partnership between the College and Presbyterian Teachers College-Rubate in Kenya. There is a formalized Memorandum of Understanding between the two institutions and faculty exchanges between PTC-Rubate and the College have enhanced the partnership. Furthermore, there was a college-wide focus on Cuba in the curriculum last year, during which faculty in most divisions embedded related class projects, assignments and lecture/discussions.

The Committee developed two strategies to address the second Cultural Diversity Plan goal: ***Recruit and retain highly qualified, diverse employees*** (Strategy 2 of the Strategic Plan):

Strategy 1: Develop a plan for ongoing diversity training opportunities for employees. The target group is newly hired College employees. The College currently speaks to the importance of diversity in new hire orientation and also requires staff to complete bi-annual harassment training, including a review of the College's policies prohibiting harassment based on all protected classes. In FY17 the College purchased an online training system which contains a Diversity Awareness Module. In FY18 the College intends to expand on this training to include this online training module specific to Diversity Awareness, to be completed by all new hires within the first thirty days of employment and by all employees annually.

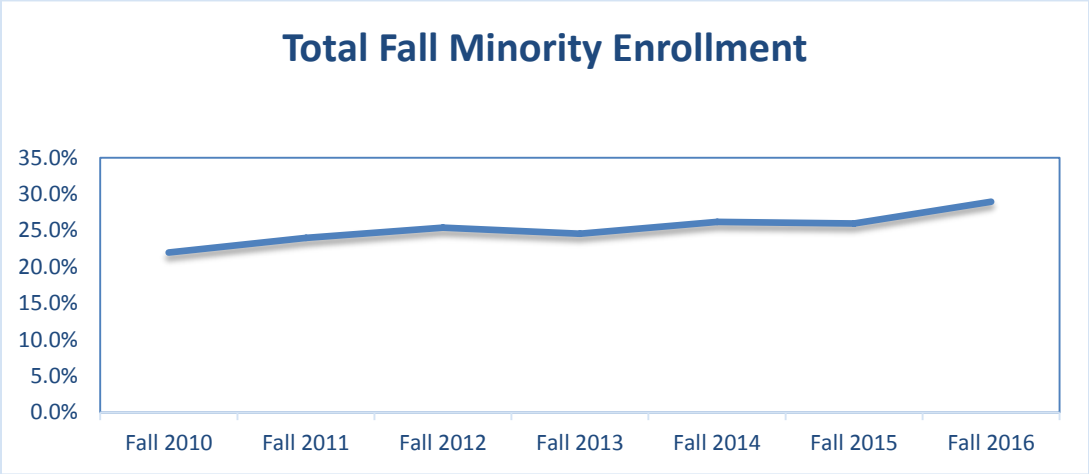
Strategy 2: Support the achievement of the goals of the Affirmative Action Plan. When the percentage of minorities or females employed in a particular group is less than what would reasonably be expected given the availability of women and minorities in the geographic area, a goal is established. The FY16 AAP identified two categories of employment: Senior Level Officials/Managers as well as credit and non-credit instructors.

Efforts to Increase Representation of Underrepresented Students, Staff and Faculty

1. Initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty.

Enrollment 2016-2017

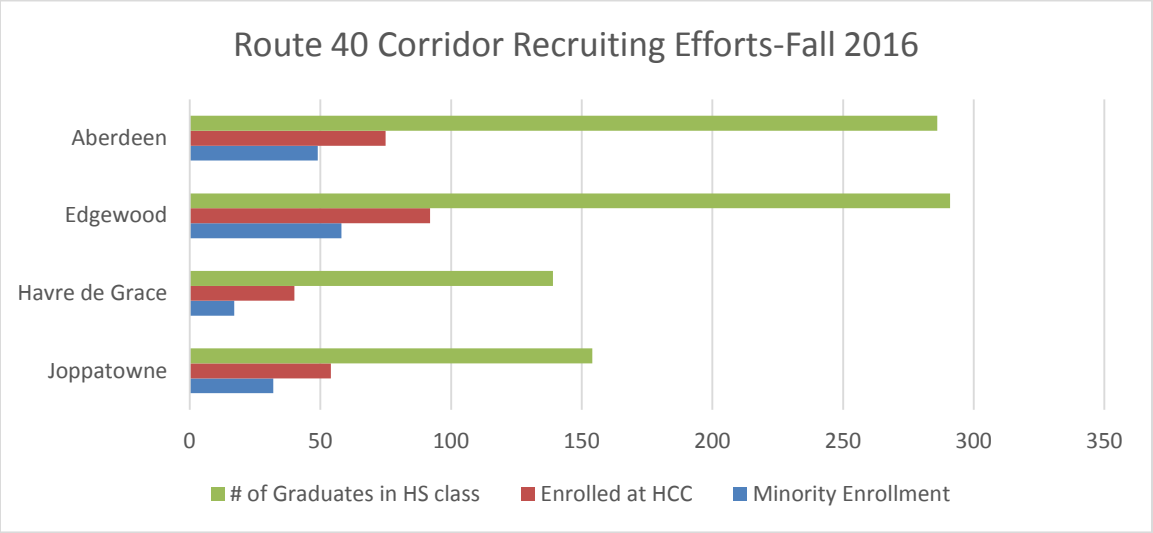
Although the college experienced a drop in overall enrollment beginning in the fall of 2014, when considering underrepresented student populations as a percentage of total enrollment, the percentage has continued to increase since the fall of 2011 with a slight dip between the fall of 2012 and 2013. In the fall of 2016, minority enrollment represented 29% of total enrollment.



**Data : HCC Institutional Research Office: Official Fall Enrollment Data*

When looking at new first time student enrollment from HCPS, in the fall of 2016, the college enrolled 33% of all HCPS graduates from that year's graduating class. 26% of those students were minority. The college's admissions office has dedicated significant human resources to the Route 40 corridor high schools, which have the highest underrepresented populations in the county, in its recruiting efforts in

order to increase the educational opportunities for the students attending these schools. For the fall of 2016 the minority population recruited from the Route 40 corridor schools were as follows:



**Data: HCC Institutional Research Office: Official HCPS High School Enrollment Data*

The college's Admission's Office Recruitment Plan will continue to focus on increasing the educational opportunities to students within the Route 40 Corridor schools. With a dedicated recruiter, regular on-site cafeteria visits, as well as scheduled admissions application days, placement test days and First Semester Advising (FSA) days, the admissions focus continues to be on bringing into balance the underrepresented student populations on campus.

Harford County Public School Outreach:

In addition to regular high school recruiting visits and FSAs, the college has specialized programming and outreach to targeted prospective student populations. During the 2016/2017 academic year:

- Admissions co-sponsored a program with Athletics that invited middle school students from around the county to an event aimed at exposing middle school aged students to college and opportunities. Students were introduced students to the concept of the college search process, learning in a college environment, and how to access college services. They also heard from HCC athletes about college life.

- The admissions office hosted community members from LASOS (Linking All So Others Succeed), a Harford County Nonprofit whose vision is to provide resources needed by non-English speaking residents to support integration into the American society. Attendees are introduced to options for higher education, given a campus tour, and learn about all other college resources.

- The admissions specialists in their high school visits also explain and promote opportunities through the MD Dream Act information, for prospective students who may qualify. This addition publicly promoted our mission to grant admission to students regardless of citizenship. Maryland Senate Bill 167–also known as the MD Dream Act–provides the opportunity for some undocumented non-U.S. citizens who attended high school in Maryland to receive in-state tuition (in-county or out-of-county tuition rates).

Financial Aid Office Outreach

The Financial Aid Office (FAO) offers outreach programs to recruit students. It hosts the *You Can Afford College* event in which students, their families, and community members receive information and one-on-

one assistance to complete the FAFSA. The event drew 76 attendees in February 2017. The FAO also collaborates with Department of Social Services to provide financial aid materials to students in foster care. In addition, the FAO assists high school seniors who are members of the Harford County Boys and Girls Clubs to apply for financial aid. Efforts to assist with retention include additional meetings and correspondence to students on financial aid warning and providing additional information via Financial Aid TV to teach students strategies for becoming successful students. Financial Aid continues to have a designated staff member to serve as a liaison to the **My College Success Network**.

The Palmas McGowan Memorial Scholarship was established in 2013. Students who participate in the **Soar2Success** and **My College Success Network** programs are eligible to apply for the $1000 award. To date nine students have received the award, totaling $4,450.

Percentages of students receiving need based Pell Grants:

	Pell Grant Recipients				Percentage of Total		
Year	**White**	**Non-White**	**Missing**	**Total**	**White**	**Non-white**	**Missing**
2011-2012	1432	928	15	2375	60.29%	39.07%	0.63%
2012-2013	1524	992	19	2535	60.12%	39.13%	0.75%
2013-2014	1378	913	22	2314	59.58%	39.47%	0.95%
2014-2015	1325	943	12	2281	58.13%	41.43%	0.53%
2015-2016	1053	789	9	1851	56.89%	42.62%	0.49%

Pell Grants continue to be awarded to non-white students at a rate slightly higher than the overall population of non-white students. In FY 2012, the non-white headcount student population was 26.5% of overall credit student enrollment while awards were made to 39% non-white awardees compared with the number of overall Pell Grant recipients. For FY 2016, non-white student headcount was 27.7% of overall credit student enrollment, while awards went to 42.62% of non-white awardees compared with the number of all students awarded Pell Grants.

Student Success Rates

The MHEC PAR tracks student success, persistence, graduation and transfer rates for all students and for African American students over four years of enrollment. Increases in the rate of improvements from fall to fall in persistence and graduation for African American students outpace the rate of improvements of all students, indicating some progress in closing the achievement gap.

Successful-Persistor Rate After Four Years of Enrollment for ALL students:

81% of all students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2009 Cohort	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**
Percentage of ALL Students Who Graduated, Transferred, or Persisted	77%	80%	77%	81%

Successful-Persistor Rate After Four Years of Enrollment for African American Students:

71% of African American students continued to succeed and persist after 4 years of initial enrollment:

	Fall 2009 Cohort	**Fall 2010 Cohort**	**Fall 2011 Cohort**	**Fall 2012 Cohort**
Percentage of African American	65%			71%

Students Who Graduated, Transferred, or Persisted		65%	63%	

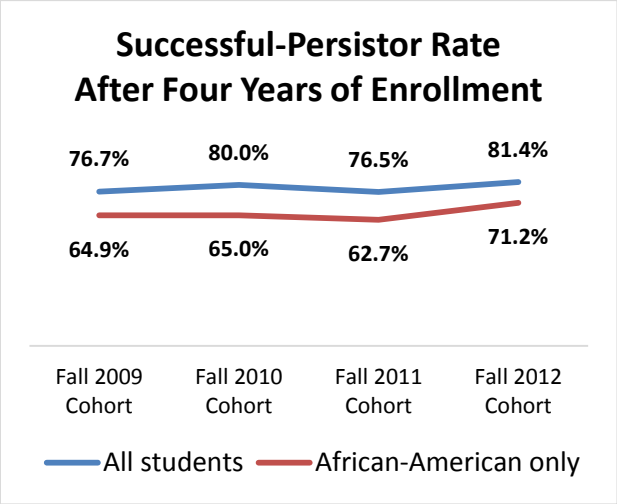
Graduation-Transfer Rate After Four Years of Enrollment for ALL students:
59% of all students graduated and/or transferred after four years of initial enrollment.

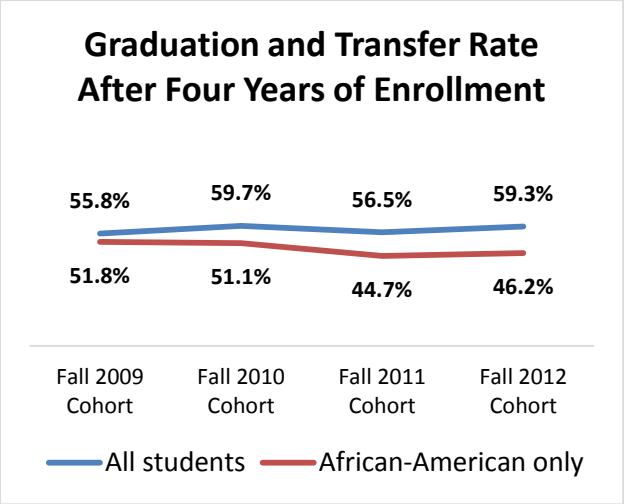
	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	56%	60%	57%	59%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:
46% of African American students graduated and/or transferred after 4 years of their initial enrollment.

	Fall 2009 Cohort	Fall 2010 Cohort	Fall 2011 Cohort	Fall 2012 Cohort
Percentage of African American Students Who Graduated and/or Transferred	52%	51%	45%	46%

These data indicate there are still opportunities to improve student success, persistence, graduation, and transfer rates of African American students.





Some of the initiatives in place to address the attainment gap between Caucasian and African American students follow.

My College Success Network (MCSN)
My College Success Network is a network of services, events, staff, and faculty geared toward empowering and supporting African American students. The Network was implemented in July 2014 to address the attainment gap that exists between African American and Caucasian students. While the program is open to all students, newly enrolled African American students are invited to participate. All newly enrolled African American students are assigned to a Student Success Advisor. The Student Success Advisor provides academic, career, and transfer planning services to students in all majors.

Students within the network who require zero to three transitional courses or are low income or first generation students are invited to participate in academic coaching, an additional layer of support. Two full-time Academic Success Coaches meet bi-weekly with selected students to establish student success plans, monitor academic progress, and provide cognitive and non-cognitive strategies for success. Academic coaching is offered as a series of individualized, one-credit courses (Success in College and Beyond, and Personalized Career Exploration), and the tuition for these courses is covered by a scholarship. All students in the Network are also connected to Soar2Success cultural programming.

Since the inception of the program, students who participated in the **My College Success Network** academic coaching program earned higher GPAs than the comparison group with the exception of spring 2016 (the smallest coaching class to date (27 students) due to the resignation of an academic coach):

My College Success Network Student Academic Achievement, 2014-2017

Cohort	Semester	GPA
MCSN academic coaching students	Fall 2014	2.39
comparison group of students	Fall 2014	2.12
MCSN academic coaching students	Spring 2015	2.05
comparison group of students	Spring 2015	1.85
MCSN academic coaching students	Fall 2015	2.19
comparison group of students	Fall 2015	1.99
MCSN academic coaching students	Spring 2016	1.79
comparison group of students	Spring 2016	1.96
MCSN academic coaching students	Fall 2016	2.57
comparison group of students	Fall 2016	1.51
MCSN academic coaching students	Overall Average	2.20
comparison group of students	Overall Average	1.89

In addition, retention rates for MCSN students also show promise in that the retention rate for the academic coaching cohort exceeds that of the comparison group:

My College Success Network Retention Rates

Cohort	Timeframe	Retention Rate
Fall-to-Spring Retention		
MCSN academic coaching students	**Fall 2014-Spring 2015**	**93%**
All new HCC African-American students	Fall 2014-Spring 2015	73%
All new HCC students	Fall 2014-Spring 2015	78%
MCSN academic coaching students	**Fall 2015-Spring 2016**	**90%**
All new HCC African American students	Fall 2015-Spring2016	72%
All new HCC students	Fall 2015-Spring2016	80%
MCSN academic coaching students	**Fall 2016-Spring 2017**	**83%**
All new African American Students	Fall 2016-Spring 2017	75%
All new HCC Students	Fall 2016-Spring 2017	80%
Fall-to-Fall Retention		
MCSN academic coaching students	**Fall 2014-Fall 2015**	**54%**
New African-American students	Fall 2013-Fall 2014	48%
MCSN academic coaching students	**Fall 2015-Fall 2016**	**43%**
New and continuing African American students	Fall 2015-Fall 2016	38%

iPrep Week is a week-long academic review program for incoming students. Students engage in vigorous review in English, reading, math and time management skills with faculty and learn about student services. At the end of the week, students may re-take the placement test with the hope of placing into a higher level course and accelerating their progression at the College. In 2016, the College hosted 44 students for iPrep; 52% (23) tested into a higher level transitional or college level course in at least one of the three areas at the conclusion of the week.

An **ESL Lab** is available to provide academic support to both credit and continuing education students. The Learning Center and the Continuing Education and Training Department collaborated to provide assistance in a group session format for English as Second Language students enrolled in both credit courses and continuing education courses. The Learning Center provided a learning assistant to facilitate the group sessions and Continuing Education and Training provided funding for the learning assistant's hours. During Spring 2017, three unique students regularly attended the group session, which was held once a week for two hours. Two of the students were enrolled in credit English courses, and one student was enrolled in the GED program through Continuing Education. All three students also visited the walk-in Learning Center frequently for additional assistance.

The **Soar2Success Program,** coordinated by a student diversity specialist, provides programs and events to increase cultural awareness and to engage all students, particularly African American students. The program has three main goals: to help students to become engaged in their academic success, to help students to develop their leadership skills, and to help students to expand their world view. This program also coordinates co-curricular events and campus-wide cultural programming and collaborates with academic affairs to promote culturally relevant instruction. The specific events hosted during 2016-2017 will be highlighted later in this report.

Efforts to Recruit and Retain Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

Percent of Minorities of the Full-Time Faculty
In 2016, 9.9 % of the full-time faculty were members of minority populations.

	2010	2011	2012	2013	2014	2015	2016
Percent of Minorities of the Full-Time Faculty	7.3%	7.1%	8.7%	6.7%	8.9%	9.9%	9.9%

Percent of Minorities of the Full-Time Administrative and Professional Staff
In 2016, 12.7 % of the full-time administrative and professional staff were members of minority populations:

	2010	2011	2012	2013	2014	2015	2016
Percent of Minorities of the Full-Time Administrative and Professional Staff	16.3%	17.4%	16.4%	14.3%	15%	15.6%	12.7%

The College's goal is to increase the percentage of minority candidates by 5% per year until 2020, with a final goal of 12.6% for FT Faculty and 20% for Administrators and Professional Staff. Some of the initiatives in place include the following:

The College's Human Resources Department continues to use targeted advertising to attract under-represented groups, in an effort to develop a workforce more reflective of our surrounding community

and student population. To this end, many faculty, administrator and professional level job searches are regularly advertised in the publications which target a culturally diverse population, including *Diverse Issues in Higher Ed*, DiverseEducation.com, *Journal of Blacks in Higher Education*, *The Chronicle's Diversity Edition*, and *Insight into Diversity*. Furthermore, the College actively recruits through localjobnetwork.com, which distributes our postings to a wide variety of local minority, disability, women's and veteran's organizations.

Human Resources also works closely with search committee chairs to ensure a diverse pool of candidates and finalists for employment consideration and provides review and oversight for all hiring and promotion decisions to ensure fairness, equity, and commitment to the College's principles of diversity. Human Resources has the authority to recommend the expansion of candidate pools to increase gender, age, and ethnic diversity when appropriate.

Additionally, Search Committee Chair training is offered to all supervisors twice per year. This training includes instructions related to the formation of search committees that are inclusive of members representing diversity in the areas of gender, ethnicity, age and other characteristics. In the upcoming months, the College will be offering training to search committee members on identifying and avoiding implicit bias. The College also complies with requirements to complete an annual Affirmative Action Plan.

Efforts to Create Positive Interactions and Cultural Awareness

Cultural Diversity Committee
The Cultural Diversity Committee focused faculty professional development and on developing the goals for the new 2017-2020 Cultural Diversity Plan over the past academic year.

The members of the "**Think Tank" Subcommittee** continued to develop awareness of the changing diversity landscape and reported back to the larger committee on the new developments in the national conversation. This allowed the larger committee to know the issues it needs to organize around and enabled it to conducts its work with a broader vision. Their work helped to inform the direction the 2017-2020 Plan for Cultural Diversity.

The **Professional Development Subcommittee**, working with the College's Center for Excellence in Teaching and Learning and the Office of Global Education and Engagement, hosted several workshops. A workshop was offered in October 2016 on "Culturally Responsive Teaching." The workshop provided successful strategies and tips for making the physical and virtual classroom more inclusive. The event included a student panel, case study activities and discussion. In May 2017 a faculty workshop titled "International Students and Academic Integrity" was offered. The event focused on how academic integrity varies widely by culture and how faculty members can aid students in understanding the differences. Also, eLearning and the Cultural Diversity Committee offered a workshop on "Making your (online) course a 'Safe Zone'." This LGBTQ+ Sensitivity Training provided college employees with basic terminology and knowledge of issues and resources related to the LGBTQ+ community and how to apply the knowledge to an online course environment.

The **Curriculum Subcommittee** explored ways to embed cultural diversity into the curriculum and considered ways to increase the diversity of STEM majors, in alignment with a key strategy of the Cultural Diversity Plan. This committee launched a College-wide cultural focus area, around which activities would be developed both in and outside of the classroom. Cuba was the focus this year, and the initiative launched in August 2016 during the annual faculty luncheon. Faculty included assignments and activities in their courses related to Cuba. As described earlier, efforts related to increasing STEM retention were also implemented via FYE Across the Curriculum, the development of the HIStEM (High

Intensity Student Engagement) model, the awarding of the SSTEM NSF grant, and the active learning strategies in math courses.

Co-Curricular Programming
Through the efforts of the Library, Hays-Heighe House, the Office of Global Education and Engagement, and Office of Student Activities, the College has robust co-curricular programming for students and cultural diversity awareness programs for employees and community members.

HCC Library and Hays-Heighe House
The HCC Library and the historic 1808 Hays-Heighe House at Harford Community College each develop and deliver educational exhibits/displays and educational programming throughout the year; much of the programming and many exhibits include culturally diverse topics and themes. Relevant exhibits, displays and programs during FY17 include the following:

Library Displays:
- November 2016: American Veterans
- January 2017: Dr. Martin Luther King, Jr.
- February 2017: Black History Month
- March 2017: Irish American History Month
- June-July 2017: Voices from the Great War: W.E.B. DuBois and African-American Soldiers

*Library Programming***:**
- September 26, 2016: With Harford County Public Library, co-sponsored author readings of the 2016 One Maryland One Book Selection, *All American Boys.* Description of the book: *All American Boys* is a 2016 Coretta Scott King Author Honor book, and recipient of the Walter Dean Myers Award for Outstanding Children's Literature. In this award–winning novel, two teens—one black, one white—grapple with the repercussions of a single violent act that leaves their school, their community, and, ultimately, the country bitterly divided by racial tension.
- September 19, 2016: Hosted discussion of *All American Boys* on campus.
- February 28, 2017: African-American Read-in held at the Library (a national event: http://www.ncte.org/aari)

The HCC Library also regularly posts information on our social media pertaining to cultural diversity. The Hays-Heighe House organized the following exhibits and programming, which included a cultural diversity focus:

HHH Exhibits:
- "APG as Catalyst: Harford County's Changing Landscape:" In place from February through June 2017. Included a focus on military culture and on families (including African-American families) who were displaced when the Aberdeen Proving Ground was constructed in 1917. Also included a focus on women in the military and in the workforce.

HHH Programming:
- February 7: Lecture, "APG: Historical Highlights; "Jeff Smart, Command Historian RDECO
- February 14: Military Tea
- February 28: Community Discussion, "I Remember When:" Uprooting and Relocating; Moderated by Iris Barnes, curator, Lillie Carroll Jackson Civil Rights Museum, executive director of Hosanna School Museum
- March 2: Lecture, "Stress on the Home Front: Life of a Military Family;" Regina Roof-Ray, Assistant Professor of Psychology, HCC
- March 9: Living History Presentation, "Rosie the Riveter," interpreted by Mary Ann Jung
- March 15: Community Discussion, "I Remember When:" Women at Work ; Moderated by Sharon

- March 21: Military Tea
- May 9: Lecture, "Harford County Planning & Zoning Comes of Age: APG's Impact on County Growth and Development;" Carol Deibel, former director for Bel Air Planning and Community Development

Office of Student Activities Programs and Events

The Safe Zone Committee is a group of staff and faculty dedicated to improving the campus climate for LGBTQ+ individuals through education and support. The committee assisted with the drafting of the College's all-inclusive restroom and locker room statement, and helped to identify single stall facilities in most campus buildings. Committee members have presented basic sensitivity training to nearly all college departments and at new employee orientations, resulting in over 375 employees receiving training. This year, committee members also presented during faculty professional development day. Advanced ally workshops were offered for employees who are interested in furthering their commitment to the LGBTQ+ community. Three sessions were offered in FY17, resulting in 40 employees being recognized as allies. The committee planned and offered an LGBTQ+ regional conference that will took place in June 2017.

An Equity and Inclusion Summit was offered in April 2017. The summit was designed to bring together offices, committees and student groups currently doing equity work. The primary goal of the summit was to exchange information about initiatives and enhance campus dialogue around diversity and equity-related issues. Over 40 people representing 15 different campus groups attended the summit. During the summit, facilitators conducted an assessment of the current campus climate surrounding diversity and equity issues. The results are currently being compiled for possible action plans.

The Office of Student Activities offered the following **Soar2Success** programs and activities during the FY17 academic year:

- **iCanSucceed-**Provides orientation for new students. Information was provided about campus resources. In addition to faculty and staff, students have the opportunity to hear the travails and triumphs of second year students and alumni. Keynote speaker Dr. LaMarr Shields underscored the importance of utilizing campus resources to maximize academic success and being mindful of associates with similar goals. A breakout session was held for parents.
- **Yoruba Richen**-Independent filmmaker and director of the documentary *The New Black,* Richen focuses on the issue of Gay marriage equality and the Black community. This program was a collaboration with several classes, faculty and the student organization the Rainbow Alliance in celebration of National Coming Out.
- **Kevin Powell**-Nationally known author, activist and educator provided a presentation during Black History Month titled *#Education of Us: A Celebration of History and Diversity*. Students, faculty, staff and community members were in attendance.
- **Conferences:** Four conference opportunities were provided for students and included the following:
  - *Congressional Hispanic Caucus Institute*: (Washington DC) Provided an opportunity for students to hear and dialogue with national and local leaders about issues impacting the community including citizenship, STEM, educational opportunities, criminal justice, media images, health and the environment.
  - *Congressional Black Caucus*: (Washington DC) This national conference convenes thought leaders and legislators from around the U.S.A, several African countries and the Caribbean. Students are provided the opportunity to choose from a variety of workshop sessions on issues such as criminal justice, education, entrepreneurship, health, culture and more.
  - *Black, Brown and College Brown*: (Tampa FL) Provided was an opportunity for students to hear local and national speakers focused on issues inside and outside of the classroom that impact retention and persistence of Black and Latino males in post-secondary education.

- *The Black Women Rise*: (West Palm Beach FL) Focused on issues impacting the LGBT community across the nation and included sessions on Women in Corrections, historical writers and entertainers, gender violence, health and healing, finance, activism, organizing and culture.

- **Con Mucho Sabor**-A series of bimonthly discussions were held throughout the year in Spanish and English on issues germane to the Latino/a community. Topics of discussion centered around providing increased awareness of various cultures within the Latino/a community, addressing and dispelling stereotypes.
- **Taharka Brothers**-A Baltimore based confectioner, manage primarily by college age students shared the dual mission of their business model- to make good ice cream while promoting social change. The event was coordinated with the business instructors from the BECAT division.
- **Fades and Fellowship**-A theatrical production with the barbershop as a backdrop focuses on issues ranging from educational inequities and racism to entrepreneurship, and healthy relationships. The production featured several local barbers and special guest Mr. Nelson Malden, the personal barber to Rev. Martin Luther King Jr. The event concluded with Q&A facilitated by an HCC Board Member.
- **Morgan State Pep Band**-collaborated with the campus Athletic Department to facilitate the performance of the Pep Band for a double header basketball game and Veterans appreciation night.
- **New student group *Natural Roots.*** The mission of the group is to "Strive to empower students to embrace their natural hair and be proud to walk in their own skin." Membership is open to any student who is passionate about hair or anyone who wants to learn how to better take care of their hair. During the spring semester, they sponsored a hair fashion show titled "Don't Touch My Hair!"

Special Cultural Events and Performances
The College presents special events and performances by nationally known artists as well as shows and exhibitions by local artists, students, and faculty members. The programming provides members of the community fine cultural and artistic opportunities that are normally only available in more urban areas. Striving to present offerings that broaden cultural awareness, the College is eager to share these opportunities with all who are interested and keeps admission prices as modest as possible to reach the broader community.

In FY17, the College presented New Shanghai Circus — the troupe of over 40 talented acrobats hailing from Jinan, China, brought dramatic interpretations of classic and traditional Chinese circus performances to the Amoss stage at Harford Community College. This nearly sold-out performance provided a unique cultural opportunity for students, faculty, staff, and the community at large to learn about ancient Chinese tradition. The attendance drew an intergenerational audience of over 865 patrons.

Office of Global Education and Engagement (GEE)
The following programs and initiatives were offered via the Office of Global Education and Engagement over the FY17 Academic year.

1) Faculty and Staff Cultural Training Programs
- Six faculty participated in the Maryland Community College International Education Consortium (MCCIEC) workshop in Iceland, *Maximizing Instruction for Global Learning*
- Co-sponsored faculty/staff workshop, *International Students and Academic Integrity*
- Participated in the HCC *Equity and Inclusion Summit*

2) Curricular Initiatives that Promote Cultural Diversity in the Classroom
- Short-term travel/study: Four nursing students completed two weeks of practicum at a hospital/clinic in Belize

3) Co-Curricular Programming for Students
- International Education Week (November 14-18, 2016)

- *Foreign Film Series*: Students enrolled in MC206: History of Film present their work on *Pan's Labyrinth* (Spain, 2006), *Spirited Away* (Japan, 2001) and *Battle Royale* (Japan, 2000)
- Students in Cultural Anthropology present a poster exhibit, *Celebrating Cultural Diversity in Harford County*
- *The Neo-African Americans*, film and discussion
- The Diversity Block Party, presented by the Multicultural Student Association, featuring food, games and cultural learning centers
- Greek dance lessons in the Student Center
- *Kaleidoscope of Cultures*: An evening of music, dance and interactive workshops with performances from Ewabo, a Caribbean calypso band; dancers from the Ryan-Kilcoyne School of Irish Dancing; and Brazilian percussionists Pandeiro Repique Duo.

- Panel discussion: *Bel Air's Sister City…Narva, Estonia: Living on the Russian Border*, featuring Tarmo Tammiste, Mayor of Narva, Estonia, Slava Konovalov, Vice Mayor of Narva, Estonia, Kristjan Kuurme, Secretary of Political Affairs, Estonian Embassy, Karl Altau, Director, JBANC (Joint Baltic American National Committee)

Other Initiatives Supporting the Cultural Diversity Plan

The College complies with the U.S. Department of Justice Civil Rights Division Dear Colleague Letter on Transgender Students issued in May 2016 to create and sustain an inclusive, supportive, safe, and nondiscriminatory communities for all students. Title IX of the Education Amendments of 1972 (Title IX) and its implementing regulations prohibit sex discrimination in educational programs and activities operated by recipients of Federal financial assistance. This prohibition encompasses discrimination based on a student's gender identity, including discrimination based on a student's transgender status. The College allows transgender students access to facilities consistent with their gender identity. The College in working to expand individual-user options for all students, employees and visitors who voluntarily seek additional privacy.

The College continues to expand the development of single-stall options for individuals seeking such options; over 50% of campus buildings offer a single-stall, all gender option. The College advertises its policy and the locations of these options on a newly created resource page for LGBTQ+ individuals (www.harford.edu/lgbtq).

The College sponsored other co-curricular activities to support women, adult students, and create a welcoming environment for all students, such PowerUp! Orientation (recent high school graduates) and Adult Orientation programs, with specific focus on insuring that students felt welcomed to the College and prepared for its academic demands.

In addition, the College:

- Hosted a screening and discussion of *The New Black*, a documentary about how the African-American community is grappling with LGBTQ+ rights. Film maker Yoruba Richen was on campus for the day to facilitate student and faculty/staff discussions.
- Provided three Safe Zone Ally Workshops designed to provide advanced training for people interested in being advocates for LGBTQ+ persons.
- Offered two trips to the new National Museum of African American History and Culture in Washington, DC.
- Hosted a movie screening of *The Neo-African-Americans*
- Took students to "Fades & Fellowship" in Baltimore and then brought the program to campus.

Appendix A

Campus Process for Reporting of Hate-Based Crimes
STANDARD OPERATING PROCEDURE

Hate Crime Investigations
for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences

Updated July 8, 2016

I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

II. Directives

34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III. Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity, or disability.[1]

Before an incident can be classified as a hate crime under Clery reporting, sufficient objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV. Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
B. Promptly secure the area to preserve the crime scene and all available evidence.
C. Contact the Director of Public Safety.
D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
E. Photograph the scene.
F. Gather all available pertinent information and witness statements.
G. Follow all applicable directives from the Director of Public Safety.
H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.

[1] 34 CFR 668.46 (c)(3)

I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

Howard Community College

Cultural Diversity Plan Report

Howard Community College (HCC) has had a diversity plan in place for over 25 years. The diversity plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, academics, and the overall experience at the college. It mandates that HCC's diversity programs will provide opportunities for the college community to engage in understanding, awareness, and respect for differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a diversity committee appointed by the president. The committee is required to annually review and update the diversity plan as appropriate. The college's diversity plan and related administrative and personnel policies are publicly available via the college's website. In addition, communications will be sent to college employees via e-mail, president's update, employee orientations and training programs, constituency group meetings, and posted in various areas around the college campus. The equal opportunity clause shall be incorporated in all purchase orders, leases, contracts, etc., covered by Executive Order 11246, as amended, when applicable, and all implementing regulations.

Diversity Committee

The diversity committee consists of representatives from all college constituencies to promote diversity throughout HCC. Specifically, membership must include, but is not limited to: two faculty members; two support staff employees; two professional/technical employees; one administrative employee; one student; two at-large employees; associate vice president of human resources (ex officio); coordinator of the institution's compliance with Section 504 of the Rehabilitation Act of 1973; director of student life (ex officio); and other members as needed to carry out the duties of the committee. The criteria for membership will include consideration for representation sensitive to all ages, genders, sexual orientations, races, religions, ethnic backgrounds, abilities, and disabilities whenever and wherever possible.

Summary of the Institution's Plan to Improve Cultural Diversity

Diversity Objectives

A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:

   i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool; avoiding discrimination on the basis of race, ethnicity, creed, color, religion, gender, age, national origin, sexual orientation, occupation, veterans status, marital status, genetic information, source of income, gender identity or expression, physical appearance, familial status, physical or mental disability of otherwise qualified

individuals, or political opinion, and ensuring vigilance in eliminating any such discrimination; and

ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances; and

B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

Responsibility for Implementation

All employees have an important role in the implementation of this plan. While additional responsibilities may be outlined in annual strategic planning, core work, and individual job descriptions, several notable accountabilities include the following:

A. President – The president has ultimate authority for implementation of this plan but delegates implementation roles to the diversity committee and the associate vice president of human resources. The president provides direction to these key units, the president's team, and others involved with supporting diversity plan goals to comply with the college's commitment.

B. Diversity Committee –The diversity committee will:

1. promote and advocate diversity within the college;
2. review and update the diversity plan, and college policies annually; submit plan and report to the board of trustees by May 1 and to MHEC by September 1 each year in accordance with state law;
3. provide reasonable and realistic recommendations for areas of the college where disparity exists in the workforce, academic affairs, and/or student services, when applicable;
4. provide a voting member who has completed the required training to serve on selection committees in accordance with personnel procedure 63.02.03 to monitor equitable recruitment and selection;
5. plan and implement, or co-sponsor diversity programming for the college community, maintaining the standards for designating a program as appropriate for diversity credit (the college will provide a budget for required trainings);
6. provide financial support to student life to help pay for diversity-related programs that are aimed at students but also offer diversity credit for employees;
7. review the college's annual employee and student survey data pertaining to the climate of diversity on campus; and
8. prepare an annual report to the college president, also available to the college community, on the operations, accomplishments, and future recommendations of the committee.

C. Office of Human Resources and Associate Vice President of Human Resources –

The associate vice president of human resources with the assistance of the office of human resources will:

1. serve as a resource on affirmative action to the college community;
2. serve as an advisor in matters of affirmative action and equal employment opportunity to all college employees with supervisory and hiring responsibilities;
3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority and affirmative action goals (where applicable), for the college president and the diversity committee;
4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;
5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03; and
6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.

D. All employees with hiring involvement and/or supervisory responsibility have responsibility to -

1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
7. attend required training sessions prior to or concurrent with serving on a search committee.

E. Howard Community College Employees –

1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and
2. All college employees must treat other employees, students, vendors, visitors, and any other individuals on campus with respect and dignity at all times, in accordance with college policies on discrimination and diversity.

F. Students – HCC recognizes the critical role of an educational institution in preparing its students to become contributing members and leaders within a global community. In support of the college's mission/vision/values, through instruction and programming, support for a diverse community, and examples by faculty and staff, the college will encourage students to:

1. be respectful of all people and become advocates for the respectful treatment of others;
2. cultivate an appreciation for the differences of others;
3. explore and seek out opportunities to learn about different points of view and human experiences;
4. develop a set of communication competencies to help improve interactions with people of diverse backgrounds; and
5. attend college-sponsored and community diversity programs.

According to Education Article §11-406, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. A number of recommendations were made in last year's report to the board of trustees. The following are some outcomes:

- Expansion of the annual diversity week program to include more co-curricular offerings by faculty and staff members.
- Began the development of the Diversity working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.
- Coordinated programming on campus that included topics including: campus climate, diversity and inclusion, elections, immigration, islamophobia, and microaggressions,
- Increased programmatic synergies with Ambiciones, Career Links, Howard P.R.I.D.E., Silas Craft Collegians, and TRIO-Student Support Services.
- Sponsored the Middle Eastern/Islamic Culture faculty-staff reading circle for 2016-17.
- Acquired new Diversity Training materials with a focus on the topics of, cultural competence, gender equity and identity, intersectionality, microaggressions, privilege and social justice.
- Increased training for the Diversity Committee members and college community was offered including featured training on: Underrepresented Minorities in Agriculture/STEM Research Programs; Refresher on Search Committees; Microaggressions in the Workplace; Working with At-Risk/At-Promise Students and Programs; and Working with Minority Students.
- Statewide Diversity Roundtable meetings have provided a strong platform for networking, as well as learning about other diversity programs.

While the HCC diversity plan is already very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are

recommendations for improving HCC's Diversity Plan by May 1, 2018:

1) Evaluate the role of the committee, core work responsibilities and its leadership structure to improve the ability to effectively serve the campus community as leaders in promoting a culture of diversity and inclusion.

2) Increase the offerings of future diversity trainings and workshops. Suggested topics in the upcoming academic year include: the impact of the media on diversity, immigration/international education; and coaching for diverse groups of people.

3) Increase online diversity trainings and programs to expand diversity training opportunities to a larger group of the college community.

4) Invite all cohort programs to produce to facilitate at least one event for diversity credit for Diversity Week.

5) Continue to seek out additional meeting times, locations and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are also a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.

6) Continue supporting the office of student life and counseling and career services on "Food for Thought," a monthly discussion series on diversity related topics for the campus community.

7) Continue the expansion of programming and outreach to increase students' exposure to historically black and minority serving institutions.

8) Expand opportunities for faculty/staff discussions on diversity related topics, including sponsoring faculty-led reading circles on topics including: immigration, multicultural awareness, at-Promise students, and privilege.

9) Develop a working guide with tips for cultural sensitivity, inclusive language, and positioning for social justice.

10) The office of human resources will begin conducting interviews with minority employees to obtain recommendations for improving minority recruitment and retention.

Efforts to Increase Traditionally Underrepresented Groups

Underrepresented Groups Among Employees

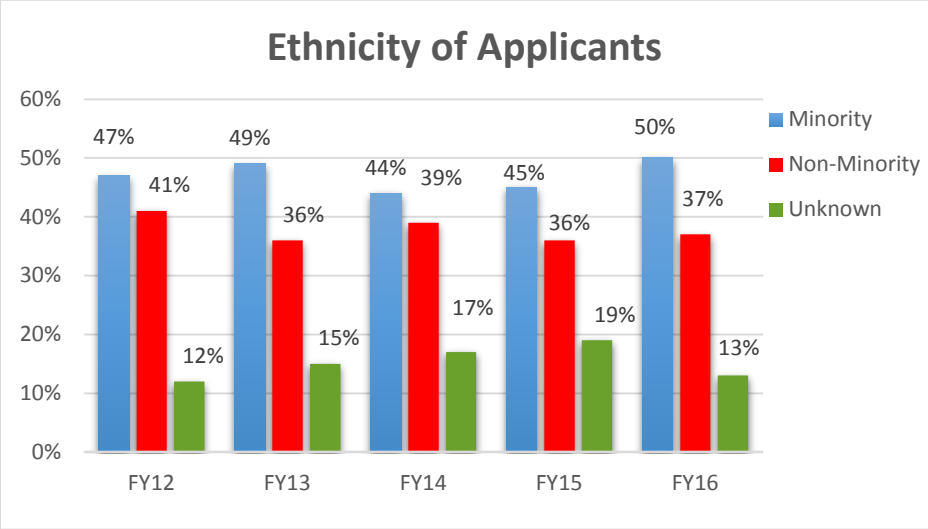
The college has set a strategic goal that 24 percent of its full-time faculty positions and 24 percent of its administrative and professional staff positions be held by minorities.

Towards that end, the college makes every effort to attract minority candidates to its applicant pools for vacant jobs. That is, HCC specifically targets minority groups

whenever possible in its recruitment efforts to increase the chances that the best candidate overall for a position will be a minority.

For example, human resources representatives attend a number of job fairs at local colleges with high minority populations, and advertisements are posted on websites that cater to minorities such as *Diverse Issues in Higher Education* and *Hispanics in Higher Ed*. Additionally, in each recruitment effort the human resources office searches for minority associations particular to that profession, such as the National Association of Black Accountants for an accounting position.

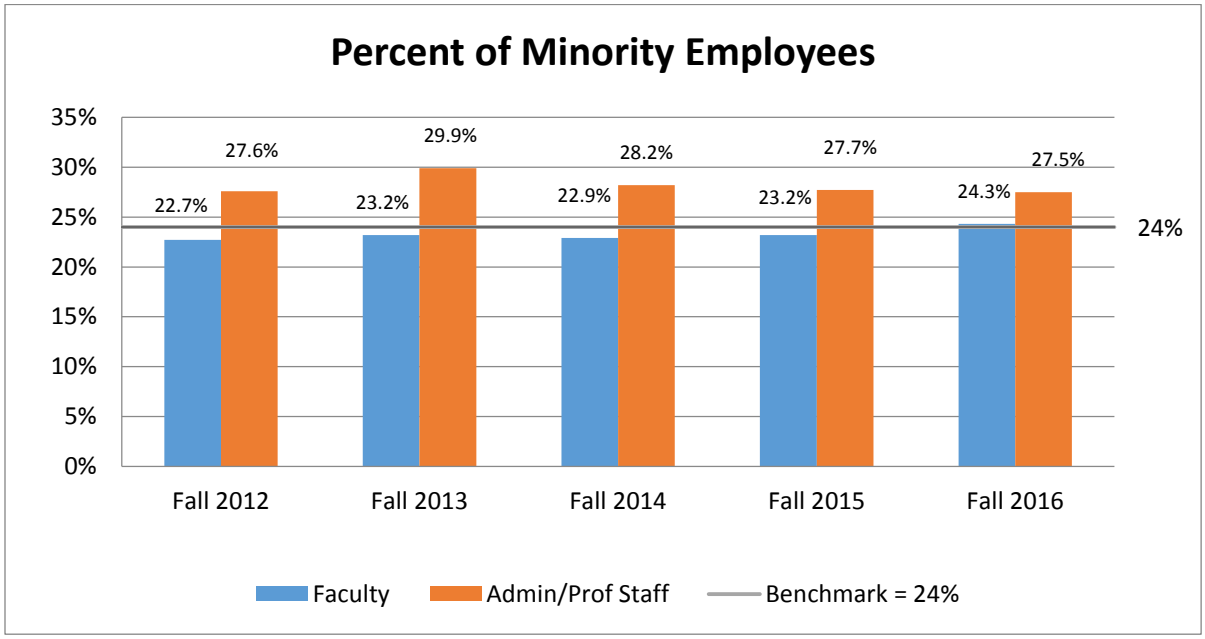
The chart below shows the number of minority applicants for vacant positions at the college for the past five years. In each of the years more than half of applicants who disclosed their race have been minorities.



We believe that the effort to reach minority applicants is one of the driving factors behind the college's improvement in its minority percentages in key positions. As shown in the chart on the next page, the percentage of minorities in full-time faculty positions currently sits at 24.3%, the highest level in the college's records. This is the first year that the 24% goal has been met, and the college hopes for continued progress in the future.

Also shown in the chart is that the percentage of minorities in administrative and professional staff positions (as identified by MHEC's Employee Data System data project) is currently at 27.5 percent. This percentage has fallen slightly from the previous year, but still exceeds our strategic goal.

While recruitment of minority candidates has been a focus in recent years, the college is now additionally giving equal attention to retention of minority employees. The Human Resources Office is now conducting interviews with minority employees across campus to assess satisfaction and brainstorm ideas for improving the minority experience for our workforce.



Underrepresented Groups Among Students

The student body at HCC is diverse. For fall 2016:

RACIAL/ETHNIC GROUP	n	%
American Indian/Alaskan Native	32	0.3%
Asian	1299	13.3%
Black/African American	2868	29.4%
Hispanic/Latino (of any race)	1110	11.4%
Native Hawaiian/Other Pacific Islander	32	0.3%
White	3629	37.3%
2 or More Races	458	4.7%
Unknown	313	3.2%

As the college examines the progress of those students through the programs, there were some performance gaps. To close those gaps, the college sponsors three initiatives.

1. The **Silas Craft Collegians Program** (SCCP) is a comprehensive academic program launched in FY 2001 specifically designed for recent high school graduates whose past academic performance does not reflect their true potential. The end goal of the program is an associate's degree. A select group of students matriculate through the program together as a learning community, receiving personalized

academic and personal development support, mentoring/coaching and peer reinforcement.

Performance metrics include:
Retention: Two Years After Entry

Fall 2014 to Fall 2016: first-time SCCP students: 61.9 percent (n=13/21)
Fall 2014 to Fall 2016: all SCCP students: 62.9 percent (n= 34/54)
Exceeded benchmark of 30.7 percent

Three Years After Entry
Fall 2013 to Fall 2016: first-time SCCP students: 38.7 percent (n=12/31)
Fall 2013 to Fall 2016 all SCCP students: 30 percent (n=21/70)
Exceeded benchmark of 15.6 percent.

Fall to Spring Retention
Fall 2016 to Spring 2017: first-time SCCP students: 95.8 percent (n=23/24)
Fall 2016 to Spring 2017: all SCCP students: 87.3 percent (n=69/79)
Exceeded benchmark of 70.3 percent

Graduation and Transfer Rate = 40.9 percent
Silas Craft Class 15 Entering Fall 2014 (n=9/22)
Exceeded benchmark of 30.2 percent

Note: Retention percentages do not include student who transferred or graduated within the two-three year periods indicated. Otherwise, rates would have been higher.

2. Howard P.R.I.D.E. was established to help close the achievement gap of black males, who are the most “at-risk” population within the institution.

The program began in fall 2012 and is designed to provide student success services to Black male students in an effort to assist participants in maintaining good academic standing (a minimum of 2.0 grade-point average), to complete developmental math requirements, and to increase their retention, transfer and graduation rates. Assistance with math, particularly developmental math, is a key component of the program. Another significant offering of the program is mentoring. The program helps students develop leadership and personal skills, such as public speaking and interviewing for a job. The program’s Black Male Summit is designed to 1) listen to students as they describe their experiences at HCC; 2) identify obstacles that may stand in the way of Black male student success at the college; 3) implement suggestions for improving HCC services and offerings; and 4) provide an opportunity for students to network. In academic year 2016-17, Howard P.R.I.D.E. served 159 students.

Performance metrics include:

Retention Rate Benchmark: 80 percent of HCC students who participated in Howard P.R.I.D.E. who were enrolled for fall semester and who returned the following spring semester.

- 84 percent (98/117) retention rate for 2014-2015
- 84 percent (83/99) retention rate for 2015-2016
- 78 percent (89/114) retention rate for 2016-2017

Academic Success Rates: 75 percent of students who participated in Howard P.R.I.D.E. will have a fall or spring term GPA of 2.0 or higher.

- 61 percent (60/99) achieved a 2.0 or higher in fall 2015
- 55 percent (61/110) achieved a 2.0 or higher in fall 2016
- 47.6 percent (58/123) achieved a 2.0 or higher in spring 2017

Success Rate (developmental education math) Benchmark: 60 percent of the students who receive tutoring will earn a "C" or better grade in the course(s) for which they were tutored.

- 75 percent (15/20) success rate for fall 2015
- 69 percent (11/16) success rate for spring 2016
- 68 percent (15/22) success rate for fall 2016
- 65 percent (22/34) success rate for spring 2017

3. In spring 2015 a new program called **Ambiciones** was launched to support the success of Hispanic and Latino students on campus. Ambiciones provides academic and personal support to Hispanic/Latino students on campus by creating a supportive community, and providing referrals to useful resources and assistance in key areas such as: academic advising and tutoring, mentoring and coaching, financial aid, scholarship, and work study opportunities, career counseling and internships, personal counseling, networking with other Hispanic/Latino students and organizations on campus, educational and recreational activities, and workshops.

Ambiciones aims to ease the transition from high school to college for first generation students by working with students and their families to guide them through the application and enrollment process. Additionally, with a growing number of undocumented students enrolling in college under the Dream Act and the Deferred Action for Childhood Arrivals Program, Ambiciones offers guidance for students and their families through the various steps required to ensure compliance with these programs.

During the fall 2016 and spring 2017 Ambiciones assisted 38 students to provide assistance in the aforementioned areas; up from 31 in the 2015-2016 academic year. Eighty-one percent of the students were retained from fall 2016 to spring 2017 compared to all 68% for all Hispanic/Latino students. In FY16, 88% of the Ambicioines students attained a grade point average greater than or equal to 2.0; compared to 60% of all Hispanic/Latino students. For spring 2017, 87% of the Ambiciones students attained a grade point average greater than or equal to 2.0.

Efforts Designed to Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus

Cultural Training Programs

- A multitude of diversity/culture educational and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, and discussions, highlighted by an annual "Diversity Week" each spring.

- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees re-take it every two years.

- Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination.

Curricular initiatives

- Academic options are offered within the interdisciplinary studies major in the subjects of diversity studies and women's studies.

- The office of admissions and advising has close working relationships with schools, community organizations, and other institutions that enhance the college's ability to attract diverse populations. The college works with groups such as Conexiones, a community-based organization that helps Hispanic students in Howard County achieve academically; high school clubs for Hispanic students; the Black Student Achievement Program; Alpha Achievers, a support group for African-American males in the Howard County Public School System; and FIRN, the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees. The admissions and advising office works with the college's English Institute and credit-free English as a Second Language (ESL) programs to enhance student access to HCC. The admissions and advising office participates in many fairs for diverse populations, conducts its own fairs, and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC.

Co-curricular initiatives

- Examples of innovative academic programs include the Silas Craft Collegians Program, which provides a supportive learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.

- TRIO-Student Support Services (TRIO-SSS) is a U.S. Department of Education grant-funded academic support program that serves 232 first-generation, low-income and students with documented disabilities. The program provides one-on-one support for managing the challenges of college and prepares students to graduate and transfer from HCC. The TRIO-SSS project is funded through 2020.

- Career Links is an institutionally funded program that serves 120 students who are displaced homemakers over the age 35, single parents (male or female), or single pregnant women who are unemployed/underemployed and committed to earning a college degree or certificate leading to a career. The program provides counseling, support group, advising and financial literacy education for its participants.

- Project Access is a program designed to significantly facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of first-year students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities. The program serves through its summer institute 80 students and employs 10 former students as peer mentors.

- The Global Distinction Program is an academic enrichment program open to students in all degree programs. To earn global distinction, students must: take 15 credits of globally intense coursework (including world languages) and earn a “C” or higher; participate in a globally enriching event each semester; either study abroad or complete an internship that provides experiential global learning; and demonstrate their learning in a portfolio.

- INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work.

- Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The 134 participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

- The HCC Safe Zone, developed through collaboration between the college’s wellness center and the counseling and career center, is a network of allies committed

to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, and transgender (LGBT) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBT students and employees.

- Ambiciones is HCC's Hispanic student success program that works with prospective students and their families to navigate the college's entrance process, through participation in college preparatory workshops offered to students and parents, in both English and Spanish, at the high schools and on the HCC campus. Ambiciones provides mentoring and assists students to network with other Hispanic students, faculty and staff. The program also assists students to engage in high impact programs and services such as academic planning and advising, tutoring, academic monitoring, coaching, financial aid and career services and internships, with a focus on achieving good academic standing, graduating and transferring to a four-year college or university. Currently, the project serves 53 students with plans to significantly increase its participation during the 2017-18 academic year.

- The Women of Color Initiative welcomes women of color to the HCC community through a series of programs that will be of interest to them and can help with their personal and academic development.

- Participated in the County Executive of Howard County, MD #OneHoward Steering Committee.

Campus Process for Reporting Hate-Based Crimes

Education Article §11-406 also requires the institution to describe its 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.

HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at: http://www.howardcc.edu/services-support/public-safety/reports-forms/documents/annual-security-report-sept-2016.pdf

MONTGOMERY COLLEGE

ANNUAL PROGRESS REPORT ON PROGRAMS OF THE CULTURAL DIVERSITY PLAN

June 2017

As required by §11-406 of the Education Article, this document is the Montgomery College (MC) annual progress report for its programs related to cultural diversity. Prepared by the Office of Human Resources and Strategic Talent Management (HRSTM), this report summarizes institutional progress toward implementing the College's plan for cultural diversity, *Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence* (Plan). The Plan is a multi-year action plan that the College is implementing over a period of seven years—fiscal years 2014 through 2020. Following Maryland Higher Education Commission (MHEC) requirements for this year, the Montgomery College annual progress report focuses on the following four areas.

1. **A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406.** 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 where continued improvement is needed.

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 on both campus-wide and program-specific initiatives. In this section, HBCUs should be sure to provide information on efforts designed to diversify the college by attracting non-Black students, administrative staff, and faculty.

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.

4. **A statement regarding the campus process for the reporting of hate-based crimes consistent with federal requirements**.

Introduction

Montgomery College is committed to providing a wide array of diversity-related activities and development programs for its students and employees. The College has made it a priority to identify and implement best practices, which have become institutional cornerstones for achieving diversity, inclusiveness, and institutional excellence. The intrinsic values of continuous learning, professional growth, and high performance are woven into the fabric of our institution. The College is continuing its momentum to assess and fully actualize its strategic action measures detailed in its Plan.

Section 1: Institution's Plan to Improve Cultural Diversity

This section includes goals, areas of emphasis, and strategy for implementation.

Montgomery College's Diversity Plan,[1] is the College's roadmap for improving cultural diversity for its students, staff, and faculty college-wide. The College continues to evaluate its progress against its Plan, with is values of *Excellence*, *Integrity*, *Innovation*, *Diversity*, *Stewardship*, and *Sustainability* serving as the guideposts by which the College measures its success.

By integrating the values of diversity and inclusion into the College's operational, tactical and strategic plans, Montgomery College demonstrates its institutional commitment and can assess its progress, evaluate success, and plan for the future. Areas of emphasis include: (1) educational excellence; (2) access, affordability, and success; (3) economic development, (4) community engagement, and (5) assessment and institutional effectiveness.

Each of the areas noted above are supported by strategic goals and strategic action measures that allow the College to gauge its progress. For example, in order to achieve educational excellence, the College provides educational and academic programs that are designed to develop cultural competence among its students and employees. In order to reach that goal, each new employee is required to participate in at least one multicultural professional development activity offered by the College—and such participation is evaluated in the context of the employee's performance. This requirement is just one of 96 strategic action measures that supports 21 strategic goals related to the College's five areas of emphasis.[2] The College is now in the fourth year of its seven-year Plan. An annual report is submitted each year to the College's president to document progress and to the Board of Trustees for its approval.

Section 2: Representation of Traditionally Underrepresented Groups

This section of the report details initiatives designed to recruit and retain traditionally underrepresented students, staff, and faculty. Below is information related to collegewide and program-specific initiatives.

[1] The College's Plan is its second multi-year diversity action plan covering fiscal years 2014 through 2020 (the first covered fiscal years 2009–2012).
[2] For a comprehensive review of the College's strategic plan and corresponding action measures, see www.montgomerycollege.edu/president.

Montgomery College students reflect the diversity of the Montgomery County community. Student data for the fall 2016 semester, provided by the College's Office of Institutional Research and Effectiveness, indicate there were 23,916 credit students enrolled at the College. Of that number, 28.2 percent were Black, 23.6 percent were Hispanic, 24.1 percent were White, 11.2 percent were Asian, 0.5 percent were Native American or Pacific Islander, and 2.9 percent were multi-race. In addition, there are 1,545 (6.5 percent) students with disabilities attending Montgomery College. Finally, there are 1,933 international students.[3]

The College's Office of Human Resources and Strategic Talent Management conducted its annual internal assessment and proactively implemented an Affirmative Action Plan (AAP) to ensure accessibility related to the College's employment opportunities. The 2017 AAP[4] report indicates that minorities are employed at a rate of 51 percent and are represented in 80 percent of 189 departments. Minorities are represented in 100 percent of the College departments that employ 10 or more people. Women are employed at a rate of 58 percent and are represented in 98 percent of all departments that employ 10 or more people. Between 10/16/2017 and 3/31/2017, the College hired 67 people. Of the 67 hired, 66 percent were minorities and 45 percent were women.

The fall 2016[5] demographic data for employees is as follows: there were 3,914 employees of whom 40 percent were employed on a part-time basis. Of the total number of employees, 47 percent were White, 22 percent were Black, 9 percent were Asian, 7 percent were Hispanic, and 15 percent were categorized as "foreign, unknown, or multi-race" for federal government reporting purposes.

Ensuring objectivity and fairness throughout the College's recruitment process is essential to attracting and retaining qualified talent. The College has robust policies and procedures governing the hiring process, which reinforce the College's commitment to increasing the numerical representation of underrepresented groups. Hiring managers are trained in all facets of interviewing and selection, as well as being educated regarding employment laws and best practices for attracting and retaining diverse talent. The College routinely uses the latest technology to support its efforts, including various forms of social media designed to target specific audiences.

In addition, targeted recruitment initiatives include communicating and advertising with organizations and/or publications that may prove helpful in attracting diverse groups. For example, the College regularly advertises with various state agencies to increase the likelihood of reaching a diverse applicant pool, including women, minorities, those with disabilities, and veterans. In addition, hiring managers place job announcements with associations in which they retain membership, including associations targeted towards women and minorities. Managers receive training regarding hiring practices, employment law, and communication, and are encouraged to ensure a diverse workforce is achieved.

[3] International students are identified using definitions provided by the Institute for International Education.
[4] The 2017 AAP data covers the period from October 16, 2016 through March 31, 2017.
[5] Fall 2016 refers to data collected as of November 2016.

Section 3: Creating Cultural Awareness

This section contains a description of efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus.

Faculty and Staff Training

All staff and faculty receive diversity training on an annual basis. Each College employee is required to have at least one performance goal annually that addresses the enhancement of cultural competency in relation to diversity and multiculturalism. A myriad of professional development opportunities is available to help faculty and staff increase cultural competence and foster best practices in teaching and learning in a multicultural environment, working in a multicultural environment, and leading and managing in a multicultural environment. Employees are also required to attend and participate in at least one multicultural activity annually.

Curricular Initiatives

In order to increase awareness and create positive interactions collegewide, the College has incorporated concepts related to cultural diversity throughout its curriculum. This takes place in numerous disciplines across the College. The following examples illustrate these efforts.

- **Internationalizing Biology Instruction** – Biology 101 instructors are required to internationalize curriculum, wherever relevant. Classroom discussions exploit the diverse environment that exists within the classroom, e.g., studying/discussing different issues affecting the world—environmental, cultural, and social. In addition, students are assigned project work that enables them to present information relevant to their countries of origin to their fellow students. Biology faculty require students to complete projects exploring various places and issues in the world, with the aim of solving global environmental problems. Still others, in courses such as Microbiology and Understanding Viruses, examine global migration and how such migration impacts the spread of infection.

- **TIDES** – The College is one of just 20 educational institutions nationwide—and the only community college—to be selected for the AAC&U initiative called Teaching to Increase Diversity and Equity in STEM (TIDES). Projects focus on the development of models for broader institutional change for the advancement of evidence-based and culturally competent teaching in the STEM fields of science, technology, engineering, and mathematics, particularly in the computer and information science areas.

- **NSF S-STEM Grants** – These National Science Foundation grants provide scholarships for low-income and underrepresented groups to pursue STEM courses and majors. Montgomery College currently has two S-STEM grants, each with an annual cohort of 20 to 25 students. These students are provided with mentoring, advising, academic support, and participate in a class or seminar developed specifically for the S-STEM cohort.

- **Learning Assistants** – Each semester, this program seeks a diverse group of students to serve as learning assistants in certain courses. This program is funded by the NSF GT-STEP (Graduate and STEM Talent Expansion Program) grant.

- **Inmate-Learners –** In order to help incarcerated individuals to prepare for productive and successful re-entry in the community, the College partners with the Montgomery

County Correctional Facility in Clarksburg, Maryland, to offer assessments, college coursework, counseling, and classes in digital literacy and GED test preparation. This partnership began in 2012 and has received national recognition by the National Association of Counties and by the White House, which recognized President DeRionne Pollard as a White House Champion of Change in 2014. The program has been visited by federal officials, including former Attorney General Eric Holder, former Secretary of Labor Tom Perez, and Secretary of Education Betsy DeVos.

Co-curricular Activities

In addition to classroom efforts, numerous College co-curricular activities incorporate cultural diversity principles. The following examples illustrate these efforts.

- **Global Humanities Institute Third Annual STEAMed Event –** STEM and Humanities faculty have collaborative discussions in a special annual event called "STEAMed"—representing Science, Technology, Engineering, *Arts*, and Mathematics—on a topic of global concern in order to generate ideas for integrating STEM and Global Humanities content into their teaching. This year, the focus was on the urgently important issue of water.
- **Faculty 51 –** Faculty 51 is an internal, interdisciplinary organization of STEM faculty that promotes women in science. Future female scientists participate in programs designed to provide opportunities and mentorship. For example, one such program is a speaker series in which female scientists present research and serve on panels. These events are attended by faculty, staff, and students.
- **Achieving the Promise –** The director and the coordinators of the Achieving the Promise Academy initiative are charged with collaborating with faculty to increase the retention and success of the College's African American and Latino/Latina students. Academic unit leadership teams, consisting of deans and chairs, support the initiative and encourage both faculty and student engagement.
- **Study Abroad –** This program offers trips for the College's students and faculty that reflect a global perspective.
- **Diversity/Inclusion-inspired Lecture Series and Workshops –** Open to collegewide audiences, lectures and workshops dealing with global health issues that affect the home-countries of Montgomery College students including are offered on topics including HIV/AIDS, Ebola virus, and other infectious diseases of global concern. Session titles have included "Travel, Culture & Infectious Disease Transmission," "Breaking the Glass: Navigating Sexual Health & HIV Stigma with African Immigrants and Refugees," and "Domestic Violence & FGM and Transmission of HIV/AIDS & other Sexually Transmitted Pathogens."
- **The Frank Islam Athenaeum Symposia –** This guest speaker series addresses a broad range of cultural issues from peace and justice issues in Latin America and apartheid in South Africa to the *Black Lives Matter*, including an art exhibit featuring the works of an African American artist.

- **Active Learning Awareness Week –** The education and STEM units collaborated in piloting a weeklong effort to increase the awareness and use of active learning strategies in our learning environments. This Active Learning Awareness Week is modeled after AAC&U's Active Learning Awareness Day. Strategies to engage all students were shared and many faculty tried new ideas and shared results.

Workforce Development & Continuing Education Contributions

The College's Workforce Development & Continuing Education unit (WD&CE) provides a range of programs and courses that prepare individuals for the workplace, address employer needs, and support the diversity of the workforce. Following are examples of these efforts.

- **Human Resources Course Offerings –** The Workforce Development & Continuing Education unit provides human resources courses that address issues related to workplace conflict and creating workplace civility. Coursework includes information about sexual harassment in the workplace, as well as strategies for attaining overall civility in the workplace. Over the last two years, more than 1,000 employees from local companies and organizations have participated in these programs. WD&CE's Mediation Institute provides a statewide mediation colloquium each year, as well as a 40-hour mediation certificate program that provides fundamental skills in conflict resolution usable at work, at home, and in the community. The mediation program has also provided conflict management courses to local companies and organizations.

- **Hispanic Business and Training Institute –** Housed in the WD&CE unit, The College's Hispanic Business and Training Institute (HBTI) offered programs and services that provide career opportunities and business education to diverse populations in the county. The HBTI in partnership with the Small Business Development Center at the University of Maryland, celebrated its XII Business Seminar conducted in Spanish. In addition, the WD&CE Early Childhood Education program participated offering courses in Spanish as well. Topics included financial health, insurance, and technology for businesses, from owner to entrepreneur, and other topics for prospective and small business owners. The Hispanic Business and Training Institute provides a wide range of courses aimed at assisting the Latino community in developing skills and competing in the labor market. More than 600 students have taken advantage of these courses and workshops offered in Spanish or bilingually in the areas of construction, computer literacy, food safety, business, and accounting.

- **EARN Maryland –** Employment Advancement Right Now (EARN) Maryland is a state-funded, competitive workforce and economic development grant program that is industry-led and regional in focus. This Maryland Department of Labor, Licensing, and Regulation program is designed to ensure that Maryland's businesses have the talent they need to compete and grow while providing targeted education and skills training to Maryland jobseekers. EARN Maryland is reaching another important subset of the workforce, namely, the unemployed and underemployed. The program focuses on solutions to identified skills gaps and personnel shortages, addresses the needs of workers by creating formal career paths to good jobs, and encourages mobility for Maryland's jobseekers with barriers to employment through targeted job readiness training.

Annual Celebrations

Every year, the College's Board of Trustees adopts a resolution to reaffirm its support of the programs and activities at Montgomery College that commemorate and celebrate the federal and state of Maryland awareness days and months. The Board encourages the College community to participate in such campus and community-based activities. These designated national and state awareness days and months provide opportunities to acknowledge, honor, and celebrate the contributions of women; members of the gay, lesbian, bisexual, and transgender communities; individuals with disabilities; and individuals and peoples of Arab American, Asian American/Pacific Islander, Black/African American, Caribbean American, German American, Hispanic/Latino, Irish American, Italian American, Jewish American, Native American, and Polish American heritage. In some of these cases, the Office of Community Engagement compiled a list of activities and issued a press release in order to inform the larger Montgomery County community of these cultural events. Examples of the College's activities include the following.

- **Black History Month –** In honor of Black History Month in 2017, a number of special events were organized for student and community members. Mr. D. Watkins, professor, writer and *New York Times* best-selling author gave a talk on his latest book *The Beast Side: Living (and Dying) While Black in America*. In another event, Montgomery College faculty Karl Smith, professor of political science and history, and Cinder Barnes, professor of English, led a conversation with Rion Amilcar Scott, author of *Insurrections*, on "The Legacy and the Burden of History." Another College activity took place in the Jefferson Café where excerpts from Michael Eric Dyson's book, *Tears We Cannot Stop: A Sermon to White America*, was discussed by the group. Dr. Dyson is an author, radio host, and professor of sociology at Georgetown University. In addition, the Montgomery College Jazz Ensemble, in conjunction with students and faculty of the Montgomery Scholars Program, offered a concert featuring the music of James Reese Europe, an American ragtime and early jazz bandleader, arranger, and composer. This concert commemorated the contributions of James Reese Europe to the history of American music and the 100th anniversary of the United States' entry into World War I.
- **International Women's Day and Women's History Month –** In honor of International Women's Day and Women's History Month, distinguished social theorist Patricia Hill Collins, distinguished professor of sociology at the University of Maryland, gave a talk on "Black Feminism, Intersectionality and Democratic Possibilities." Jefferson Café, in commemoration of Women's History Month and continuing the theme of social justice, offered an activity where excerpts were read from Laurel Thatcher Ulrich's book, *Well-Behaved Women Seldom Make History*.

Language Translations, Programming, and Media

In an effort to reach more members of the community and to communicate in languages most used by our students and their family members, the College provides both translation and interpretation services and is working to increase the availability of materials, both written and multi-media, in languages other than English.

- **Outreach in Multiple Languages –** The College's offices of Community Engagement and Communications collaborated to produce multi-lingual videos concerning college enrollment and other relevant topics to improve information access to immigrant communities. In addition, certain materials, such as one of the College's informational brochures, have been translated into Amharic, French, Spanish, Korean, Chinese, and Vietnamese.

- **College Television Programming –** During fiscal year 2017, the College's television studio, MCTV, will have produced nearly 50 videos in foreign languages, representing nearly 25 hours of first-run locally produced programming in languages other than English. Examples of such videos include *Mi Escuela Es Su Escuela*, a half-hour series hosted by Community Engagement Outreach Specialist Gloria Bonilla, and *Aquí en MC*, a two- to three-minute Spanish version of *MC Today*, featuring news, information, and updates about the College, its programs and activities. In addition, standalone videos to support a variety of programs and MC offerings include "Interview Tips in Amharic," an eight-minute video in Amharic that demonstrates what to do, and not to do, in a job interview. The video has over 1,000 views on YouTube and has had over 20,000 views on a variety of Amharic Facebook pages. Another video in Amharic, "Resume Builder Tutorial," also an eight-minute video has over 2,000 YouTube views. "Generación Latina," a 15-minute program, features Latino/Latina Montgomery College students and their stories, some told in English and others told in Spanish.

- **Global Nexus Website –** The Office of Community Engagement created a new website called *Global Nexus* to post upcoming events that promote cross-cultural understanding.

Student-sponsored Activities

The College has numerous student clubs on each of its three campuses. These organizations are started by and run by student leaders, with the guidance of a faculty or staff advisor. Following are examples of the many activities the College's student clubs have engaged in to support diversity.

- Five STEM Club members attended the 21st Women of Color STEM Conference in Detroit, Michigan.

- The Women's Studies Club raised over $100 for the National Network to End Domestic Violence.

- The student chapter of Amnesty International co-sponsored the program, "Our Own Refugee Crisis: Dilemmas and Solutions" with departments on the Takoma Park/Silver Spring Campus.

- The Black Student Union held three movie nights in honor of Black History Month, which were *Rosewood, Harlem Nights*, and *Malcom*, and sponsored *The Harlem Renaissance–After Hours Jazz Night.*

- The Renaissance Scholars Society held an "Anti-Valentine's Day" fundraiser to raise money for the House of Divine Guidance, which operates an emergency shelter, as well as providing clothing, food, and guidance to those in need.

- The Muslim Student Association had an information table about the organization and about the importance of wearing a hijab. Students, faculty, and staff were invited to try on a hijab. The MSA students also held a Ramadan Workshop to inform others on how to prepare for the month of Ramadan.
- The Young Democrats Club, Amnesty International, and the Muslim Student Association held a Town Hall on the executive orders related to immigration controls. Approximately 40 students and faculty gathered with outside guests including county employees, Montgomery County Public Schools teachers, and community activists to talk with county councilmembers about the county's role in defending human and civil rights.
- Members from the Black Student Union collected 348 pounds of food for the Manna Food Center Thanksgiving food drive.
- The Hospital Care Package Club held several outreach events to advertise for their club and to raise funds for local homeless shelters. The club also purchased personal care items for moms and newborns for the Holy Cross Hospital Maternal Unit.
- Amnesty International held a "Write for Rights" activity, in which students were offered the opportunity to write a letter to government officials to free prisoners of conscience, support human rights defenders, and end other urgent cases of abuse.
- Free2B sponsored its annual Day of Silence event, which is a day where students take a vow of silence in an effort to encourage classmates to address the problem of anti-LGBTQ behavior. Free2B also had an information table set up at the College's annual Health and Wellness Fair.
- The Latino Student Association co-sponsored *Oyeme, The Beautiful*; a performance that responds to the surge of refugee children fleeing violence from Central America who have arrived in Montgomery County.
- The Black Student Union held an *Open Mic Night* in the Cafeteria for all students, faculty and staff.
- Members from the STEM Club volunteered during Montgomery College Germantown Campus Humanities Week by participating in a discussion on the problems with wild monkeys in New Dehli, India.

Section 4: Reporting Hate-based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC § 1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, ("the Act").

The College's commitment to compliance with these federal requirements is reinforced by several College policies, including College Policy 31002–Hate/Violence Activity and its corresponding College Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort, involving input from the College offices of General Counsel, Planning and Policy, Safety and Security, Compliance,

Human Resources and Strategic Talent Management, under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implanted through corresponding procedures reviewed and adopted by the president.

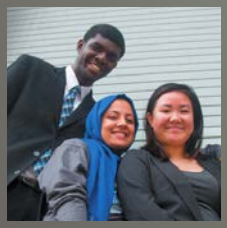
Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the US Department of Education (34 CFR Part 668.46). The College's annual security report is prepared and distributed by the Office of Safety and Security based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the act, as well as crimes reported to local law enforcement authorities. By October 1 of each year, the College's report is posted on several of the College's webpages, and is made available to each member of the College community via email communication. The Office of Compliance routinely monitors the College's efforts to fulfill the requirements of the law.

In addition, articles, trends, and safety tips are regularly publicized through College media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Safety and Security. For example, such information is delivered at both new-student and new-hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and is designed to provide critical information to various audiences using several methods, employing available technology.

CULTURAL DIVERSITY REPORT

2016-2017 Update

A Roadmap for Ensuring and Sustaining Diversity in Our Community



Transforming lives.
PRINCE GEORGE'S COMMUNITY COLLEGE

June 2017

Prince George's Community College

Cultural Diversity Annual Report

July 13, 2017

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President

Mr. Samuel J. Parker, Jr.
Chair, Board of Trustees

Ms. Andristine M. Robinson
Director of Governance and Diversity

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2016-2017

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Coordinator of Special Programs,
Advising & Transfer Services

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Manager, Organizational Learning

Ms. Barbara Denman
Dean, Adult and Continuing Education

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Chair, Developmental English and Reading

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Advisor
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Ms. Sade Walker
Senior Research Analyst

Dr. Kathy Yorkshire
Coordinator, Honors Program

INTRODUCTION

Prince George's Community College is one of only two community colleges in the state of Maryland that services a credit student body made up primarily of minority students. However, the College continues to focus on those areas that require attention to insure that our diversity mirrors that of the county, to the extent possible, and continues to educate students to be fully engaged in a diverse nation and world. PGCC has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the College's core values.

Values

- **Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.
- **Success** - We believe all individuals have the potential to realize their goals.
- **Diversity** - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.
- **Respect** - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.
- **Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.
- **Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

In fall 2016, 12,543 students were enrolled in traditional and online credit courses at the College's main campus in Largo as well as four of its six degree and extension centers: Joint Base Andrews at Andrews Air Force Base, Laurel College Center in Laurel, University Town Center in Hyattsville, and at John Eager Howard in Upper Marlboro. Continuing Education (noncredit) students were enrolled at all of these sites as well as the Skilled Trades Center in Camp Springs, Westphalia Training Center in Westphalia, and other contracted sites around the county.

Prince George's Community College understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a culturally diverse student body in proportions approximating service area ethnic and racial characteristics. The College also understands the importance of a diverse workforce. Therefore, demographic information is regularly tracked on students and employees. The PGCC student population generally reflects the demographics of its primary service area, Prince George's County. Of the credit students attending in fall 2016, 70.9% identified themselves as "Black/African American only" and an additional 11.3% identified as "Hispanic/Latino." There was an overall increase in the hiring of underrepresented groups from FY15 to FY16 by 4.29%.

In addition to adhering to the requirement of submitting an annual summary of our institutional plan to improve cultural diversity, the college requires that hate crimes, as defined under title 10, subtitle 3, of the Criminal Law Article, be reported to the Prince George's Community College Police. The incident shall be immediately investigated, and referred for appropriate criminal and/or administrative sanctions. All hate crimes investigated by the Prince George's Community College Police are reported to the U. S.

Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The vice president for Student Affairs and the Title IX coordinator are notified of all hate crimes so that intervention and counseling services can be activated to support the campus community.

MISSION STATEMENT

The college's current vision and mission are as follows.

Vision

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

DEFINITION OF DIVERSITY

During the 2013-2014 academic year, the Ad Hoc Committee on Cultural Diversity developed a four-year cultural diversity plan which included the following definition of diversity:

> Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

ASSOCIATIONS AND AWARDS

Prince George's Community College is a member of the National Association of Diversity Officers in Higher Education (NADOHE), the Maryland Community College Diversity Roundtable of which the director of Governance and Diversity serves as the co-chair, and the Washington Regional Task Force Against Campus Prejudice (WRTF). On October 1, 2016, during the 17th National Role Models Conference sponsored by Minority Access, Inc., Prince George's Community College was one of 38 colleges and universities across the country recognized as an institution committed to diversity for 2016. Later that evening, Dr. Charlene Dukes received the 2016 President Role Model Award.

SUMMARY OF CURRENT FISCAL YEAR ACCOMPLISHMENTS

This report provides a summary of the accomplishments during the fourth year of the current four-year cultural diversity plan.

TRAINING AND EDUCATION

GOAL 1.

Train and educate faculty, staff and students to create a culturally competent college community.

OBJECTIVE 1: Provide training and educational strategies for each area (faculty, staff and students) to guide them in creating a culturally competent college community.

TASKS COMPLETED

Following are the courses offered this year through the Professional and Organizational Development Department that were diversity related and the total number of participants:

- "Safe Space" train the trainer session – This training focused on creating a safe environment for LGBTQ students – 8 participants – 1 session
- "Bringing Our Values to Life" – Introduced participants to the values of Prince George's Community College and the behaviors that reflect the values. Special emphasis is placed on the diversity value with explanation about the Diversity Committee and the state requirement of a diversity plan from all public colleges in the state – 59 participants – 8 sessions
- "Creating an Inclusive Environment" – Introduces participants to the definition of diversity and what that means to be part of a diverse workplace. Participants go through exercises and scenarios that foster inclusiveness – 4 participants – 1 session
- Webinar – Diversity in Higher Education – 3 participants – 1 session
- Webinar – Unconscious Bias – 3 participants – 1 session. This project will be resumed when all positions in the Professional and Organizational Development Department are filled.

Two of the employees in the Professional and Organizational Development Department continued to work on a Diversity Continuum, a model that would show different classes and different stages of diversity.

This year, two of the mandatory trainings for employees and managers were diversity related. Following are the number of participants:

- Mangers completing the Diversity and Inclusion course – 569
- Employees completing the LGBTQ Course – 1,425

The Library offered many educational opportunities this year around diversity topics – some of them sponsored by Circulation Services. Circulation Services conducted monthly book displays from September 2016 to February 2017. Each month, Circulation Services selected a range of books from its collection for use on its book display shelves, all located near entrances and exits. The books on the displays were available for checkout and generally revolve around multicultural or heritage-centered themes. The monthly themes are listed below:

- September - Hispanic/Latino Heritage
- October - Continuation of Hispanic/Latino Heritage
- November - Native American Heritage
- December - World Religions
- February - Black History

Circulation Services coordinated, on the Prince George's Community College Library Facebook page, daily posts highlighting themes from September 2016 to January 2017. In February, the Library launched the Book Bridge Project titled "Between the World and Me." This was a group discussion of Ta-Nehisi Coates' "Between the World and Me." In a series of essays, written as a letter to his son, Coates confronts the notion of race in America and how it has shaped American history, many times at the cost of black bodies and lives (Goodreads)." The discussion was open to both students and staff. Thirteen (13) people attended.

In March, the Library featured Verda Freeman Welcome. This workshop celebrated the life and legacy of America's first black female state senator in Maryland. Panelists discussed her life, her civic and legislative activities, and the legacy she left for future generations. The discussion was for both students and staff. Twenty-one (21) people attended.

In April, the Library offered a workshop titled, Hands Up, Don't Shoot: A Conversation about Race, Policing, and Protesting in America. Between institutional racism to mass shootings and police brutality, violence in the United States is the daily topic of conversation. This film screening and discussion included commentaries on collective struggles and other responses to violence. The discussion was open to both students and staff. Sixty-three (63) people attended.

OBJECTIVE 2: Incorporate cultural diversity training on College Enrichment and Professional Development Day for faculty and staff.

TASKS COMPLETED

This was the first year that a diversity track was included in the offerings for College Professional Development and Enrichment Day. There were four workshops offered. The workshops included the following topics: interfaith, disability, transgender and service learning.

RECRUITMENT AND RETENTION

GOAL 2.

Recruit and retain a diverse student body, faculty and staff.

RECRUITMENT

OBJECTIVE 1: Develop programs for students that engage underrepresented populations.

TASKS COMPLETED

As part of their community outreach programming, the Office of Recruitment continued to partner with the University Town Center and Laurel College Center on their open house programs. Underrepresented students attend classes at these extension centers in greater numbers than at the main campus.

For the second year, the office of Student Academic Planning and Career Readiness hosted a Job Fair at University Town Center (UTC). This afforded the opportunity for students at UTC to participate in job preparedness and to seek job opportunities from local employers.

For the most part, there were no significant changes for FY2016 to FY2017 with respect to recruitment of underrepresented credit students. There was a slight increase in Hispanic/Latino students.

Ethnicity	FY17	FY16
American Indian or Alaska Native	0.4%	1%
Asian	4.2%	4%
Black or African American	70.9%	72%
Hispanic/Latino	11.3%	10%
Native Hawaiian or Pacific Islander	0.2%	0%
White	4.6%	5%
Reporting Two or More Races	3.1%	0%
Race and ethnicity unknown	2.7%	5%

OBJECTIVE 2: Increase marketing for the College's Collegian Centers, Health Science programs, International Education Center and transfer opportunities to colleges and universities.

TASKS COMPLETED

A new college resource is planned to be in place during the fall 2017 semester that will enhance this objective. One of the results of the ongoing college wide realignment is that professional advisors will be imbedded in academic divisions. Partnering with deans, chairpersons, and coordinators of special programs (i.e. Collegian Centers, STEM related clubs), advisors can better monitor and assess the needs in order to market special programs. Academic advisors are regularly invited by the Office of Recruitment to participate in programs for the purpose of recruiting underrepresented student populations.

OBJECTIVE 3: Continue to monitor the workforce population and target underrepresented groups in accordance with the annual workforce profile findings.

TASKS COMPLETED

There was an overall increase in the hiring of underrepresented groups from FY15 to FY16 by 4.29%. The FY16 Workforce Profile (New Hires) findings are as follows:

Ethnicity	FY16	FY15	FY14	FY13
African American/ Non-Hispanic	67.19%	65.00%	53.85%	38.32%
American Indian	0.00%	0.60%	0.66%	1.02%
Asian/Pacific Islander	3.62%	2.00%	4.40%	3.81%
Hispanic	4.52%	2.60%	4.40%	2.28%
Reporting Two or More Races	1.36%	2.20%	0.88%	1.02%

The trend shows over the last four years, hiring of African American/ Non-Hispanics increases each year. However, the growth in the other underrepresented groups has remained flat, showing no significant increase – except with the Hispanic population that varied from year to year. The college's applicant tracking system, PeopleAdmin, continued to be a resource in reporting specific applicant data that allowed the Recruitment Office to see identifiable trends in order to use a more strategic approach to recruiting diverse applicant pools. The Recruitment Office continued to increase its efforts to reach underrepresented groups by soliciting different media outlets designed to reach specific diverse populations. The recruiters worked toward directing search committees to become more strategic as it relates to reviewing and selecting a more diverse pool of candidates to interview.

RETENTION

OBJECTIVE 1: Increase underrepresented student's awareness of Retention Services, Tutoring and Financial Aid.

TASKS COMPLETED

The use of the college's technology resources (Business Objects and Communications Management) was not fully utilized for this objective. However, additional staff will be trained to use this technology. Data will be collected after the academic year 2017-2018 to determine if additional student communication modes should be added to make this a viable objective.

OBJECTIVE 2: Increase underrepresented students' awareness of off-campus scholarship opportunities that are applicable to Prince George's Community College.

TASKS COMPLETED

The college continued to address the unequal access of underrepresented high school students for higher education scholarships. For many students, finding accurate scholarship information is very difficult. A list of scholarships for students including undocumented immigrants is now available through the Financial Aid Office. In addition, the Financial Aid Office and Office of Recruitment provide scholarship information at community outreach programs.

OBJECTIVE 3: Create opportunities for participation in programs geared toward academic success.

TASKS COMPLETED

The Student Support Services Office and Student Academic Planning and Career Readiness Office continued to market academic retention services to the college's underrepresented student population. Technology resources were utilized to better communicate information to this targeted student population.

INCLUSIVE ENVIRONMENT

GOAL 3.

Create an inclusive culture that provides a sense of belonging in a welcoming environment that recognizes, respects and appreciates individual differences.

OBJECTIVE 1: Gauge attitudes and beliefs about the College's current culture and environment.

TASKS COMPLETED

This year, the Inclusive Environment Sub-Committee created a forum where topics related to diversity could be discussed with all members of the college community. To ensure that this was a learning experience, the Center for Professional Development (now Professional and Organizational Development) held a Facilitators Workshop that was attended by members of the diversity committee and other employees. The workshop provided skills and knowledge to lead discussions, ensuring that all members in attendance would be heard and respected.

There were three Diversity Round Table Discussions:

- "The Deaf and Hearing Impaired Community" – A member of the deaf community, a person who was hearing impaired and an advocate discussed the challenges and strengths of these two communities.
- "Disrupting Inequality" – This discussion focused on the outcomes of the November 2016 election and how persons could support those who felt "a new level of fear" as a result of the election.
- "The LBGTQ Community" – A manager from the Human Rights Campaign Foundation spoke about the challenges of students who are members of this community. Suggestions on how to be a more inclusive environment and strategies that show support were presented.

The Round Table discussions were not very well attended. This could be attributed to not enough marketing of the event or to the challenge of finding a time that works for faculty, staff and students. To address this, the plan is to identify the topics, dates and presenters for the entire year and highlight each session prior to the established date. Participants who attended the sessions gave very high reviews to the presenters and on the selected topics.

CURRICULUM

GOAL 4.

Provide opportunities for students to value cultural diversity and to succeed in an intercultural environment.

OBJECTIVE 1: Expose students to cultural diversity content through the new PAS-1000 course, Planning for Academic Success: First Year Experience Seminar.

TASKS COMPLETED

This year, the committee began the assessment of the diversity activity by first disseminating diversity cards to every student enrolled in the PAS 1000 course. The diversity cards included the College's approved diversity logo and the College definition of diversity. The goal of disseminating the cards was to both promote the official definition and to spread awareness of the definition to all first year students taking PAS 1000. A new course assignment for diversity was created by the PAS faculty which included a rubric for assessment purposes. This assignment included a class activity where students were assigned a participant identity. Students were asked to wear the appropriate label. From that point on, they assumed that label's identity. Instructors encouraged the students to think about their characteristics based solely on the labels that they had been assigned. They were also asked to think about their own biases and to write descriptors honestly based on their values and experiences. The assignment was mandatory for all students. The Office of Research, Assessment, and Effectiveness conducted an assessment on the sections offered during the second-half semester courses. The new learning outcome for the diversity component of this course was to examine the different dimensions of diversity, with careful consideration for others from culturally diverse backgrounds. A Student Learning Outcomes report was also generated at the conclusion of the semester. The results revealed the following:

Number of sections assessed-17
Number of students who completed the assignment-133
*Success rates:
58.76% - Excellent
19.07% - Good
12.37% - Average
0.00% - Below Average
6.70% - Unsatisfactory
* Data from SLOAR report 2016

While the number of piloted sections was higher than last year, the results represent a little over 40% of the total population of students who took PAS-1000 in the second half of the semester. Further, the 133 students represented a little over 10% of the total population of students who took PAS-1000 during the fall 2016 semester. Future plans are to scale up the assessment to include all PAS-1000 sections.

OBJECTIVE 2: Gather a list of current PGCC credit course offerings, including General Education, which teach cultural diversity knowledge and skills.

TASKS COMPLETED

There were no new courses developed that included diversity as a learning outcome this year. After the realignment is complete, the committee will continue to work with new chairs and the Curriculum Committee to monitor any future course offerings.

OBJECTIVE 3: Establish a Learning Community on Diversity.

TASKS COMPLETED

The Faculty Learning Community (FLC) on Diversity was established to explore and create a dialogue with regard to the creation of inclusive learning environments for our diverse student population. The FLC was to create an action plan inclusive of education, awareness, and a final project.

In the fall of 2016, the Center for Professional Development (now Professional and Organizational Development), the Office of Governance and Diversity, and the Faculty Center for Innovation, created the college's first Faculty Learning Community (FLC) which was designed to explore and discuss how faculty develop and sustain an inclusive learning environment for students with widely diverse attributes.

The members of the FLC sought to educate themselves through research, conference attendance, reflection, and discussion topics. They read books, articles, and attended conference sessions on diversity. They also explored various definitions of diversity and its role inside the classroom. The FLC members discussed content and teaching activities that promote diversity in the classroom, and some committee members conducted interviews of colleagues in an effort to gain an understanding of their view on diversity in the classroom. Committee members further developed an awareness of the diversity issues that students face in the classroom. They also began to get in touch with their own biases and misconceptions.

As a result of this awareness the FLC devised the following five learning outcomes: (1) create faculty awareness of the student perspective on diversity in the classroom, (2) understand and recognize micro aggressions when they occur and the negative impact they may have on students, (3) share strategies that foster a more inclusive and socially just community at PGCC, (4) impact faculty thinking and the way they provide awareness of diverse issues into the classroom, and (5) engage and retain students by creating a welcoming inclusive atmosphere for all students.

In order to adequately address the learning outcomes, they needed to survey student experiences as it related to diversity in the classroom. Consequently, student interview questions were created. As a

learning community, the members decided to create a video communicating the student experience with diversity for faculty members. In this process, committee members gathered consent/release forms and proceeded to conduct student interviews. Data in the form of student interviews, both video recorded and narrative responses were gathered. A preliminary trailer was created. The members are now in the process of choosing an appropriate app or program to create a short movie/video depicting student experience in regard to diversity in the classroom. The next phase of their action plan will be to present their data and findings during the faculty welcome back meeting in August 2017. The hope is that the findings and video project will be used for future faculty training on diversity.

INTERFAITH UNDERSTANDING AND COOPERATION

GOAL 5.

Enhance knowledge and understanding of students from diverse faith and non-faith backgrounds.

OBJECTIVE 1: Expand students' understanding and acceptance of traditions and faiths different from their own as measured by internally developed survey.

TASKS COMPLETED

Interfaith programs were held throughout the fall and spring semesters. This year's theme for the 9/11 National Day of Service and Remembrance was "Hope, Unity and Peace." During the program, interfaith reflections focused on hope, unity and peace were provided from Jewish, Hindu, and Jainism perspectives. The program ended with an observance and ribbon tying around the Peace Pole. For the service initiative, school supplies, toiletries, and disposable diapers were collected from the college community to donate to Serenity's Door, Inc. This included 40 backpacks filled with school supplies that were donated from NBC4. Serenity's Door was founded in 2011 to serve as a catalyst for educating & empowering women affected by domestic abuse. The organization works on behalf of survivors and the advocates who serve them, engaging in systems advocacy and public policy development to enhance the safety and quality of life for domestic violence victims and survivors.

On September 21, 2016, a representative from the Interfaith Youth Core facilitated an Interfaith Conversation with the President's Interfaith and Community Service Campus Challenge Committee members and other faculty, staff and students. The two outcomes of the conversation were to refocus and to gain a better understanding of interfaith capacity building. The presenter provided the group with different spectrums of interfaith scenarios for both students and employees to gain a broader perspective of interfaith here at the College.

The President's Interfaith and Community Service Campus Challenge Committee sponsored a workshop, "Interfaith Connections - Embracing the Diversity of Our Beliefs," at College Professional Development and Enrichment Day on October 25, 2016. The Better Together Club held a Hunger Banquet on November 30, 2016 and a Holiday Mail for Heroes activity on December 5-6, 2016.

On January 16, 2017 for the Martin Luther King Jr. National Day of Service, Prince George's Community College partnered with The Central Kenilworth Avenue Revitalization Community Development Corporation (CKAR) to honor the legacy of Dr. King through service. The service locations included: Prince George's African American Museum and Cultural Center, Community Forklift Organization, and St. John Lutheran Church of Riverdale working with CASA de Maryland.

In recognition of Valentine's Day, "Love's Story," one of the movies from the Belief Series hosted by Oprah Winfrey was shown on February 15, 2017. The movie highlighted faith, love and culture. Even though participation was low, members who attended enjoyed the video and discussion.

The Islamophobia, Part II panel discussion was held on March 1, 2017. Turnout for the event was excellent with over eighty participants in attendance. The program provided a wealth of information with regard to the Islamic faith. Participants agreed that the panel discussion was an enlightening experience. A Speed Faithing program was held on April 5, 2017. Brief presentations were made from various faith traditions including Hinduism, Judaism, Islam, Mormonism, Catholicism, and Christianity.

The FY2017 year culminated with a visit to the Diyanet Center of America in Lanham, Maryland - an organization dedicated to providing religious and social services to Turkish people and all Muslims living in the United States. The tour of the campus and the history and facts shared were very informative. Eleven staff members and students participated.

Maryland Higher Education Commission

Education Article 11-406 – Plan for Program of Cultural Diversity

FY 2016-2017

Wor-Wic Community College

32000 Campus Drive

Salisbury, MD 21804

Overview

Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services, and communications. The college has demonstrated this commitment to cultural diversity through its vision, values, mission, and goals stated in the institutional strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Postsecondary Education, including implementation strategies and timelines for meeting the goals.

This report is submitted in response to the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)].

Reporting Campus-Based Hate Crimes

In response to the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the college's hate crime policy and procedures for reporting a crime is found in the safety and security section of the college's policy and procedures manual (PPM). In addition, hate crime statistics can be found in the college's annual security report which is prepared, published, and distributed by the director of public safety. The annual security report is updated and posted by October 1, and a copy of the report can be accessed on the college website at www.worwic.edu/AnnSecRept.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the 2016-2017 college catalog (p. 26) and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime (p. 233-237) (see Appendix A for crime reporting procedures).

Institutional Plan to Improve Cultural Diversity

All policies and practices at Wor-Wic Community College are guided by the college's seven core values (accessibility, community, diversity, integrity, innovation, learning, and excellence), Code of Maryland Regulations (COMAR), and the goals of the Maryland State Plan for Postsecondary Education, which emphasize quality and effectiveness, access, affordability and completion, diversity, innovation, economic growth and vitality, and data use and distribution. The college strives to uphold these values and goals in all of its academic and business operations, with the aim of creating a learning and working environment for all students and employees that is inclusive and fair. In the conduct of its programs and activities involving the public and the constituencies it serves, Wor-Wic demonstrates adherence to ethical standards, and follow-through on its stated policies and support for academic and intellectual freedom. Wor-Wic defines "diversity" as "embracing all people, ideas, and experiences by providing an inclusive and supportive environment" (WWCC Catalog 2016-2017, p. 7). Wor-Wic recognizes the importance of promoting awareness, understanding, and appreciation of diverse racial, ethnic and cultural groups, as evidenced by the college's mission to "serve a diverse student body through its high quality, affordable offerings and comprehensive support services" and one of its eight mission-based institutional goals to "Attract and retain a diversity of students and employees" (p. 7). The Wor-Wic cultural diversity plan promotes the inclusivity of diverse students and employees. As part of the plan, Wor-Wic instituted several initiatives to enhance diversity, including the creation of a cultural diversity committee in 2009, with representation from all areas of the college, to ensure progress was being made on the implementation of the plan and the coordination of multicultural events. In 2013, the college held mandatory diversity training for all standard employees with the objective of creating and promoting a more inclusive and productive workplace. In addition, the college holds annual Title IX training to ensure staff are knowledgeable of reporting crimes of sexual violence. In 2015, the college's board of trustees approved the 2015-2020 cultural diversity plan. Further, as the college continues to seek student enrollment growth, it also seeks a diverse staff and faculty. As a result, the college's human resources office reviews hiring guidelines to ensure the college is reaching a culturally diverse applicant pool.

Efforts to Increase the Representation of Traditionally Under-represented Groups

The climate of respect for diverse ideas, cultures and backgrounds at Wor-Wic is also evidenced in the diversity of its student body. The minority credit student enrollment (33 percent non-white) and non-credit enrollment (38 percent non-white) exceeds the minority population of the college's service area (30.1 percent non-white) (2016 Performance Accountability Report Indicator #20).

In support of Wor-Wic's diverse student body, the college explores grant-funded programs and innovative opportunities aimed at success and goal completion for under-represented students. Student Support Services (SSS), a federally funded five-year TRIO Title IV program for economically disadvantaged, learning disabled, first-generation college students, serves 140 students and was awarded in late fall 2015. For program eligibility, SSS requires participants to maintain a 2.0 GPA and a 67 percent pass rate. The program is comprised of students of multi-ethnic backgrounds and ages. During FY 2016, SSS had a 59 percent persistence rate as compared to the college's (non-participant) rate of 49 percent. As to cumulative grade point average, SSS participants had a higher cumulative GPA of 2.79 whereas the college's (non-participants) cumulative GPA was 2.65. Similarly, the SSS program participants were slightly higher in good academic standing (2.0 GPA or higher) at 84 percent versus the college (non-participant) rate of 80 percent. SSS attributes its first-year success to individualized counseling and tutoring sessions. Program staff monitor the college's retention alert system to track SSS participants' academic needs. In addition, TRIO SSS advisors meet with students individually and offer various types of support, including assistance with academic advising, counseling, tutoring, transferring, and social activities.

As to broadening student awareness of other cultures, results of the Community College Survey of Student Engagement (2016) indicate that 83 percent of WWCC students responded that they "sometimes to very often had serious conversations with students of a different race or ethnicity other than their own. Compare to other Maryland community college students surveyed (81 percent) and students in the CCSSE cohort (78 percent), the WWCC result is higher. It appears WWCC students believe their depth of conversations with racially and ethnically different others is deeper than other MD community college students and those in the CCSSE cohort. Results from two other CCSSE questions about students conversing with students of different cultural backgrounds and WWCC encouraging students to broaden their cultural experiences indicate WWCC students' perceptions about diversity are higher than statewide and CCSSE cohort peers:

> **4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions or personal values.**
> Eighty-one percent of WWCC students responded that they Sometimes to Very Often had serious conversations with students who differ from them in their religious beliefs, political opinions or personal values. This percentage is higher than students from other MD community colleges (77 percent) and students who comprise the CCSSE cohort (75 percent). It appears WW students believe their depth of conversations with students who differ in their religious beliefs, political opinions or personal values is deeper than other MD community college students and those comprising in the CCSSE cohort.
>
> **9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.**
> Eighty-seven percent of WWCC students responded that the college Some to Very Much encouraged contact among students from different economic, social, and racial or ethnic backgrounds. This percentage is higher than students from other MD community colleges (84 percent) and students who comprise the CCSSE cohort (84 percent). It appears WW students feel that the college does a good job in bringing diverse students together compared to other MD

community colleges and colleges comprising the CCSSE cohort. (Community College Survey of Student Engagement Results 2016)

As for facilities and responding to the needs of underrepresented groups, Wor-Wic renovated a male restroom in its student center outside the college bookstore to provide an all-gender restroom. The college contends all-gender restrooms benefit a variety of individuals, including transgender and gender non-conforming individuals, people who require the assistance of a caregiver of a different gender, and parents with children of a different gender. In addition, a female restroom in the same area was renovated to create a lactation room for mothers to pump or breastfeed.

Wor-Wic's admissions office, division of continuing education and workforce development, and marketing department also provide prospective students and the community with information about the college. The director of admissions and continuing education staff attend college fairs and business networking events, visit local high schools and the One Stop Job Market, host campus visits from elementary, middle, and high schools, collaborate with high school counselors and fulfill information requests. The director of admissions also conducts targeted mailing to promote dual enrollment and admissions to the college. The college supplies information on the mission of the college, academic programs, continuing education and workforce training, and support services through an array of print publications, the Internet, and social media. The college also does a saturation mailing of the service area with its credit and non-credit course schedules to inform residents of educational offerings at the college. Some additional efforts made to promote the college to prospective students include billboards, literature racks, radio and television ads, and newspaper advertisements. The effectiveness of marketing is assessed by a marketing survey included on the admissions application for new students, and a marketing survey of current credit students. Results from the marketing questions on the admissions application indicate that word of mouth advertising and "other methods" are the most effective advertising mediums to prompt students to apply (33 percent word of mouth, 27 percent other). Guidance counselors (19 percent) and the college website (8 percent) were the next most frequently cited reasons to apply to Wor-Wic (WWCC FY 2016 New Credit Student Marketing Survey Results). Data from the credit student survey (fall 2016) indicate that students have seen or heard Wor-Wic advertisements from the following media sources: television (34 percent), radio (23 percent), Internet/web (15 percent), and local newspapers or magazines (10 percent). It should also be noted that 18 percent of those surveyed indicated that they "haven't seen or heard any" Wor-Wic Community College ads (Current Credit Student Marketing Survey Results, Fall 2016). Further, student services staff host groups of underrepresented student populations at the college and conduct presentations at local schools and community centers within the tri-county service area about admissions, academic retention, disability and financial aid information. (Additional information about these services is listed on pages 6-7 of this report).

In addition to efforts to increase the diversity of its student population, Wor-Wic aims to increase diversity of its staff and faculty. Seventeen percent of full- and part-time employees at Wor-Wic are minorities. Although this percentage is lower than the state average for all Maryland community colleges (34 percent), it is higher than the average for all *small* Maryland community colleges (9 percent). According to the 2016 Performance Accountability Report Indicator #21, of the seven small Maryland community colleges, Wor-Wic has the fourth highest percentage (10.1 percent) of full-time credit faculty who are minority. This percentage increased each year from the fall of 2012 (5.9 percent) to the fall of 2015 (10.1 percent). Wor-Wic has reached 84 percent of its benchmark of 12 percent for minority faculty. Wor-Wic ranks first among the seven small community colleges in the percent of full-time administrative/professional staff who are minority. Wor-Wic's percentage increased from the fall of 2014 (10.4 percent) to the fall of 2015 (12.1 percent). The college has reached 86 percent of its benchmark of 14 percent (2016 Performance Accountability Report Indicator #22). These data demonstrate the college's continued commitment toward the promotion of diversity among faculty, staff and students.

From FY 2007 to FY 2017, the number of full- and part-time employees at the college has increased by 45 people, or 12 percent. During the recent economic recession, the college experienced an enrollment surge, hitting its peak in FY 2011. To accommodate enrollment changes, the number of part-time faculty fluctuates accordingly (Employee Data System, Table 3.8). While the college has made efforts to increase the number of employees, staffing levels at Wor-Wic are somewhat low in relation to other small Maryland community colleges. The ratio of FTE students to FTE employees at Wor-Wic is 10.9 compared to 6.9 for other small Maryland community colleges (FY 2016).

Wor-Wic Community College prides itself on the quality of its faculty, as they are considered central to the teaching and learning functions of the college. The ability of the college to attract, retain and develop a sufficient, diverse and well-qualified faculty workforce is important to the overall success of its students. The college's support of the role of faculty is demonstrated by its institutional goal to "Provide service area residents with access to quality education and training at a reasonable cost" (WWCC Catalog 2016-2017, p.7).The faculty is also committed to all aspects of student success guided by the institution's mission of providing "students with educational experiences and support services that help them achieve their goals through college completion and workforce preparation" (p.7) (see Appendix B for FTE Enrollment and Employees by Classification).
Wor-Wic endeavors to hire the best qualified applicants for employee vacancies based on its recruiting and hiring policies. Results from Wor-Wic's 2016 internal environmental scan indicated that 80 percent of employees agreed/strongly agreed that the college's hiring practices secured the best employees for available positions and 85 percent of employees agreed/strongly agreed that advertising practices secured the best employees for available positions. In response, the college increased its recruiting efforts to include online advertising in HigherEdJobs.com and CareerBuilder, both resources used for over seven years, in addition to its traditional advertisements in *The Daily Times,* the service area's local newspaper. In accordance with the college's goal to "…attract and retain a diversity of students and employees," the college also strives to attract diverse faculty applicants. To that end, the college mails a list of its faculty openings to leaders of local minority organizations and directly targets interested minority applicants using affirmative action emails through HigherEdJobs.com. These targeted emails reach nearly 300,000 minority job seekers.

Initiatives to Create Positive Interactions and Cultural Awareness
The items herein reflect events and initiatives held in FY 2017 to support the cultural diversity plan for Wor-Wic Community College.

Goal 1: The college's cultural diversity committee will ensure progress is being made on the implementation of the cultural diversity plan and continue coordination of multicultural events (see Appendix C for FY 2017 cultural diversity events**).**

Goal 2: Examine and list community resources related to diverse populations to enhance cultural diversity linkages with the college.
In an effort to assist low income students that lack transportation to the college for student services, the admissions office, along the registrar and financial office, traveled to Pocomoke High School to offer on-site services. This effort allowed over forty students to register and be awarded financial aid. In addition, the admissions also partnered with Pocomoke High School in "Project 100," a program that requires its seniors to pursue college, military, or careers upon graduation. Further, the admissions office also provided college awareness outreach efforts, including on-site recruitment activities and hosted college tours.

As to another new initiative, the admissions office hosted "Maryland Promise," which is one of six participating sites in a groundbreaking national study, providing services statewide. The Promise initiative is intended to improve the provision and coordination services for youth SSI (Supplemental

Security Income) recipients and their families. The services help youth recipients achieve better outcomes, including graduating from high school ready for college and a career, completing post-secondary education and job training, and obtaining competitive employment in an integrated setting. As a result, the youth can achieve long-term reductions in reliance on SSI. The information gained from this study may help others better prepare to achieve their education and employment goals in the future. Maryland Promise is a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and U.S. Department of Labor.

The college's financial aid state scholarship and veterans coordinator is the advisor to the WWCC Veterans Military Association, a student club. The Veterans Military Association sponsored a cultural bus trip to the National Memorial Mall and Smithsonian museums in Washington, D.C. in November 2016 (37 participants). The club held its annual Veterans Day ceremony on May 26, 2016 (100+ participants) and Memorial Day ceremony on May 26, 2016 (100+ participants). The club has continued monthly Free Pizza Days once per month throughout the academic year (12 to 15 participants). The club also sponsors an annual Toys for Tots collection and gathers the donations from the college community. Lastly, the club advisor gave a presentation, "Military & Veteran Students in the Classroom," on August 27, 2016 at the full-time faculty professional development session (75 participants).

The director of career services worked with 14 dislocated workers (12 Trade Act funding and 2 Workforce in Action funding) from underrepresented populations through the Maryland One Stop Job Market and the Department of Labor, Licensing and Regulation (DLLR) to assist clients with their education goals after being laid off from work. As the credit program liaison, the career services director also works with approved students to handle their funding, purchase their textbooks, maintains their class schedules each semester as per funding regulations, and processes invoices for 3rd party billing.

The career services director also provided career development presentations on career exploration and assessment and counseling to local area middle and high school students. Middle and high school students from the following high school programs participated in the presentations: Somerset County, Wicomico County Transitional Program, Wicomico Mentoring Project, and Wicomico County At-risk Program. In addition, Career services facilitated a free workshop on preparing an effective resume and job search tips in February 2017 that was open to current students, alumni, and community. Lastly, a major career services initiative was to provide a job fair that was open to students and the community. The job fair was held April 6, 2017 and hosted 59 employers from all areas of industry. The free event was open to current students, alumni, and community members. Of the 297 job seekers, 127 were community members (43 percent).

The director of student engagement and student government association organized programs and events to broaden students' cultural awareness and understanding. Below is a list of FY 2017 activities

Event	Date	Topic/Title
National Hispanic Heritage Month	September 28, 2016	Man-Up: Reimagining Modern Manhood
Shawn Felipe	October 10, 2016	Hawaiian Native Comedian
Vocalist Kristen Merlin	October 10, 2016	National Coming Out Day
Make a Dream Catcher	November 9, 2016	Native American Heritage History Month
Break the Silence	April 10-13, 2017	Sexual Violence

Goal 3: Expand multicultural events to promote cultural diversity on campus.
The cultural diversity committee began the year with one primary aim: to create purposeful events that tie with the curriculum. The first step was to inform faculty, when possible, about an event topic or presenter, and identify if the topic connects with course goals, lesson content or activities. The second step was to incentivize students to attend. A sign-up sheet was made available at each event so that students could sign in, and then the cultural committee chair reported student attendance to the faculty. Finally, a third step was for the committee chair to contact presenters about specific learning objectives in their presentations and develop questions on the evaluations about those objectives. The event evaluation was distributed at multiple events, and feedback has been frank but positive (see Appendix D for WWCC cultural diversity event evaluation). Students have suggested convenient times for evening and weekend events, have shared first time attendance at cultural diversity events, and how much they have enjoyed certain performers. Poetry presentations and thematic events (African-American History, Irish-American Heritage, etc.) have had strong attendance, often because the instructors also attended the presentations with their students. The cultural diversity committee agreed at its April 2017 meeting to continue communicating with faculty about event topics and sending faculty student attendance reports at events.

Goal 4: Expand mentoring opportunities for ethnic minority and first-generation students to create a more inclusive atmosphere for students from under-represented populations.
The Wicomico Economic Income Scholarship (WEIS) is a new initiative adopted by Wicomico County in FY 2017 to provide educational opportunities for recent high school and G.E.D. graduates to attend Wor-Wic. The goal of the scholarship is to ensure those entering the local workforce have the necessary education to become employed and contribute to the county's economic development. The county pays the tuition and fees after the college determines the applicants are Pell Grant eligible. Applicants must have been county residents two years prior to applying for the scholarship and have an annual family of $75,000 or less. Scholarship recipients must maintain a 2.0 grade point average while enrolled in a minimum of 12 credits per term. WEIS students are assigned faculty advisors and a student development "coach" to assist with academic success and completion. Fall 2016 program outcomes are below:

WEIS Fall 2016 Participant Demographics	
Race/Ethnicity	African-American: 32 Hispanic/Latino: 4 Native American: 1 White: 45
Gender	Female: 53 Male: 31
WEIS Fall 2016 Semester Results	
Average GPA of students completing 12 credits or more	2.96
Percentage of students completing at least 12 credits and maintaining a 2.0 GPA or higher	51.2 percent

Goal 5: Create and implement hiring guidelines that will help search committee members conduct effective interviews that comply with anti-discrimination laws.
Wor-Wic uses a combination of recruiting tools to attract minority applicants, including mailings to local minority organizations and affirmative action email through HigherEdc.om, a tool which reaches nearly 300,000 minority job seekers. For FY 2016, 32 percent of the college's job applicants identified as

minority. According to the U.S. Census Bureau (2015), 36 percent of Wicomico County is represented by minority groups and 20 percent of Worcester County is represented by minority groups. It appears the college continues to be successful at ensuring its applicant pool is diverse as its supporting counties.

As of June 30, 2016, an internal human resources report indicated 17 percent of all standard employees identified as minorities. Compared to other small community colleges in Maryland, statistics for Wor-Wic's full-time and part-time minority employees at Wor-Wic are higher than the other small colleges except in one category. Chesapeake College has 17 percent compared to Wor-Wic's 15 percent for full-time employees (Maryland Association of Community Colleges 2017 Data Book, p.77).

In addition, 18 percent of the Wor-Wic's full-time standard staff (administrators and support staff) identify themselves as minorities, which shows a substantial increase over the last five years from 6 percent in 2013, 8 percent in 2014, and 12 percent in 2015. The college continues to try to increase its percentage of minorities in full-time faculty positions. While the college has not reached its goal for the percentage of full-time minority standard staff, its FY 2016 percentage is higher than four of six small community colleges in Maryland, whose faculty statistics range from 2 percent to 14 percent minority.

In addition to attracting minority applicants, Wor-Wic's human resources (HR) department helps search committee members conduct effective interviews that comply with anti-discrimination laws. An HR representative meets with each search committee chair to discuss the hiring process. Committee members receive tools about acceptable and unacceptable questions, as well as training on PeopleAdmin (an online application system), and various interviewing topics. More than 100 employees received search committee training since 2013. HR reviews and modifies all interview questions to remove chances of discrimination in the hiring process. The college recently created a new strategic priority and assigned a priority team to "ensure a high quality workforce by enhancing recruitment and hiring practices, addressing staffing needs and providing equity in compensation." Three major goals were established, including the goal to increase diversity in faculty and administrative positions. This newly established priority team identified benchmarks and created numerous action plans in late 2016 aimed at achieving this goal, some of which include (a) initiate branding efforts to facilitate recruitment efforts, (b) review hiring practices and make recommendations to improve the diversity of search committees, (c) establish an ad-hoc committee to improve recruitment and retention strategies to attract/retain minorities, and (d) modify recruitment strategies to attract diverse candidates.

To ensure employees encourage and respect diversity, and understand the laws regarding discrimination and harassment, all new employees complete Title IX in Higher Education web training during their first few weeks of employment. The training is typically completed in the human resources office on the employee's first day of work. The training provides information to new employees about Title IX, including the protection from discrimination it offers to students and employees. The training also covers sexual harassment, violence, and assault on and off campus, and makes it clear that discriminatory practices and retaliation will not be tolerated. Several key employees attend off-site Title IX trainings that are offered by the Association of Title IX Administrators (ATIXA), Maryland Title IX Consortium, and the Maryland Coalition Against Sexual Assault (MCASA), to name a few. The college also brings trainers to campus to cover diverse topics. In October 2016, a MCASA trainer will conduct two sessions on *Title IX for Everyone*, and in April 2017 MCASA trainers will conduct two sessions about the LGBTQ+ community.

Goal 6: Develop learning goals related to cultural diversity, where appropriate.

Strategy A: The academic deans and department heads will oversee the development of learning goals related to cultural diversity across the curriculum.

Arts and Humanities

The cultural diversity committee and arts club sponsored an Echoes and Visions (WWCC literary magazine) National Poetry Month event. Poet Amy Whittemore presented a book talk and poetry reading on April 7, 2017 that was attended by 15 students, faculty, and community members. The poet discussed her inspiration, writing process, and the publication of her first poetry collection, *Glass Harvest*, before taking questions from the audience. Later, she read from her book, which featured poems that explored themes of nature, memory, sexuality, and identity. Following the reading, a reception was held so that the audience could purchase the book and further discuss the book's themes and the poet's writing process.

Mathematics and Science

The Wor-Wic mathematics and science department partnered in 2016-2017 with the Wicomico County Board of Education on an MHEC College Preparatory Intervention Program (CPIP) grant which targets the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) students and their families. As noted in the grant narrative, Wor-Wic and Wicomico County aim to bring high school students and their parents together to forge a pathway to college:

> In response to identified challenges facing Wicomico County's students, Wor-Wic Community College and Wicomico County Public Schools seek to develop a partnership to provide activities to students and their parents that will strengthen students' academic engagement; introduce students to a college campus; expand students' knowledge of career options and the academic/degree pathways required for those careers; and, provide parents with the knowledge and tools to encourage and assist their children through the college selection, admissions and financial aid processes. (MHEC College Preparatory Intervention Program (CPIP) Grant Narrative)

Since the grant was awarded, WWCC faculty and staff have provided leadership for all of the five different STEM Academy sessions held on Saturdays at Salisbury Middle School in Salisbury, MD or on the Wor-Wic campus. Sample STEM sessions include the following topics: Math in Motion, "It's HOT in Here: Thermoregulation in Mice" and "Bugs, Bugs, Bugs: The Microbial World." Additionally, two campus tours and career exploration events were held, one in the fall and one in the spring. The grant also provides funding for a limited number of low-income gifted and talented students from Wicomico County to attend a one week summer career camp.

In addition to the department's grant initiative with Wicomico County, its credit courses also infuse diversity (see Appendix E for Mathematics/Science Department course updates).

Nursing

The Center for Academic and Career Success in Nursing (CACSIN) grant project continues to increase the number of qualified registered nurses in the local workforce, as well as the number of Wor-Wic graduates who continue their education beyond the associate degree. Pamela Budd, the project's coordinator, organizes meetings for pre-nursing students and workshops to help those students prepare for their education in the nursing program. The project has been able to fund preparation exams, a licensure exam boot camp for associate degree graduates and higher education and career fairs for allied health students to meet with representatives from four-year institutions and area employers. The grant has provided funds for online testing services, exams, and the boot camp, with a possible $800 in savings to each student participant. The anticipated outcome indicate 77 students will be prepared to continue into RN to BSN programs. The grant administrator tracks the number of ADN students that continue toward a higher degree and which schools they chose. EXAM SOFT online testing will be fully integrated by fall 2017; it was started in a progression throughout the program. It is able to provide detailed data on the outcome of student testing and helps track students in need of academic interventions.

The CACSIN NCLEX (National Council Licensure Examination) boot camp will provide for the next two graduating ADN classes (May and August) with an NCLEX-RN review course. The project has also provided 126 other assessment tests to NUR 111 Adult and Mental Health Nursing students. Further, in February 2017, during African American History Month, CACSIN and the nursing department held a poster and table display of African American inventors, scientists, and healthcare professionals in recognition of African American History Month. In connection to our College's larger offering of African American roles during the Civil War, our department and CACSIN were able to have Dr. William Campbell, a noted expert on Nursing and Medicine during the Civil War, visit campus and discuss the role of the African American nurse in the efforts to nurse soldiers during the Civil War. Campbell's presentation was attended by 75 students, faculty, and community members and was aimed at providing an inclusive historical context about nurses. Posters of Henrietta Lacks and Dr. Charles Drew were displayed in the allied health building lobby to note African Americans contributions to research and medicine. *The Immortal Life of Henrietta Lacks* has now been made into a HBO movie and was shown on television in April 2017. Students in the NUR121 Maternal-/Child Nursing course continue, as they do twice a year, to have a culture project that examines the role of childbearing and child care in other cultures around our world. The displays are also shown in the college cafeteria and the students are there to answer questions; each team gives an oral report on their chosen culture. The nursing department continues to look for ways for nursing students to experience and be more aware of other cultures, their customs and the unique needs that surround the idea of healthcare for them.

Radiologic Technology

The Wor-Wic Community College Radiologic Technology program incorporates didactic instruction on cultural sensitivity and cultural competency within RDT 101 Introduction to Radiologic Technology, and RDT 109 Radiologic Nursing Procedures. Within these documented courses and the entire clinical practicum, students are required to follow the American Registry of Radiologic Technologists (ARRT) Standards of Ethics and the American Society of Radiologic Technologists (ASRT) Radiologic Technologist Code of Ethics. Student radiographers and certified Radiologic Technologists are required to abide by these ethical principles.

The student radiographers' understanding of cultural diversity and sensitivity as each applies to the healthcare arena are assessed through a cultural diversity research paper and oral presentation completed in RDT 205 Radiographic Positioning and Clinical Practicum II. The assignment for the cultural diversity paper requires the student to describe how the selected culture copes with surgery, medical procedures and death; customs and practices associated with the selected culture and how each impacts healthcare administration; the religious beliefs related to the selected culture that influence healthcare decisions; identification of taboos or superstitions concerning medicine or treatment specific to the identified culture; and describe who is responsible for making healthcare decisions in the particular culture. In addition to the completion of a cultural diversity paper, students construct a PowerPoint presentation on their specific culture and explain points of interest to the class.

Professional development evaluations assess the student radiographer's adaptability to diverse clinical situations that include patient care interactions. Students must achieve clinical competency on a plethora of imaging exams involving patients of differing age groups and in trauma situations.

Students in RDT 205 Radiographic Position & Clinical Practicum II were required to complete a cultural diversity paper and presentation. Student outcomes reveal the class average for the paper increased from 85 percent in FY 2016 to 89 percent in FY 2017. Similarly, the student class average on the cultural diversity presentation increased from 89% in FY 2016 to 96 percent in FY 2017.

Strategy B: The dean and directors of continuing education and workforce development (CEWD) will develop CEWD courses related to cultural diversity.

The continuing education workforce development division (CEWD) offered multiple courses and initiatives in FY 2017 cultural diversity and for incarcerated, developmentally disabled, and economically disadvantaged populations. CEWD also has multiple initiatives in FY 2017 that include partnerships, grants, and training to foster employment, leadership, and communication for diverse audiences (see Appendix F for CEWD FY 2017 initiatives).

For cultural diversity:

- Conversational Spanish I & II, French I, Community Spanish: Survival Guide for English Speakers, Crossover Spanish I and II (credit) classes were offered, and students in select non-credit courses had the option of enrolling in the crossover course, the three-credit foreign language equivalent.
- The following culinary courses were offered throughout FY 2017: English Afternoon Tea, French and Italian Breads, Fabulous French Pastries, Pasta, Pizza & Pizzazz – Regional Foods of Italy, Novel Foods of the Caribbean, Tapas, Mezes, Dim Sum, Novel Foods of the Caribbean, Fabulous Flavors of Spain, Classic Italian Desserts and Artisan and International Flat Breads.

For incarcerated populations:

- Career Technical Education ServSafe instruction was offered to incarcerated youth at the Lower Eastern Shore Children's Center for the Maryland State Department of Education and at the J. DeWeese Carter Center in the Lower Eastern Shore
- Career Technical Education ServSafe instruction for food handlers and managers was provided to incarcerated men and women at the Wicomico County Detention Center (WCDC) and at Poplar Hill Pre-Release Unit in Salisbury, MD.

For developmentally disabled populations:

- A transitional youth class (Life Centered Employment and Education – Financial Literacy and Life Centered Employment and Education) will began in the fall of 2017. The classes are designed for students aged 18 – 21 with cognitive disabilities to assist with the transition from school to work and prepare them for financial and career readiness and independent living.
- A 60-hour certificate for transitional youth entitled *Culinary Arts Vocational Life Skills* was offered consisting of the following courses: Basic Culinary Art Skills, Essential Culinary Art, and ServSafe Employee Food Safety and Sanitation.
- Students also completed an OSHA 16-hour general industry class. The course is designed for the safety training needs of workers with disabilities and provides instruction in CareerSafe OSHA general industry topics such as common safety and health hazards in the workplace.
- A cohort of students also completed a 15-hour Child Development Assistant course. This course is designed for cognitively disabled youth who are interested in working as an assistant with young children in a child care setting.
- A thirty-hour course for transitional youth entitled Computer Applications & Office Skills for first-year students. Second-year students were provided an advanced thirty- hour course in Applied Computers Technology, Part I and II.
- Wor-Wic hosted the fifth annual College Career Pathways Night and hosted the Somerset, Wicomico and Worcester County students. This event for high school students from the Lower Shore, and their families, provided the opportunity to meet with local employers, colleges, armed forces, fire and police departments and non-profit agencies. Guidance staff from all three counties were available to answer questions about financial aid and college applications. There were also breakout sessions on dual enrollment, financial aid, scholarship information, Naviance, and the Maryland Workforce Exchange.

For economically disadvantaged/at-risk populations:

- Project Success Culinary Life Skills (January 2017 – April 2017) was provided to economically disadvantaged and at-risk high school youth.

Strategy C: Service learning opportunities will be expanded to include learning goals related to cultural diversity.

SOC 101 Introduction to Sociology – Each semester, three sections of the course offer students the opportunity to volunteer in cross-cultural settings where formal application of multiculturalism is experienced in service learning settings. Students must adopt a multicultural/sociological perspective, record their experiences in a journal, and conduct final presentations that include multicultural scenarios. During FY 2017, 51 students were involved in service-learning activities at unique sites in the area. During FY 2017, service learning was offered in six face-to-face sections. Fifty-one students served a total of 1,020 hours in a local community service (see Appendix G for SOC 101 service learning sites and locations).

References

2016 Performance Accountability Indicator Report Indicator #20: Minority Student Enrollment Compared to Service Area Population: Percent Nonwhite Population.

2016 Performance Accountability Indicator Report Indicator #21: Percent of Minorities of Full-time Faculty.

2016 Performance Accountability Indicator Report Indicator #22: Percent of Minorities of Full-time Administrative and Professional Staff.

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United States Census Bureau, 2016. Retrieved April 24, 2017 (https://www.census.gov/topics/population.html).

Wor-Wic Community College Catalog, 2016-2017.

Wor-Wic Community College FY 2016 Current Credit Student Marketing Survey Results

Wor-Wic Community College FY 2016 New Credit Student Marketing Survey Results

Appendix A – Crime Reporting Procedures

Any member of the campus community who is a victim of, or witness to, a crime should call 911 and the college public safety department at (410) 334-2937. Anyone who needs help reporting a crime to police can obtain assistance from the public safety department. Prompt reporting assures timely warning notices and accurate disclosure of crime statistics. Victims or witnesses can report crimes, or suspicious behaviors or activities, on a voluntary, confidential basis by sending a text message to 50911. The text message should begin with UTIPS, and the date, time, location and description of the incident should be provided in the text.

All reports of criminal activity are investigated and recorded in the daily crime log in the public safety department by the officer taking the report. The daily crime log is available for public inspection during normal business hours at the public safety department located in Room 102 of Henson Hall.

In addition to the daily crime reporting log, the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act requires that certain crimes, which could require the assistance of local law enforcement officials, must be included in the annual security report. Primary crimes that must be reported include murder, negligent manslaughter, forcible and non-forcible sex offenses, robbery, aggravated assault, burglary, motor vehicle theft and arson. All primary crimes, as well as larceny/theft, simple assault, intimidation, and destruction, damage or vandalism of property, are also classified as hate crimes when there is evidence that the victim was intentionally selected because of the victim's actual or perceived race, religion, sexual orientation, gender, gender identity, ethnicity, national origin or disability. Other crimes that must be reported are domestic violence, dating violence and stalking, as well as criminal charges or referrals to the college's student-faculty disciplinary committee for alcohol, drug or weapons violations.
(Wor-Wic Catalog 2016-2017, p. 233-234)

Appendix B – FTE Enrollment and Employees by Classification

Table 3.8

Fall	FTE Enrollment*	Total Employees	Faculty FT (CR/CE)	Faculty PT (CR/CE)	Administrators FT and PT	Support Staff FT and PT
2006	2502.00	381	61	180	59	81
2007	2597.76	404	65	188	60	91
2008	2738.00	413	70	181	64	98
2009	3018.58	413	71	181	64	97
2010	3228.11	441	70	208	65	98
2011	3417.20	440	70	206	65	99
2012	3218.44	425	70	192	67	96
2013	2997.57	420	72	181	67	100
2014	2749.13	431	73	187	69	102
2015	2816.74	449	71	204	68	106
2016	2760.29	426	73	178	71	104

FT=Full-time, PT=Part-time/CR=Credit, CE=Continuing Education (Non-Credit)
*Fiscal Year Data

Appendix C – FY 2017 Cultural Diversity Events

Presenter/Display	Date	Topic/Title
September 2016 & Hispanic Heritage Month		
Pam Wood Ballroom Made Simple Salisbury, MD	October 21, 2016	Dance Instruction: "*An Evening of Ballroom and Latin Dance"* *Attendance: 19*
October 2016 & National Disability Employment Awareness Month		
Hugh Gregory Gallagher Motivational Theater Group Easton, MD	October 26, 2016	Play: *A Sampler of Hope, Humor, and Challenge: Five Short Plays* *Attendance: 89*
November 2016		
Twin Poets of Delaware	November 10, 2016	Presentation: Poet Laureates of Delaware *Attendance: 61*
February 2017 & African-American History Month		
Harriet Tubman Underground Railroad Visitor Center – Presenters Robert Parker, U.S. Park Service, and Dana Patera, MD Park Service	February 16, 2017	Presentation *Attendance: 27*
Narrative of the Life of Frederick Douglass, an American Slave	February 25, 2017	Book Discussion *Attendance: 16*
March 2017 & Women's History Month & Irish-American Heritage Month,		
Irish-American Heritage Month Facts and Events Board	March 1-31, 2017	Bulletin Board
Barnes & Noble Bookstore (Wor-Wic) Irish-American Authors Book Display	March 1-31, 2017	Book Display
Women's History Month Luncheon featuring Lenita Wesson, WMDT-47 Anchor	March 14, 2017	Presentation *Attendance: 26*
1-year to Empowerment featuring Dr. Samantha Scott, Program Director	March 14, 2017	Presentation *Attendance: 10*
Dr. Kristen Post Walton, Professor of History, Salisbury University	March 15, 2017	Presentation: "*The Fall and Rise of Ireland: The Growth of Irish Nationalism Through the Founding of the Republic"* *Attendance: 23*
Dr. Michael O'Loughlin Professor of Political Science Salisbury University Salisbury, MD	March 31, 2016	Mike and His Fellow Travelers Concert Irish Band *Attendance: 81*
April 2017 & National Poetry Month		
International Cuisine	April 7, 2017	Culinary lunch event to expose students to international cuisine. Co-sponsored with the hotel-restaurant management program *Attendance: 30*
Amy Whittemore, Poet	April 7, 2017	Poetry Reading – focused on

		family relationships and transgendered daughter Co-sponsored with the Arts Club. *Attendance: 15*

Appendix D – WWCC Cultural Diversity Committee Event Evaluation

Wor-Wic Community College
Cultural Diversity Committee Event Evaluation

Event: Twin Poets **Date: November 10, 2016 at 7pm**
Total Evaluation Sheets: 52 **Wor-Wic Students: 21** **Non-Students: 6** **Unmarked: 25**
N (Number of Guests): 61 **Evaluation Response Rate: 85.2%**

1. How did you learn about this event?
   Newspaper: 0 **TV/Public Access TV: 0**
   Wor-Wic Website: 10 **Poster/Flyer: 15**
   Word-of-Mouth: 11 **Instructor/In-Class Announcement: 30**
   Wor-Wic Portal: 4 **Other: 7**
   [Most of the audience learned about the event through their instructor/in-class announcement, poster/flyer, word-of-mouth, or the Wor-Wic website.]

2. What was your opinion of the event?
   Positive Statements:
   Enjoyed the "Twins" very much; we need more diverse shows here at Wor-Wic.
   I love this event. Their poems were so powerful.
   Very informational, very funny.
   I absolutely loved it!
   The "Twin Poets" really showed their passion for poetry and children.
   It was fantastic.
   Wonderful!
   It was very entertaining and enlightening.
   Interesting, incorporates issues.
   Definitely a huge turn-out! They were entertaining, kept the audience engaged. Loved their kind of poetry!
   I didn't' expect it to be interesting. They made me keep the cell phone away.
   Greatest poets Wor-Wic has ever had the opportunity of having to speak here.
   Very good and heartfelt.
   Relevant word; spoke the life experience of the brothers and so many others.
   Come back again!

   Negative Statement:
   The introduction was too long and could have been a handout.

3. Did the Twin Poets say anything about art as a tool for social change?
   Yes: 50 (96%)

   Comments:
   If yes, please specify something from their remarks and/or verse that caught your attention.
   The talked about the writing homework for their kids in their program.
   Young people being touched and encouraged. A positive channel for thoughts and feeling.
   That we can use art to influence change in our society.
   Encourage youth to reflect and love themselves.
   Interact with children and poetry to connect.
   Their verses in poetry as a vent for PTSD.
   Art is a way to bring emotions and stories about the world to many people.

Dreams are not illegal, without dreams, we cannot thrive. Poetry can agitate for change; poetry can "ease" pain of others and is a tool for therapy.
Replace social media with things such as reading a book. Entertain your mental with reading or education yourself, instead of social interactions.
They spoke a lot about their social work, its positive affect on their lives and others.
They were encouraging people to "snitch" to make a change in society.
They talked about gun violence and how people stay silent so they aren't snitches.
"Junkie in the making"- Children on ADHD meds inner thoughts.

No: 2 (4%)

4. Did you learn anything tonight about poetry and creative process?
Yes: 48 (92.3%)

Comments:
If yes, please specify something you learned from the Twin Poets about poetry and /or the creative process.
Some poems come fast and some come slow.
Starting with the title and then work your way around it.
Passion and being passionate about what you write.
Poetry writing can be very therapeutic and relaxing when going through tough times.
I learned that I can take inspiration from any part of my life.
How they did poetry and it was flowing like rapping.
Emotions are essential.
You can be anything you want through poetry.
Keep your ears open. There is always a story.
That it can come from any and everything in life.
Poetry is not only about you.

No: 4 (7.6%)

5. What did you learn from the Twin Poets that will help you with your writing process/creative writing process?

Comments:
They take inspiration form seemingly everything.
Write about what inspires you. Make an impact locally in the communities.
I need to find a twin.
Write what comes to heart, everyone is/can be an artist.
How their poems are free verse and talking about real life situations.
You can turn something bad into something inspirational.
Come up with a title and build a story around it.
To be patient.
Be invested in what I write.
Organization leads to success.
Let it flow, let it be honest, let it be truth. Don't hold it back.

6. Please specify anything you learned from the Twin Poets about their connection to their local, regional, or global communities.

That they are hands on in the community; they are very direct with their methods on causing positive change.
The Twin Poets have an after school program called GOALS in Delaware.
How they stay and help their communities.
I love how connected they are to the feelings and reality of the youth of today.
When they work with dis and their homework.
Working hard to help the youth.
They work with non-profits.
Locally they are social workers.
Use their gifts to help others.

7. Is this the first time you attended a poetry reading at Wor-Wic?
   Yes: 32 (61.5%) **No: 20 (38.5)**

8. Please include additional comments you think would assist the cultural diversity committee with planning future events of this type.
   Comments:
   They were wonderful! I would love to hear from them again. Publicize more. Pick people (like them) that make things relatable.
   Advertise more widely; connect with churches and high school English teachers.
   Keep up the good work!
   They would be great to bring back.
   Please start on time.
   It would be better if scheduled on a Monday or Tuesday night.
   Planning events during the day (all day). More people need to be introduced to them!
   Amazing! Please bring back!

Appendix E – Mathematics/Science Department Course Updates

The department's MTH 102: Quantitative Literacy course includes several activities with cultural diversity themes:

1. Students research biographies of mathematicians from various cultures, highlighting which events, circumstances or political climates influenced their work. Students bring their work to class, analyze and present their work by constructing Venn diagrams.
2. Students learn about the notation and operations of mathematics within five cultures – Egyptian, Babylonian, Greek, Roman, and Mayan.
3. Students research and write a paper on another mathematical system, for example, Aborigine, Islamic, Hebrew, and Braille.

In several sections of the BIO 202: Anatomy and Physiology I course, while studying the integumentary system, students can complete a bonus assignment that examines the biology of skin color. The Howard Hughes Medical Institute program includes films and interactive exercises that examine the physiological trade-off between protection from UV and the need for absorption depending on the varying intensity of UV radiation in different parts of the world, yet in spite of these variations in certain traits all humans are closely related and share most traits. Combining genetics, chemistry, earth science, anthropology, and biology, this activity provides an important look at the genetics and physiology of human skin pigmentation and human diversity.

In some sections of the BIO 203: Anatomy and Physiology II course, while studying the digestive system and genetics, students can complete a bonus assignment that examines the co-evolution of genes and different cultures. The Howard Hughes Medical Institute program includes films and interactive activities that explore the question of why when most adult humans lose the ability to digest lactose in milk, some cultures have maintained this ability. Combining genetics, chemistry, anthropology, and biology, this activity provides a compelling example of human diversity and gene-culture co-evolution, tracing the origin of a trait in pastoralist cultures that lived less than 10,000 years ago.

In the IDS 200H: Scientific Thought and Data Analysis course, as part of the course objective to explore and evaluate the ethics and societal impact of science across history, students read and discuss chapters from Charles Darwin's *The Voyage of H.M.S. Beagle* and Rachel Carson's *Silent Spring*. While reading Charles Darwin, they discuss his observations on the many diverse native cultures he encountered in South America, the abomination of slavery he witnessed, and how his experiences lay the foundation for his development of his scientific theory of natural selection that refuted such concepts as scientific racism. While reading Rachel Carson, they discuss the historical context within which a female scientist is fighting against the male-dominated political power of chemical companies, for ecological and human health and environmental justice.

In the BIO 120: Nutrition course, students watch two videos, a CNN report "Malnourished Children in America" and a PBS report "Building an Oasis in a Philadelphia Food Desert." There is a discussion prompt to garner student reactions to the problem of poverty and malnutrition and discussion of some options for helping the situation.

The BIO 101: Fundamentals of Biology course studies Henrietta Lacks as part of their studies about how cells reproduce (mitosis). While they learn about the scientific advances made using HeLa cells, they also learn about Henrietta Lacks as a woman and a mother, whose cervical cancer cells were collected without informed consent at a hospital that primarily served disadvantaged members of the African American community in Baltimore, MD. Students discuss socioeconomic disadvantages and whether these same experiments could be conducted today.

In the MTH 152: Elementary Statistics course, students choose a racial, ethnic, or cultural group and collect data from a sample of Wor-Wic students belonging to that group. Students calculate the mean age and proportion of females in their sample and conduct hypothesis tests to determine if there is a statistically significant difference in the mean and proportion of the chosen group and the population of Wor-Wic students as a whole.

Appendix F – Continuing Education Workforce Development (CEWD) FY 2017 Initiatives

CEWD FY 2017 Initiatives			
Department/ Division	Cultural Diversity Initiative	Timeline	Results (include number of attendees/participants and/or significant outcomes)
CEWD	For economically disadvantaged/at-risk populations: CEWD operates a computer lab for 24.5 hours/week at the One-Stop Job Market and conducts computer skills training for clients of the One-Stop Job Market who are unemployed or lacking computer skills for employment.	Grant with Lower Shore Work Alliance (LSWA) extended for FY17 year	
CEWD	Conducted five business and leadership training opportunities for managers and team leaders at Trinity Sterile Inc., a Minority Business Enterprise (MBE) serving the healthcare manufacturing industry in our local area: Communication Skills Communication Skills Pt. II Setting Actionable Goals Providing Effective Feedback Leadership and Communication	FY17	
CEWD	Contract Cultural Diversity training for Worcester County Health Department staff; now have module in place for future requests; Dr. Dr. George Ojie-Ahamiojie, WWCC Hotel-Motel Restaurant Management Department Head, was the presenter.	Ongoing	At Worcester HD 2 sessions were offered- 1 in the morning and 1 in the afternoon- same content; 30 staff members attended;12 participants were awarded CEU certificates; 18 participants were awarded certificates of attendance

CEWD FY 2017 Initiatives			
Department/ Division	Cultural Diversity Initiative	Timeline	Results (include number of attendees/participants and/or significant outcomes)
CEWD	AH was awarded a planning grant from the Rural Maryland Council to implement an ESL CNA training program.	June, 2017	Hope to have ESL instructor in place by late April to use MI-BEST teaching model with AH lead instructor; plan to offer course in the fall session
CEWD	Partnering with McCready Foundation CEO and administrators to bring CNA training program on-site in Crisfield to reduce barriers of transportation and funding	Ongoing	Still in planning phase; would start with class of 8; seeking approval from MBON to use McCready as site for classroom and clinical training; would assist students in pursuing financial resources
CEWD	EARN CNA scholarship program	Ongoing	Awarded 10 scholarships in FY 16; have awarded 17 scholarships in FY 17; grant monitor is applying for renewed funding for FY 18.
CEWD	Relationship with Shore Up! to provide CNA training to assist at-risk and out-of-school youth via grant funding from LSWA	Ongoing	6 funded students to date in FY 17
CEWD	Relationship with Telamon (provide workforce and career programs funded by the U.S. Department of Labor to populations with special needs, including migrant and other seasonally employed farm workers) to provide AH training to ESL individuals; also a vendor for to assist at-risk and out-of-school youth via grant funding from LSWA	Ongoing	1 funded student to date in FY 17

Appendix G – SOC 101 Service Learning Sites and Locations

SOC 101 Service Learning Sites and Locations
American Red Cross Wicomico County, MD
Berlin 4H Wicomico County, MD
Community of Joy Men's Homeless Shelter Wicomico County, MD
Delaware State Park Stewardship Day Sussex County, DE
Diakonia Homeless Shelter Ocean City, MD
Eastern Shore Pregnancy Center Salisbury, MD
GOLD: Giving Other Lives Dignity, Inc. Snow Hill, MD
Habitat for Humanity Salisbury, MD
HALO: Hope and Life Outreach and Café Salisbury, MD
Dorchester County Health Department Dorchester County, MD
Hebron Food Ministry Hebron, MD
Humane Society of Salisbury, MD Salisbury, MD
Home Instead Senior Care Salisbury, MD
Life Crisis Center Salisbury, MD
Maryland Food Bank Salisbury, MD
Relay for Life--Wor-Wic Community College Salisbury, MD
Samaritan Shelter Pocomoke, MD
St. Paul's United Methodist Church Food Pantry Salisbury, MD
Stop the Violence Wicomico County, MD
Women Supporting Women Salisbury, MD

Four-Year Public Colleges and Universities

UNIVERSITY SYSTEM of MARYLAND

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2016-2017

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland, College Park (UMCP)
University of Maryland Eastern Shore (UMES)
University of Maryland University College (UMUC)

Office of the Senior Vice Chancellor for Academic Affairs
University of Maryland System Office
May 16, 2017

USM

Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017

In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC) by September 1 of each year. This 2016-2017 progress report provides a brief summary of institutional examples of the more detailed institutional progress reports shared with the regents and posted on the USM web site. In this report, UMCES presents its first diversity plan with goals and timeline, as the institution only recently received approval to grant degrees.

All USM institutions have stated goals with focused implementation strategies for achieving diversity among its students, faculty, and staff offering appropriate and ongoing support programs and services and curricular and co-curricular activities. All institutions provide a range of instruction and training for students, faculty, and staff to promote and sustain cultural competency and a welcoming and inclusive institution climate that fosters positive interaction across the institution. With respect to the recruitment and selection of a diverse faculty and staff, all institutions offer some appropriate form of training to reduce bias and reasonably ensure a diverse pool of applicants for those who serve on search committees, but the institutions recognize their challenges in diversifying the faculty.

When examining demographic tables, it is clear that, overall, USM students, faculty, and staff are becoming more and more racially diverse. When compared to the baseline years of 2008-2009, USM institutions are enrolling and employing increasing numbers of people from traditionally underrepresented groups, which is a main focus of this report. However, the demographic tables of many institutions suggests that the USM must continue efforts to increase the numbers of underrepresented faculty who are tenured or on the tenure track. Institutions continue to work on creating a supportive and welcoming climate for the entire campus community. As summarized in the following tables, many of the programs associated with these efforts have resulted in positive outcomes, while other programs are being monitored to determine and adjusted to increase the degree to which they yield progress. Selected examples of those programs are detailed in the following tables.

We have again adjusted the format of the report, in an effort to better capture examples of the many initiatives underway at our institutions. Individual reports, however, more comprehensively describe the extensive work our institutions are undertaking to achieve their goals of diversity and inclusion.

Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017
Addendum
System-Wide Demographic Tables
~Students~

Race/Ethnicity	Baseline Year (08-09 or 09-10)			2016-2017	
	Number	Percentage		Number	Percentage
AfAm/Black	39,608	26.3%		43,773	25.5%
American Indian or Alaskan Native	583	.38%		505	.29%
Asian	11,573	7.7%		14,286	8.3%
Hispanic/Latino	6,546	4.4%		13,848	8.1%
White	74,974	49.8%		75,848	44.2%
Native Hawaiian/ Pacific Islander	179	.12%		525	.31%
Two or More Races	686	.45%		6,804	3.9%
Race Not Identify and/or International*	16,323	10.8%		16,091	9.4%
Total	150,472			171,680	

When/if international was listed by the institutions.
Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.

Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017
Addendum
System-Wide Demographic Tables
~Faculty~

Race/Ethnicity	Baseline Year (08-09 or 09-10)			2016-2017	
	Number	Percentage		Number	Percentage
AfAm/Black	1,319	9.6%		1,774	12%
American Indian or Alaskan Native	37	.27%		46	.31%
Asian	1,294	9.4%		1,555	10.5%
Hispanic/Latino	288	2.1%		456	3.1%
White	8,835	64.3%		9,539	64.6%
Native Hawaiian/ Pacific Islander	0	0%		12	.08%
Two or More Races	0	0%		102	.7%
Race Not Identify and/or International*	1,964	14.3%		1,293	8.8%
Total	13,737			14,777	

When/if international was listed by the institutions.
Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.

Institutional Programs of Cultural Diversity Annual Progress Report, 2016-2017
Addendum
System-Wide Demographic Tables
~Staff~

Race/Ethnicity	Baseline Year (08-09 or 09-10)			2016-2017	
	Number	Percentage		Number	Percentage
AfAm/Black	5,124	31.2%		8,046	40%
American Indian or Alaskan Native	44	.26%		28	.14%
Asian	991	6.0%		1,012	5.0%
Hispanic/Latino	603	3.7%		824	4.1%
White	9,080	55.3%		9,079	45%
Native Hawaiian/ Pacific Islander	9	.05%		24	.12%
Two or More Races	24	.15%		209	1.0%
Race Not Identify and/or International*	558	3.4%		935	4.6%
Total	16,433			20,157	

When/if international was listed by the institutions.
Ethnicity and race codes changed; some institutions did not collect data under these labels in the baseline years.

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

The 2016-2017 Institutional Programs of Cultural Diversity Annual Progress Reports are summarized below. Detailed institutional reports with demographic data for 2016-2017 are appended to this summary.

Examples of institutional efforts are provided within the first section of this report summary to illustrate ongoing institutional goals, commitment to strengthening cultural awareness and interaction, and the recruitment, retention, and advancement of diverse students, faculty, and staff. It should be noted that the University of Maryland Center for Environmental Science (UMCES), having recently achieved degree-granting status, is submitting its Plan for Programs of Cultural Diversity for the first time with this 2016-2017 report.

Section I

Each institution provided a detailed report on its plan to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals* and how they address the following guidelines:

- Efforts to increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.
- Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
- The presence of a process for the reporting of hate-based crimes consistent with federal requirements.

For brevity, selected examples of *Institutional Goals* addressing each guideline are summarized in Tables (1-3) below for eleven institutions. UMCES'* first diversity plan is also summarized. An example taken from an institution's full report for a given *Institutional Goal* is presented for each of the following: (a.) strategies for implementation, (b.) metrics to measure how progress is being evaluated, (c.) data and indicators of the degree to which progress is being made, and, (d) areas where continuous improvement is needed.

Table 1: Reporting of Institutional Goal 1

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. Timeline for meeting goal within the diversity plan: *Continuous* unless indicated otherwise				
Institution	a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff	b. Selected examples of metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Selected examples of areas where continuous improvement is needed
BSU	*Establish annual objectives and departmental action plans to increase number of new students from ethnically diverse groups*	*Increase ethnic diversity of new students by 1 % annually*	*Percent Non-African American* *FTFT:* *Fall 2015=15% - Fall 2016=11%* *New Transfer:* *Fall 2015=18% - Fall 2016=13%* *New Graduate Students:* *Fall 2015=32% - Fall 2016=25%*	*Royal & Company, a division of EAB, was hired in spring 2016 to increase fall 2016 undergraduate applications*
CSU	*Increase students, faculty, and staff who are racially and ethnically underrepresented by 2% in each category by 2020*	*Cohort data on retention and graduation and efficiency as measured from qualitative and quantitative reports from units*	*Second year retention=61%* *6th year graduation=17%* *SASA participation=104*	*Sustainable funding for special initiative; growing enrollment in critical shortage areas*
FSU	*Enhance marketing and recruiting efforts targeting underrepresented students;* *Attract and retain eminently qualified African American faculty*	*Degree of academic support for underrepresented students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City; Enforce requirement that all faculty and staff search committees ensure minority outreach is a priority*	*Six-year grad rates decreased for all student cohorts (2009-2010)- 50% to 39% for African American, 50% to 40% all minorities, and 53% to 49% for FTFT* *Minority faculty=11.4% of faculty; 4.11% African American tenured*	*Conduct qualitative analysis of reasons for university exit and utilize this information to develop and enhance recruitment and retention strategies*
SU	*Strengthen charge and resources of Cultural Diversity and Inclusion Consortium Committee to coordinate communication among faculty, students, and staff on diversity and inclusion issues by bringing leaders of constituent organizations together for dialogue*	*Number of meetings* *Date of approval of revised Committee by-laws*	*Seven meetings in AY 2016-2017* *Revised by-laws submitted to Consortium Coordinating Committee Spring 2017, which expands membership representation from shared governance bodies and student organization. Decision expected by end of AY 2016-2017*	*Continue to encourage members of shared governance and student groups to engage in the Cultural Diversity and Inclusion Consortium Committee*

Institution	a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff	b. Selected examples of metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Selected examples of areas where continuous improvement is needed
TU	*Support academic department chairs and members of search committees* *Monitor progress of faculty searches*	*Increased representation of URMs within tenure, tenure-track, and lecturer positions*	*Reports prepared by Institutional Research provide data highlighting representation within groupings*	*Check-ins with new faculty and exit interviews with those leaving*
UB	*Work collaboratively with Culture and Diversity Committee and various divisions to recruit and retain diverse students, faculty, and staff*	*Used strategic recommendation of 2016-2017 Middle States Self Study Report to re-envision process to review human capital policies, processes, and tools for performance management, leadership development, and search and recruitment process*	*Minority student enrollment grew from 28% to 33.5% between 2015 and 2016. Increase in FTFT African American male cohort 2009-2012 graduation rate from 3-6% to 11%. Minority staff up from 41.9% in 2015 to 46.8% in 2016*	*Results of climate survey and work of Culture and Diversity Committee are to be the foundation for the next iteration of UB's Diversity Plan*
UMB	*Created a Career Development Manager to provide current staff with career advancement counseling* *Create a community referral program aimed at qualified community members for UMB positions*	*Number of interviews granted to community members who meet qualifications for UMB positions*	*No data to report in year one of implementation*	*Needs assessment of program participants and identification of barriers that may impact meeting hiring qualifications/ promotion/advancement*
UMBC	*Use Transfer Student Alliance(TSA) for students attending CCBC, AACC, MC, HC, and PGCC earning an AA and transferring to UMBC to complete baccalaureate*	*Number of program applicants* *Number accepted* *Number of scholarship recipients*	*TSA Applicants SP'16=230, SP'17=138; TSA Acceptances: SP'16=160, SP'17=83; TSA Scholarships: SP'16=25, SP'17=10*	*Expansion of program to other Maryland community colleges*
UMCES*	*Identify resources needed to train search committees to recruit and attract diverse applicants* *Seek to partner with USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities at the UG level who would not be able to financially consider going on to graduate school.*	*Number of search committees trained; diversity of applicant pool; diversity of applicants hired* *Number of institutional partners* *Increase in number of underrepresented undergraduates attracted to program offerings*	*Implementation of a new system to track and assess results of enhanced hiring practices* *Completion of feasibility study*	*January 2018* *March 2018*

Institution	a. Selected examples of implementation of initiatives and strategies designed to recruit and retain traditionally underrepresented students, faculty and staff	b. Selected examples of metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Selected examples of areas where continuous improvement is needed
UMCP	*Support recruitment and retention of underrepresented staff and faculty though University Human Resources (UHR) Affirmative Action Program*	*UHR analyzes staff and faculty composition and employment transactions to identify problem areas and placement goals*	*UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress*	*Enhanced affirmative action efforts will be made in identified placement areas throughout the hiring process*
UMES	*Establish agreement and MOUs with community colleges statewide to increase enrollment of traditionally underrepresented students* *Offer certificate and graduate programs to increase enrollment of underrepresented students and hiring of underrepresented faculty*	*Number of agreements and MOUs signed* *Number of certificate and graduate programs*	*9 new MOUs established* *1 new graduate program was launched*	*Scholarships to support transfer students; better collaboration with community colleges* *Funding to support launch of new programs*
UMUC	*Expand use of external marketing to reach previously underrepresented populations* *Enhanced applicant tracking to collect veteran and disability status*	*Demographics of staff and faculty* *Demographics of applicant pool*	*See UMUC data tables*	*Disability hiring;* *Improved tracking of current veterans and individuals within the University*

- **Table 2: Reporting of Institutional Goal 2**

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan: *Continuous* unless indicated otherwise				
Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
BSU	*Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty*	*Number of full-time faculty hired are from diverse groups*	*Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female*	
CSU	*Engage widespread assessment culture*	*Number of applicants in various hiring pools; review number and types of work-shops on sexual harassment and others.*	*Number of students: 2,393* *Number of faculty: 267* *Number of staff: 377*	*Enrollment decline impacts sustainable funding*
FSU	*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 co-curricular and professional development programs*	*Demographic data from implemented activities designed to reach out to racial identity groups and other marginalized student identity groups as well as those designed and implemented to engage students, faculty, and staff*	*Faculty and staff work with African Student Alliance, NAACP, HILLEL, Latin American Student Org; Fall 2016 85% increase in participation in National Coalition Building Institute Introduction to Diversity Workshop; Black Student Alliance Workshop: Building Community Through Deeper Connections*	*Seek funding to sustain activities led by Center for Student Diversity, Equity, and Inclusion*
SU	*Create curricular initiatives across disciplines and co-curricular programs that create and foster cultural interactions and awareness*	*Use of specialized accreditation reviews of curricular initiatives* *Number of programs offered and participation rates for co-curricular efforts*	*Library has 11 databases relative to diverse populations* *NCLEX pass rates for Nursing* *44 diversity focused programs held in Residence Life*	*Ongoing monitoring of curricular and co-curricular efforts to strengthen offering well*

Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
TU	*Appointed first VP for Inclusion and Institutional Equity charged to support design, promotion, and delivery of best practices on diversity, inclusion, and cultural competency*	*Increases in retention and graduation especially with Towson Opportunity in STEM (TOPS) students who, from 2008-2015, had higher GPAs and were more likely to retain STEM as a major than their non-TOPS peers* *Maintain existing URM presence in tenure track and tenured ranks*	*Reports from Institutional Research highlight URMs across tenure track and tenure ranks*	*Improved funding is necessary to increase number of student participating in TOPS*
UB	*Provide Title IX, sexual misconduct online training for all students faculty and staff*	*Students, faculty, and staff completion of mandatory training* *2016 National Survey of Student Engagement, 2016 university-wide climate survey of students, faculty, and staff*	*93% of faculty and staff completed training by 4/7/17* *1,987 students of the 2,255 students registered for training completed it as of 3/2/17*	*Continuous enforcement of training requirements through registration holds and messaging*
UMB	*Formed a Community of Practice work group aimed at identifying all of the individuals on campus currently facilitating training related to diversity, cultural competence, and inclusion*	*Sharing and cross-training of various evidence-based approaches to teaching diversity, inclusion, and cultural competence*	*No data as initiative is in year one of implementation*	*Communication of the various existing training sessions across campus*
UMBC	*Help instructors make their classrooms welcoming to all students*	*Design online resources and a workshop to help make classrooms welcoming and provide instructors with tools for handling difficult conversation*	*Faculty Development Center added resources to webpage on teaching in diverse classroom Jan. 2017*	*Continue tailoring resources and workshops based on needs of our faculty and students*

Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
UMCES*	*Develop and implement annual reporting to campus community on state of cultural diversity effort* *Assess how and if Marine Estuarine Environmental Science (MEES) program course are meeting general education goals*	*Develop and conduct campus climate survey to establish baseline for assessment* *Demonstration of abilities to relate and work effectively with diverse groups of people* *Degree of tolerance and respect for diverse groups and disposition toward responsible citizenship*	*Results of campus climate survey* *Results of assessment of degree to which general education goals are being met*	*April 2018*
UMCP	*Office of Civil Rights and Sexual Misconduct requires online training for students, faculty, and staff on Title IX/sexual misconduct and nondiscrimination* *In-person version and translation provided for non-computer-based and limited English-speaking staff includes outreach and awareness programs, including presentations and presence at campus-wide events*	*Training completion rates* *Number of presentations and outreached events provided*	*2016-2017 Online Training Completion:* *Undergrads: 8,025 (91%)* *Grads: 2,287 (81%)* *Faculty: 285 (52%)* *Supervisory Staff: 28 (93%)* *Non-Supervisory: 628 (63%)* *In-Person Staff Training Completion: 610*	*Improve training completion rates, particularly among faculty and non-supervisory staff* *Continue to increase awareness of nondiscrimination policies through outreach*
UMES	*Promote cultural diversity in classroom in the Engineering Seminar class for seniors by encouraging students to incorporate cultural awareness in their engineering design*	*The number of engineering courses defined to assessment of cultural diversity*		*Continue to develop curriculum to promote cultural diversity and awareness in the classroom*

Institution	a. Selected examples of implementation of initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	b. Sample metrics used to measure how progress of an initiative is being evaluated	c. Selected examples of information used to demonstrate the degree to which progress is being made	d. Examples of areas where continuous improvement is needed
UMUC	*Students, faculty, and staff complete online training modules related to harassment prevention, Title IX and EEO*	*Number of participants in online modules; number of new hires who have received briefing from Diversity and Equity Team*	*514 participants in online modules* *262 new staff hires*	*Expand online training options to reach students that are located across the globe*

- **Reporting of Institutional Goal 3**

Efforts and process for the reporting of hate-based crimes consistent with federal requirements
Timeline for meeting goal within the diversity plan: *Continuous* unless indicated otherwise

Each institution has a process for the reporting of hate-based crimes consistent with federal requirements. Although not required by statute, within individual reports, some institutions noted their efforts to increase the campus community's understanding of and comfort with reporting hate-based crimes and their work towards goals such as exploring civility education and fostering a campus climate that respects diversity.

Bowie State University

Introduction

This report was prepared in accordance with the Cultural Diversity Report guidelines prepared by the Maryland Higher Education Commission (MHEC). The report meets the requirements for Education §11-406 (Plan for Cultural Diversity) and contains four sections: a summary of Bowie State University's Cultural Diversity Plan; efforts to increase the numbers of traditionally underrepresented students, faculty and staff populations; a description of initiatives designed to create positive interactions and cultural awareness across the campus; and student, faculty and staff race/ethnicity data.

Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. The University community 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.

Section 1.

Approach to Cultural Diversity

The University's Strategic Plan and the annual planning process provide the framework for promoting cultural diversity across the campus. Strategic Plan, Goal 2 focuses on student recruitment, access and retention. In addition, the Strategic Plan articulates the core values of the University: Excellence, Civility, Integrity, Diversity, and Accountability. Our core value of Diversity is defined as "*an awareness of and sensitivity to differences, including race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.*" As an HBI, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community. The Core Value of Diversity is measured through faculty and staff surveys and the Noel Levitz Student Satisfaction Inventory survey. Each survey is administered every three years. Baseline and subsequent surveys indicate that faculty, staff and students agree that the University values diversity.

The University's Cabinet is responsible for establishing annual objectives that align with the Strategic Plan and the President's annual goals. Once Cabinet objectives are set, Cabinet members work with divisional departments to develop annual action plans. Cabinet members monitor departmental action plans at least twice each fiscal year. The Cabinet also provides the President a mid-year and final report on divisional objectives.

The University takes a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. The overarching goals and metrics for cultural diversity are described in detail in tables that follow.

Implementation

Core Value – Diversity – Overarching Indicators:

Percentage of faculty and staff agreeing that BSU values diversity in the workplace – 82% (2012) TBD (2017)

Noel Levitz Student Satisfaction Inventory Diversity questions (7pt scale) – 4.64 (2012), 4.88 (2015)

Goal 1: Recruit, retain and graduate a diverse student body (Academic Affairs) Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11% New Transfer UNG Fall 2015 18%; Fall 2016 13% New Graduate Students Fall 2015 32%, 25%	Royall & Company, a division of EAB was hired in spring 2016 to increase fall 2016 undergraduate applications. The target pool has been adjusted to increase non-African-American applicants.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	Overarching measures: Second year retention rates Six-year graduation rates Progression rates	First-time Students 2nd Year Ret - Fall 2014/fall 15 – 71%/76% 6 Year Grad - Fall 2009/fall 2010 – 33%/41% Progress to Soph Status in 1 year Fall 14/Fall 15- 16%/23% Transfer Students (Fall) 2nd Year Ret - Fall 2014/fall 15 – 74%/73% 5 Year Grad - Fall 2010/fall 2011 – 50%/55% Progress rate to Jr status in 1 year Fall 14/Fall 15- 58%/58%	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.

Goal 2: Recruit, hire and retain faculty, staff and administrators from diverse backgrounds (Administration and Finance and Executive Vice President and General Counsel) Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Maintain compliance with the university's Affirmative Action Plan	Tracking over time the number of minorities and females by classification.	The May 2016 Affirmative Action Plan stated that the university had 548 employees, including 448 minorities and 306 females. There was no need to sat placement goals at this time for any classification.	Not applicable
Provide training to new and continuing employees to ensure compliance with EEO, Title IX, ADA and other regulations	Number of employees trained.	The Title IX office administered two online trainings to all full-time employees on sexual harassment and discrimination and sexual violence. The compliance rate exceeded 76 percent for these trainings. In person training was also provided in units.	Continuing regular training programs.
Train academic department search committees on recruitment techniques to hire qualified and diverse full-time faculty.	Number of new full-time faculty that are from diverse groups	Of the new faculty reporting race/ethnicity, 100% were African American and 56% were female.	Not applicable

Goal 3: Infuse international and diversity awareness in the curriculum (Academic Affairs) Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Infuse diversity awareness into curriculum of selected programs	Counseling, Education, Nursing, Psychology and Social Work include courses in cultural awareness and diversity		Not applicable
Encourage participation in the China Study Abroad Program	Number of students participating in the China Study Abroad program	Over 30 students have participated in the program to date.	Expansion of study abroad opportunities.

Goal 4: Expand co-curricular programs that promote diversity awareness (Student Affairs) Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Continue Black History Month lectures, performances, and other activities	Participation in activities.	Added Black Arts Matter showcasing talent emphasizing African-American history through fine and performing arts	Not applicable
Continue activities related to International Women's Day	Participation in activities		Not applicable
Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student group	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		

Goal 5: Maintain a campus climate that respects and values diversity (Cabinet) Timeline for meeting goal within the diversity plan: Continuous			
Detail all Implementation Initiatives for this goal.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Cleary Act compliance	Reporting of various crimes by category	https://www.bowiestate.edu/files/resources/clery-2015-2016-final-report.pdf	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Equity Compliance Office	Number and type of investigations	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/	The report is annually evaluated and adjusted to continue a campus climate that respects diversity.
Support units providing programming to support a welcoming campus climate	Programs offered by the Center for Global Engagement, the Office of International Programs, the International Student Office, the Gender and Sexual Diversities Resource Center, the Counseling Services Center and Disabled Student Services office.		
Continue diversity training programs	Employee attendance	HR offered multiple face to face training session as well as highlighted SkillSoft elearning materials focusing on various aspects of workplace diversity	Continuing regular training programs.

Section II: Demographic Data

Students

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	4835	88%	1696	3139	4751	83%	1752	2999	4432	82%	1641	2791	4713	83%	1745	2968
American Indian or Alaska Native	17	0%	4	13	6	0%	4	2	5	0%	2	3	4	0%	1	3
Asian	91	2%	26	65	81	1%	29	52	75	1%	30	45	67	1%	32	35
Hispanic/Latino	95	2%	34	61	147	3%	53	94	155	3%	57	98	177	3%	54	123
White	266	5%	80	186	201	4%	56	145	199	4%	50	149	161	3%	42	119
Native American or other Pacific Islander	0	0%	0	0	9	0%	0	9	8	0%	0	8	7	0%	0	7
Two or more races	0	0%	0	0	168	3%	48	120	184	3%	135	126	227	4%	73	154
Unknown/Foreign	179	3%	70	109	332	6%	168	164	372	7%	101	194	313	6%	146	167
Total	5483	100%	1910	3573	5695	100%	2110	3585	5430	100%	2016	3414	5669	100%	2093	3576

Source: EIS

Full-time Instructional Faculty

	Baseline: 2008-2009				2014-2015				2015-2016				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	147	67%	69	78	161	72%	74	87	154	70%	67	87	141	64%	58	83
American Indian or Alaska Native	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	8	4%	4	4	13	6%	7	6	13	6%	9	4	11	5%	6	5
Hispanic/Latino	12	5%	9	3	10	4%	6	4	10	5%	6	4	12	5%	6	6
White	45	21%	29	15	35	16%	22	13	34	15%	22	12	33	15%	21	12
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0%	0	0	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	1	0%	0	1	1	0%	0	1
Unknown/Foreign	7	3%	1	6	5	2%	4	1	8	4%	4	4	22	10%	10	12
Total	219	100%	112	106	225	100%	113	112	220	100%	108	112	220	100%	101	119

Source: EDS

Full-time Staff

	Baseline: 2008-2009				2014-2015				2015-2016				2015-2016			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	268	80%	111	157	294	79%	115	179	296	79%	114	182	280	75%	104	176
American Indian or Alaska Native	1	0%	0	1	0	0%	0	0	0	0%	0	0	0	0%	0	0
Asian	9	3%	8	1	9	2%	3	6	9	2%	2	7	7	2%	2	5
Hispanic/Latino	7	2%	2	5	5	1%	3	2	6	2%	3	3	4	1%	3	1
White	28	8%	11	17	44	12%	17	27	44	12%	18	26	34	9%	12	22
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	1	0%	0	1	0	0%	0	0
Two or more races	0	0%	0	0	1	0%	0	1	3	1%	0	3	3	1%	0	3
Unknown/Foreign	23	7%	7	16	17	5%	9	8	15	4%	8	7	44	12%	21	23
Total	336	100%	139	197	370	100%	147	223	374	100%	145	229	372	100%	142	230

Source: EDS

Coppin State University

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

ANNUAL PROGRESS REPORT

INTRODUCTION

For the purposes of this report, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University regularly reports progress on the Plan and its related initiatives.

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

The University's Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

SECTION I: INSTITUTIONAL PLAN GOAL NARRATIVE

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.

Selected Strategies:

Increase College Completion Rates by focusing on recruitment, retention and college completion. The University will contribute to the goal of increasing college completion rates. Key strategies include mandating that all incoming freshmen are provided advisement through the First-Year Experience, adhering closely to an academic plan of study that will assist in progressing to graduation. Other strategies include the use of technology for use of more efficient assessment systems, course redesign, academic transformation, financial literacy and aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually. Specific strategies include ensuring Coppin's academic program inventory meets workforce demands, encouraging faculty to garner additional extramural awards through scholarly research and community service, and expanding early research experiences to undergraduate and graduate students.

Invest in and Support People, Programs, and Facilities. This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin. The university will improve hiring and retention practices for staff and faculty through the use of search firms, and also will increase professional development for faculty and staff engaged in searches.

Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.

Selected Strategies:

Transform Coppin's Instructional Modalities to Improve Teaching and Learning/Increase Coppin's Engagement in the Community. Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning. Members of the community and other constituent groups provide opportunities for learning about different cultures, and their needs within the community. The expansion of online and distance education opportunities to a largely non-traditional population of students will not only increase the number of diverse students, but expand opportunities for interaction online and in hybrid formats.

Increase the number and type of cultural literacy programming in the curriculum and events on campus. Each year, the campus hosts several events such as the Martin Luther King, Jr. Day events, the Cultural Marketplace, where students, faculty, and staff, promote one another's businesses and other vendors that supply cultural foods, clothing, jewelry, books, and other items. Also, cultural awareness is placed into the curriculum through the series of Brown bag seminars open to the campus and discussed within courses such as speech and all freshmen seminars.

Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (3) by 2020.

COPPIN STATE HAS A PROCESS FOR REPORTING HATE CRIMES

The campus has several outlets for reporting hate crimes. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

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

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

Table 1. Reporting on Institutional Goal 1

Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.			
STRATEGIES	**MEASURES**	**DATA**	**CONCERNS**
1. Continue Support of bridge programs, the First-Year Experience and other similar programs 2. Course redesign, financial literacy, 3. Ensure academic programs are meeting workforce demands. 4. Use technology to improve administrative Functions in Fin. Aid., Student Accounts, and fundraising initiatives.	- Cohort data on retention rates; graduation rates, data on attendees in SASA, Our House - # of STEM, Nursing, and Technology majors and graduates, Impact on Maryland's Workforce - Efficiency as measured from evaluative/qualitative reports from the units	2nd Yr. Retention-61% 6th Yr. Grad-17% SASA Participants=104 -No. of degrees awarded by area: 541 Total number of reduced audit findings; Fall enrollment; application yields; No. of online courses and faculty teaching online	Whether funding for special initiatives can be sustained - Growing enrollment in critical shortage areas. - Ability and timeliness to regularly upgrade PeopleSoft system.

Table 2. Reporting on Institutional Goal 2

Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.			
STRATEGIES	**MEASURES**	**DATA**	**CONCERNS**
1. Increase service learning opportunities 2. Engage widespread assessment culture 3. Improve hiring practices for students, faculty, and staff.	Cohort data on retention rates; graduation rates - No of applicants in various hiring pools; review no. and type of workshops on sexual harassment and others.	2nd Yr. Retention-61% 6th Yr. Grad-17% Assessment data on Comm. Eng. Activities No of Students:2,939 No of Faculty:267 No of staff:377	Whether funding for special initiatives can be sustained; enrollment had a small decline over the previous year.

TABLE 3. Reporting on Institutional Goal 3

Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (2) by 2020.			
STRATEGIES	**MEASURES**	**DATA**	**CONCERNS**
1.Use campus technology to facilitate broad reporting 2. Enhance the number of workshops on campus for students, faculty, and staff.	1.Ensure posting of process and procedures on the CSU website 2. Ensure Student Affairs and HR continues hosing sessions and information on reporting 3.Ensure during freshmen orientation students are informed	-Number of participants in each of the sessions: 40-65 -decrease in hate crimes – 0 reported	We have had no hate crimes reported

SECTION II. DEMOGRAPHIC DATA – (SEE APPENDICES)

Coppin State University Data

TABLE 3: Student Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34	86	722	2751	2862	91%	768	2094	2666	86%	653	2013	2519	85.7%	562	1957
American Indian or Alaska Native	4	0	2	2	3	0%	1	2	2	0%	1	1	3	0.1%	1	2
Asian	10	0	0	10	20	1%	5	15	11	0%	1	10	21	0.7%	7	14
Hispanic/Latino	17	0	8	9	26	1%	5	15	70	2%	24	46	71	2.4%	25	46
White	90	2	25	65	59	2%	21	38	57	2%	21	36	57	1.9%	25	32
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	1	0.0%	1	0
Two or more races	0	0	0	0	68	2%	22	46	37	1%	10	27	36	1.2%	11	25
Foreign									197	6%	72	125	175	6.0%	59	116
Did not self- identify	45	11	139	318	95	3%	25	70	68	2%	18	50	56	1.9%	8	48
Total	**40**	**100**	**896**	**3155**	**3133**	**100%**	**852**	**2281**	**3108**	**100%**	**800**	**2308**	**2939**	**100%**	**699**	**2240**

TABLE 1: Faculty Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	208	76%	83	125	191	74%	70	121	204	76.4%	79	125
American Indian or Alaska Native	0	0%	0	0	0	0%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	12	4%	9	3	14	5%	11	3	13	4.9%	9	4
Hispanic/Latino	1	0%	0	1	2	1%	1	1	3	1%	1	2	2	0.7%	1	1
White	37	12%	27	10	38	14%	27	11	38	15%	26	12	38	14.2%	27	11
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0.0%	0	0
Two or more races	0	0%	0	0	5	2%	3	2	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	0	0%			9	4%	7	2	8	3.0%	6	2
Did not self- identify	9	3%	4	5	8	3%	6	2	0	0%	0	0	0	0.0%	0	0
Total	**301**	**100%**	**132**	**169**	**274**	**100%**	**129**	**145**	**257**	**100%**	**115**	**142**	**267**	**100%**	**122**	**145**

TABLE 2: Staff Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	356	88	132	224	299	87%	119	180	325	86.2%	125	200
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Asian	13	3	9	4	11	3	7	4	11	3%	7	4	12	3.2%	8	4
Hispanic/Latino	2	0	1	1	4	1	2	2	2	1%	1	1	4	1.1%	2	2
White	20	4	12	8	26	6	19	7	30	9%	22	8	33	8.8%	26	7
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Two or more races	0	0	0	0	4	1	2	2	1	0%	0	1	1	0.3%	0	1
Foreign									1	0%	1	0	2	0.5%	2	0
Did not self- identify	2	0	0	2	1	0	1	0	0	0%	0	0	0	0.0%	0	0
Total	**447**	**100**	**170**	**277**	**404**	**100**	**165**	**239**	**344**	**100%**	**150**	**194**	**377**	**100%**	**163**	**214**

Coppin State University

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

ANNUAL PROGRESS REPORT

INTRODUCTION

For the purposes of this report, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University regularly reports progress on the Plan and its related initiatives.

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

The University's Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

SECTION I: INSTITUTIONAL PLAN GOAL NARRATIVE

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.

Selected Strategies:

Increase College Completion Rates by focusing on recruitment, retention and college completion. The University will contribute to the goal of increasing college completion rates. Key strategies include mandating that all incoming freshmen are provided advisement through the First-Year Experience, adhering closely to an academic plan of study that will assist in progressing to graduation. Other strategies include the use of technology for use of more efficient assessment systems, course redesign, academic transformation, financial literacy and aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually. Specific strategies include ensuring Coppin's academic program inventory meets workforce demands, encouraging faculty to garner additional extramural awards through scholarly research and community service, and expanding early research experiences to undergraduate and graduate students.

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Selected Strategies:

Transform Coppin's Instructional Modalities to Improve Teaching and Learning/Increase Coppin's Engagement in the Community. Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning. Members of the community and other constituent groups provide opportunities for learning about different cultures, and their needs within the community. The expansion of online and distance education opportunities to a largely non-traditional population of students will not only increase the number of diverse students, but expand opportunities for interaction online and in hybrid formats.

Increase the number and type of cultural literacy programming in the curriculum and events on campus. Each year, the campus hosts several events such as the Martin Luther King, Jr. Day events, the Cultural Marketplace, where students, faculty, and staff, promote one another's businesses and other vendors that supply cultural foods, clothing, jewelry, books, and other items. Also, cultural awareness is placed into the curriculum through the series of Brown bag seminars open to the campus and discussed within courses such as speech and all freshmen seminars.

Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (3) by 2020.

COPPIN STATE HAS A PROCESS FOR REPORTING HATE CRIMES

The campus has several outlets for reporting hate crimes. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

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Table 2. Reporting on Institutional Goal 2

Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.			
STRATEGIES	**MEASURES**	**DATA**	**CONCERNS**
1. Increase service learning opportunities 2. Engage widespread assessment culture 3. Improve hiring practices for students, faculty, and staff.	Cohort data on retention rates; graduation rates - No of applicants in various hiring pools; review no. and type of workshops on sexual harassment and others.	2nd Yr. Retention-61% 6th Yr. Grad-17% Assessment data on Comm. Eng. Activities No of Students:2,939 No of Faculty:267 No of staff:377	Whether funding for special initiatives can be sustained; enrollment had a small decline over the previous year.

TABLE 3. Reporting on Institutional Goal 3

Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (2) by 2020.			
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1.Use campus technology to facilitate broad reporting 2. Enhance the number of workshops on campus for students, faculty, and staff.	1.Ensure posting of process and procedures on the CSU website 2. Ensure Student Affairs and HR continues hosing sessions and information on reporting 3.Ensure during freshmen orientation students are informed	-Number of participants in each of the sessions: 40-65 -decrease in hate crimes – 0 reported	We have had no hate crimes reported

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Coppin State University Data

TABLE 3: Student Comparisons																
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Asian	10	0	0	10	20	1%	5	15	11	0%	1	10	21	0.7%	7	14
Hispanic/Latino	17	0	8	9	26	1%	5	15	70	2%	24	46	71	2.4%	25	46
White	90	2	25	65	59	2%	21	38	57	2%	21	36	57	1.9%	25	32
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	1	0.0%	1	0
Two or more races	0	0	0	0	68	2%	22	46	37	1%	10	27	36	1.2%	11	25
Foreign									197	6%	72	125	175	6.0%	59	116
Did not self- identify	45	11	139	318	95	3%	25	70	68	2%	18	50	56	1.9%	8	48
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TABLE 1: Faculty Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	208	76%	83	125	191	74%	70	121	204	76.4%	79	125
American Indian or Alaska Native	0	0%	0	0	0	0%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	12	4%	9	3	14	5%	11	3	13	4.9%	9	4
Hispanic/Latino	1	0%	0	1	2	1%	1	1	3	1%	1	2	2	0.7%	1	1
White	37	12%	27	10	38	14%	27	11	38	15%	26	12	38	14.2%	27	11
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0.0%	0	0
Two or more races	0	0%	0	0	5	2%	3	2	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	0	0%			9	4%	7	2	8	3.0%	6	2
Did not self- identify	9	3%	4	5	8	3%	6	2	0	0%	0	0	0	0.0%	0	0
Total	**301**	**100%**	**132**	**169**	**274**	**100%**	**129**	**145**	**257**	**100%**	**115**	**142**	**267**	**100%**	**122**	**145**

TABLE 2: Staff Comparisons																
	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	356	88	132	224	299	87%	119	180	325	86.2%	125	200
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Asian	13	3	9	4	11	3	7	4	11	3%	7	4	12	3.2%	8	4
Hispanic/Latino	2	0	1	1	4	1	2	2	2	1%	1	1	4	1.1%	2	2
White	20	4	12	8	26	6	19	7	30	9%	22	8	33	8.8%	26	7
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Two or more races	0	0	0	0	4	1	2	2	1	0%	0	1	1	0.3%	0	1
Foreign									1	0%	1	0	2	0.5%	2	0
Did not self- identify	2	0	0	2	1	0	1	0	0	0%	0	0	0	0.0%	0	0
Total	**447**	**100**	**170**	**277**	**404**	**100**	**165**	**239**	**344**	**100%**	**150**	**194**	**377**	**100%**	**163**	**214**

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT

PREPARED BY THE OFFICE OF THE PROVOST
April 2017

Submitted to

UNIVERSITY SYSTEM of MARYLAND

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

FROSTBURG STATE UNIVERSITY

ANNUAL PROGRESS REPORT ON INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

2016 – 2017

This report follows the University System of Maryland (USM) guidelines for the 2016-2017 Annual Progress Report on Institutional Programs of Cultural Diversity, and it is organized in the following two sections.

SECTION I

- **Institutional Plan and Goals** ..... *Page 1*
  Provides a summary narrative of Frostburg State University's (FSU) Institutional Goals to improve cultural diversity as required by Education §11-406, and their alignment with USM/MHEC guidelines.
- **Implementation** ..... *Pages 1 - 7*
  Stipulates initiatives for meeting FSU's Institutional Diversity Goals, along with implementation strategies and indicators of success to demonstrate progress.

SECTION II

- **Institutional Demographic Data** ..... *Pages 8 – 10*
  Provides associated comparative demographic data for the academic years of 2014-2015, 2015-2016, and 2016-2017 with that of 2009-2010. These data outlines FSU's significant progress over the last eight years towards achieving its Institutional Diversity Goals. The data is presented in Tables 4 -6, for students, faculty, and staff, respectively.

SECTION I

INSTITUTIONAL PLAN AND GOALS

Frostburg State University (FSU) continues to implement and evaluate strategies and initiatives according to their contributions to the following five *Diversity Goals* established in its 2008 Cultural Diversity Program.

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

FSU's *Diversity Goals* address the three guidelines required by USM/MHEC, as demonstrated in Tables 1-3.

IMPLEMENTATION

Tables 1-3 describe the implementation of initiatives, strategies, and best practices designed to address each of the three guidelines required by USM/MHEC through the five Institutional Diversity Goals.

- Table 1: *Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty:* FSU's Diversity Goals 1-3.
- Table 2: *Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus:* FSU's Diversity Goals 4-5.
- Table 3: *Efforts and process for the reporting of hate-based crimes consistent with federal requirements.*

Table 1

Efforts to 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

The minority student population at Frostburg represented 44% of its overall undergraduate population in the fall of 2016. Additionally, the number of undergraduate minority students enrolled at the University has increased 59.1%, from 1,345 minority undergraduates in fall 2009 to 2,140 in fall 2016 (see **Table 4 in Section II)**. African American student headcount has grown by 36% over the last six years, from 1,127 in fall 2009 to 1,533 in fall 2016.

<table>
<tr><th>Detail all Implementation Initiatives and Strategies designed to recruit traditionally underrepresented students.</th><th>Metrics to measure how progress of each initiative is being evaluated</th><th>Data to demonstrate where progress has been achieved / Indicators of Success</th><th>Areas where continuous improvement is needed</th></tr>
<tr><td>Enhance marketing and recruitment efforts that target underrepresented students</td><td>Purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</td><td>Student Search Services Comparison data (in table below) shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering freshman class, as compared to 31.4% for the fall 2016 class.
<table><tr><th></th><th colspan="2">Fall 2009 Entering Class</th><th colspan="2">Fall 2016 Entering Class</th></tr><tr><th>Race/ Ethnicity</th><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td>Unknown</td><td>1,559</td><td>3.9%</td><td>2,557</td><td>4.8%</td></tr><tr><td>African American/Black</td><td>5,292</td><td>13.2%</td><td>7,440</td><td>14.1%</td></tr><tr><td>Amer Ind or Alaska Nat</td><td>167</td><td>0.4%</td><td>252</td><td>0.5%</td></tr><tr><td>Asian</td><td>3,423</td><td>8.6%</td><td>5,269</td><td>10.0%</td></tr><tr><td>Hispanic/Latino</td><td>1,843</td><td>4.6%</td><td>3,571</td><td>6.8%</td></tr><tr><td>White</td><td>27,671</td><td>69.3%</td><td>33,653</td><td>63.8%</td></tr><tr><td>All</td><td>39,955</td><td>100.0%</td><td>52,742</td><td>100.0%</td></tr></table>Data Source: PeopleSoft Queries F09;orig SSS file ,F16</td><td rowspan="4">Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the freshmen class meets the university's goals.

Seek out new communication strategies to increase knowledge of counselors in minority markets.

Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.</td></tr>
<tr><td>Familiarize select high school students, teachers, and administrators with FSU's programs and services</td><td>Monitor number of bus trips with minority attendees.
Monitor minority student attendance at admitted student receptions.</td><td>The Office of Admissions hosted approximately 401 prospective high school students during 14 different bus trips to FSU from primarily minority high schools. Additionally, 57.6% of prospective fall 2016 students attending the "admitted student receptions" sponsored by the Admissions Office were minorities (57 of 99 students).</td></tr>
<tr><td>Enhance and promote college-readiness programs</td><td>Programs to prepare underrepresented students for postsecondary education at FSU.
Additional academic support for underrepresented high school students from Allegany, Garrett, Washington, and Frederick counties and Baltimore City.</td><td>Over the last five years, the grant-based TRiO Upward Bound Program has served 156 participants, and 18.6% of these self-identified as minorities.
The FSU's Upward Bound Regional Math/Science Center provided additional academic support for underrepresented high school students. An average of 59% of program participants (86 of 145) over five years self-identified as minorities. Of the 70 participants who graduated from high school during the past five years, 45 (64%) were minorities, and 36 of these 45 (80%) initially enrolled in college.</td></tr>
<tr><td>Increase the number of underrepresented students transferring from community colleges</td><td>Commit resources toward admitting more students who transfer to FSU from Maryland community colleges.</td><td>An increasing number of transfer students are from minority groups. Transfer Students by Race/Ethnicity data (in table below) shows that new minority transfer students represented 16.3% of the new transfer student population in fall 2009 compared to 30.5% in fall 2016.
<table><tr><th></th><th colspan="2">Fall 2009</th><th colspan="2">Fall 2016</th></tr><tr><th>Race/Ethnicity</th><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td>Unknown</td><td>7</td><td>1.7%</td><td>8</td><td>1.5%</td></tr><tr><td>African American/Black</td><td>56</td><td>13.5%</td><td>115</td><td>22.4%</td></tr><tr><td>Amer Ind or Alaska Nat</td><td>3</td><td>0.7%</td><td>.</td><td>.</td></tr><tr><td>Asian</td><td>2</td><td>0.5%</td><td>9</td><td>1.8%</td></tr><tr><td>Hisp/Latino</td><td>7</td><td>1.7%</td><td>23</td><td>4.5%</td></tr><tr><td>White</td><td>311</td><td>74.8%</td><td>313</td><td>60.9%</td></tr><tr><td>Other</td><td>30</td><td>7.2%</td><td>36</td><td>7.0%</td></tr><tr><td>Hawaiian</td><td>.</td><td>.</td><td>.</td><td>.</td></tr><tr><td>Two or More Races</td><td>.</td><td>.</td><td>10</td><td>1.9%</td></tr><tr><td>All</td><td>416</td><td>100.0%</td><td>514</td><td>100.0%</td></tr></table>Data Source: Enrollment Information System file (EIS)</td></tr>
</table>

FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First Generation Students			
Detail all Implementation Initiatives and Strategies designed to retain traditionally underrepresented students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Sustain and continue implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	Continue programs to enhance student success: Academic Success Network (ASN); Freshman Progress Survey; TRiO Student Support Services (SSS); Academic Enrichment Series; Beacon Early-Alert system; and Tutoring Center Services. Implement new programs to enhance student success: Expanding the Academic Success Network Scope; and Predictive Analytics (PAR) and HelioCampus.	Second-year retention and six-year graduation data generated the following indicators of progress: For the fall 2015 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (78%) and minorities (77%) exceeded or equaled that of the total student population (77%). The retention rates decreased from 83% (cohort fall 2014) to 78% (cohort fall 2015) for African Americans and from 80% (cohort fall 2014) to 77% (cohort fall 2015) for all minorities. The retention rate for all first-time, full-time students remained unchanged at 77% for both the 2014 and 2015 cohorts. Six-year graduation rates decreased over the reporting period for all student groups (cohort year 2009 to cohort year 2010): from 50% to 39% for African American students, from 50% to 40% for all minorities, and from 53% to 49% for all first-time, full-time students.	Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.
FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented faculty and staff.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Expand efforts to attract and retain eminently qualified African American faculty and staff.	Establish working relationship with doctoral granting HBCU's with similar demographic population and geographic location. Utilize **The REGISTRY,** a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. Enforce the requirement for all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority. Implement the annual Development and Leadership Series, to provide management training leading to increased employee advancement and retention.	FSU established a working relationship with three doctoral granting HBCU's (North Carolina Agricultural Technical State University, South Carolina State University, and Delaware State University). As of December 2016, the University workforce consisted of 1,044 full and part-time employees (387 faculty and 657 staff members). Academic Affairs had 44 minority faculty members representing 11.4% of all faculty on campus (***see Table 5 in Section II***). Of these, fourteen (14) are minority non-tenure track faculty representing 8.33%, and including six (3.57%) African American/Black faculty; six (3.57%) Asian; one (0.60%) Hispanic/Latino; and one (0.60%) American Indian. Four faculty indicated a race code as other representing 2.38%. Of the 32 (14.6%) minority tenured or tenure-track faculty, nine (4.11%) are African American/Black faculty; 19 (8.68%) Asian; and four (1.83%) Hispanic/Latino. Seven faculty indicated a race code as other representing 3.20%. Minority staff members (42) were employed at a rate of 6.39% (***see Table 6 in Section II***). Within the staff there are 24 (3.65%) African American/Black, 12 (1.82%) Asian, five (0.76%) Hispanic/Latino, one (0.15%) individual who was two or more races. and one staff member indicated a race code as other representing 0.15% and 5 unknown at 0.76%.	Conduct qualitative analysis of reasons for university exit, and utilize this information to develop and enhance recruitment and retention strategies.

Table 2

Efforts Designed to 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 Understanding of Cultural Diversity			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
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.	FSU's *Center for Student Diversity, Equity, and Inclusion* (formerly known as the Diversity Center). 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.	During 2016-2017, the Center worked collaboratively with faculty and staff to: • Provide advice to marginalized student identity groups: African Student Alliance (ASA), NAACP, National Council of Negro Women, (NCNW), and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of executive activities, programs and meeting to University student organizations: Black Student Alliance (BSA), HILLEL, Latin American Student Organization, and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). • Promote interaction and awareness among students, faculty, and staff in efforts to retain upper-classmen, reduce the achievement gap, and develop and implement intervention initiatives for at-risk students by providing advising and support to referred students. • Coordinate the FSU Campus Affiliate of the National Coalition Building Institute (NCBI), and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-time, full-time freshmen as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop increased to 85% (up from 81% fall 2015) in the fall 2016 semester.	Explore strategies to increase participation in the freshmen Introduction to Diversity workshops.
	FSU's *Center for Student Diversity, Equity, and Inclusion* – Plan activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	During 2016-2017, the Center planned and implemented the following activities: • *Diversity Retreat*: A two-day activity, sponsored by the Black Student Alliance every fall. A full day is dedicated to a Workshop on "Building Community through Deeper Connections" In fall 2016, a total of 49 students and 3 staff members participated in this retreat. • *NCBI Training Institute*: This train-the-trainer activity includes students, faculty, and staff—trained through this institute—as facilitators of the Introductory Diversity Workshop required for all freshmen students in the ORIE 101 course. • *Cultural Intelligence Seminar*: An instruction/training session within the FSU Leadership Series for faculty and staff, sponsored by the Office of Human Resources, and facilitated by the Diversity Center. The session focuses on developing managerial abilities and skills for working with an increasingly diverse workforce, and fostering an inclusive workplace environment. • *Crisis-Response Conversations*: Following the election in the fall, and in response to reports of students feeling unsafe and unwelcome on campus and in the community, the Center, in partnership with NCBI and the Black Student Alliance, hosted Attorney Rasheed Cromwell of the Harbor Institute, Inc. in presenting a lecture on "Black Lives Matter". Approximately 160 administrators, faculty, staff, and students attended the event focused on increasing knowledge and awareness about the Black Lives Matter movement, and the history and necessity of social justice programs. • *Overcome Frostburg*: A spin-off movement from the *Crisis Response Conversations* specifically designed to identify incidents and issues that would cause students to feel unsafe and unwelcome. This effort engaged faculty, staff, and administrators in problem and conflict resolution activities. • *Activism 101 Workshop:* A follow-up activity, led by Attorney Cromwell, will include hand-on activities to prepare students on developing plans for their own social justice movements. • *Town Hall Meetings*: The FSU's Center for Civic Engagement, in collaboration with academic departments, provided students with guidance and opportunities for engaging in civil discourse around difficult topics in effective and respectful manner.	Seek funding to sustain activities led by the Center, and hold a "Train-the-Trainer institute during spring 2018.

	FSU *President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)* – Plan and implement 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.	PACDEI provides recommendations about best practices, offers information regarding current research in the field, and partners with units on campus to offer relevant programming to the campus community. During 2016-2017 PACDEI distributed "mini-grants" to assist faculty's efforts to infuse the curriculums with more focused multicultural approaches. Grants were distributed to fund curricular and co-curricular activities. Three grants were awarded to support academic programs: African American Studies, Women's Studies, Visual Arts. One grant was awarded to support the Greek Council activities.	Reconvene PACDEI with updated goals for AY 2017-2018. Explore strategies to increase number of grants awarded.
	Create the *Office of Gender Equity* to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.	FSU established the *Office of Gender Equity* in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The Office has been actively engaged in implementing its mission by: • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Revamping the *FSU Safe Zone* program designed to fight homophobic hate crimes, and through education, advocacy, and awareness activities support students, faculty, and staff who identify as a Safe Zone advocate on behalf of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. The program will be launched in fall 2017. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from spring 2016 shows positive responses about students' perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as an individual. • Providing recommendations in light of State and Federal expectations and best practices.	Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.
	FSU's *Gender-Based Harassment and Elimination Task Force (G-BHAVE)* – Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	In 2016, FSU restructured the previously existing *President's Advisory Council Against Gender Based Violence (PACAGBV)* into the current FSU's *Gender-Based Harassment and Elimination Task Force (G-BHAVE).* The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large.	
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.	Develop partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	FSU's partnership with the University of Maryland College Park, *TRiO Academic Achievement Program's McNair Scholars* has enrolled 80 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2015-2016 cohort included eight students (one African American male, three African American females, one Asian female, one Hispanic male, and two Caucasian males). FSU became a partner with the *PROMISE- Maryland's Alliance for Graduate Education and the Professoriate (PROMISE-AGEP).* In 2016, FSU faculty and administrators participated in research symposia and professional development activities to prepare students for doctoral study and provide pathways to the professoriate.	Identify funding to support FSU students to participate in activities hosted at partner institutions. Identify opportunities for PROMISE programs to be hosted on the FSU campus. Increase faculty awareness and participation in the PROMISE initiative.

	Sustain University's curricular programs to promote understanding of cultural diversity.	• *Identity and Difference courses in the General Education Program (GEP)*: The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. • *The African American Studies Program and the Women's Studies Program*, through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.	
FSU's Diversity Goal 5: Promote the Understanding of International Cultures			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Active recruitment of international students by the Center for International Education (CIE) to promote the understanding of international cultures at FSU.	Plan and implement activities designed to increase the number of international students and ensure a continued growth in international diversity.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. During the last year, CIE changed its emphasis on recruitment of students who would enroll on "exchange" basis for one or two years, and moved to dual programs that would recruit "degree-seeking" international students. In fall 2016, FSU enrolled 147 students, including 114 degree-seeking students from 22 countries. University records indicate that the first year in which a significant number of international students were enrolled at FSU was fall 2007. At that time, only 28 international students attended the University.	Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.
	Increase number of exchange partners to increase the diversity of international students.	In 2016, the CIE established new partnerships with institutions in China, Japan, Taiwan, and Vietnam; and as a result, FSU welcomed 33 exchange students and five (5) visiting professors.	
	Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.	Based on a desire to build international enrollments at the University, a decision was made in 2015 to redirect the University's efforts away from a principal focus on international exchange students to developing cooperative degree program with our partner universities overseas. This redirection in part came about through a review of data indicating that exchange students were not coming to Frostburg in the numbers that were evident in earlier years. By 2017, Frostburg had established four cooperative degree programs at the undergraduate and graduate levels with universities in China and Vietnam: • Hunan University of Commerce; • China University of Mining and Technology – B.S. in Accounting • Communication University of China – M.S. in Computer Science • Hanoi University of Industry – B.S. in Computer Science A fifth program is under development with a university in Taiwan. Hunan University of Commerce will be admitting the first cohort of approximately 120 students into FSU English and Accounting courses on summer 2017 (taught by FSU faculty members). Twenty to thirty of these students will attend face-to-face classes on the FSU campus beginning fall 2017. These students will earn a Bachelor of Science degree in Economics with a minor in Finance.	
	Establish strong connections for international students on campus.	FSU offers English as a Second Language (ESL) courses for international students to feel more confident during their interactions with students, faculty, and staff on campus. Additionally, the CIE offers numerous cultural activities throughout the semester to introduce international students to American cultures.	
Increase international curricular opportunities for students.	Plan and implement study abroad programs conducted or sponsored by the university.	In 2016, 82 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world.	

	Plan and implement recruitment activities for students to study abroad.	To encourage students to study abroad each year, the CIE implemented the following recruitment activities: • 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 • 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.	CIE will evaluate the effectiveness of *Horizons*, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.
	Design and implement study abroad opportunities for students by faculty members.	Faculty members from all three colleges created and implemented study abroad experiences for students in Ireland, Taiwan, Costa Rica, Brazil, Ecuador, China, Peru, and Canada. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.	
Develop co-curricular programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.	Establish, coordinate and sustain the *University President's Leadership Circle (PLC)* – 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.	In previous years, PLC students have testified in front of state legislature, shadowed the University President, networked with alumni, and made other lifetime connections. These experiences also included trips to China, India, Ecuador, Uganda, the United Arab Emirates, and the Czech Republic. In AY 2016-2017, the PLC included 12 top performing student leaders on the FSU campus. Students were divided into two smaller groups to participate in unique experiential learning opportunities in rural villages of Uganda, to assist with Water School (the university's partner) projects in and around Packwach, in the West Nile region, and Busia in Eastern Uganda. Through these experiences, PLC students helped with water purification, sanitation and hygiene at a local commerce point and a local school as well as furthering educational opportunities for rural Ugandans.	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.

Table 3

Efforts and Process for the Reporting of Hate-Based Crimes Consistent with Federal Requirements

Efforts and process for the reporting of hate-based crimes consistent with federal requirements.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
The University Police Department leads the process for responding and reporting Campus-Based Hate Crimes and Bias Motivated Incidents.	Compile campus crime data, and arrest data. Submit data to the Maryland State Police as part of the Uniform Crime Report.	During the reporting period (February 1, 2016 - February 1, 2017), there was one reported incident coded as a RRE Incident: Date:9/23/16 Location: Clock Tower Incident: RRE Case# FC2016-05069 Information: *Individual handing out Jehovah Witness literature on campus in the area near the FSU's Clock Tower was approached by an unknown white male advising he hates Christians. Subject grabbed the literature, tore it up and threw it in the trash can.*	

SECTION II
INSTITUTIONAL DEMOGRAPHIC DATA

Table 4
Student Headcount by Career

Updated February 22, 2017

Career		Fall 2009				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Doctorate	Unknown																
	African American/Black	.	.	.	.	.	.	.	.	2	3	5	6.76	1	3	4	5.13
	Amer Ind or Alaska Nat	.	.	.	.	.	1	1	1.45	.	1	1	1.35	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	White	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Other	.	.	.	.	21	45	66	95.70	21	45	66	89.20	25	47	72	92.30
	Native Hawaiian or Pac Island	.	.	.	.	.	1	1	1.45	.	1	1	1.35	.	.	.	.
	Two or More Races	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	1.28
	All	.	.	.	.	1	.	1	1.45	1	.	1	1.35	1	.	1	1.28
		.	.	.	.	22	47	69	100	24	50	74	100	27	51	78	100
Graduate	Unknown	5	9	14	2.22	39	26	65	9.83	47	53	100	13.90	37	63	100	14.00
	African American/Black	9	11	20	3.17	19	32	51	7.72	15	26	41	5.69	15	29	44	6.16
	Amer Ind or Alaska Nat	1	2	3	0.48	.	1	1	0.15	.	1	1	0.14	.	.	.	.
	Asian	1	2	3	0.48	11	4	15	2.27	8	6	14	1.94	8	8	16	2.24
	Hisp/Latino	.	4	4	0.63	4	5	9	1.36	5	2	7	0.97	5	9	14	1.96
	White	168	404	572	90.8	185	298	483	73.10	190	302	492	68.20	158	291	449	62.90
	Other	6	8	14	2.22	13	11	24	3.63	45	14	59	8.18	65	20	85	11.90
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.15	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	4	8	12	1.82	2	5	7	0.97	2	4	6	0.84
	All	190	440	630	100	276	385	661	100	312	409	721	100	290	424	714	100
Undergraduate	Unknown	46	60	106	2.23	28	24	52	1.06	23	23	46	0.93	21	16	37	0.76
	African American/Black	551	576	1127	23.7	708	706	1414	28.77	776	753	1529	30.80	780	753	1533	31.40
	Amer Ind or Alaska Nat	9	9	18	0.38	3	2	5	0.10	4	8	12	0.24	2	7	9	0.18
	Asian	44	33	77	1.62	37	47	84	1.71	30	47	77	1.55	34	59	93	1.90
	Hisp/Latino	69	54	123	2.59	105	130	235	4.78	123	130	253	5.10	123	160	283	5.79
	White	1683	1574	3257	68.5	1367	1446	2813	57.23	1295	1446	2741	55.30	1221	1394	2615	53.50
	Other	14	33	47	0.99	43	55	98	1.99	59	32	91	1.83	54	38	92	1.88
	Native Hawaiian or Pac Island	.	.	.	.	2	2	4	0.08	1	1	2	0.04	1	1	2	0.04
	Two or More Races	.	.	.	.	95	115	210	4.27	106	104	210	4.23	109	111	220	4.50
	All	2416	2339	4755	100	2388	2527	4915	100	2417	2544	4961	100	2345	2539	4884	100
All		2606	2779	5385	100	2686	2959	5645	100	2753	3003	5756	100	2662	3014	5676	100

UG Minority

	2009	2014	2015	2016
N	1345	1952	2083	2140
%	28.29	39.71	41.96	43.81

UG African American

	2009	2014	2015	2016
N	1127	1414	1529	1533
%	23.7	28.77	30.80	31.40

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

Table 5

Instructional Faculty

Split By Tenure/Tenure Track and Non-Tenure Track

Updated February 22, 2017

Year

		2009				2014**				2015**				2016**			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
Tenure Status	Race/Ethnicity*	N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Non-Tenure Track	Unknown	.	.	.	.	5	5	10	5.81	2	3	5	3.01	1	.	1	0.60
	African American/Black	.	2	2	1.34	.	2	2	1.16	2	2	4	2.41	4	2	6	3.57
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.58	1	.	1	0.60	1	.	1	0.60
	Asian	3	1	4	2.68	1	1	2	1.16	2	1	3	1.80	3	3	6	3.57
	Hisp/Latino	.	3	3	2.01	1	2	3	1.74	.	1	1	0.60	.	1	1	0.60
	White	64	76	140	93.96	65	86	151	87.79	69	81	150	90.36	63	86	149	88.69
	Other	.	.	.	.	.	2	2	1.16	.	2	2	1.20	.	4	4	2.38
	Native Hawaiian or Pac Island	.	.	.	.	1	.	1	0.58	.	.	.	.	.	.	.	.
	All	67	82	149	100	74	98	172	100	76	90	166	100	72	96	168	100
Tenure/ Tenure Track	Unknown	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	4.27	6	3	9	4.21	7	3	10	4.65	7	2	9	4.11
	Asian	9	7	16	7.58	11	6	17	7.94	10	6	16	7.44	13	6	19	8.68
	Hisp/Latino	1	3	4	1.9	1	3	4	1.87	1	3	4	1.86	1	3	4	1.83
	White	116	66	182	86.26	106	70	176	82.24	107	71	178	82.79	106	74	180	82.19
	Other	.	.	.	.	6	2	8	3.74	6	1	7	3.26	5	2	7	3.20
	All	133	78	211	100	130	84	214	100	131	84	215	100	132	87	219	100
All		200	160	360	100	204	182	386	100	207	174	381	100	204	183	387	100

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

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2014 through Fall 2016 data based on the new race/ethnicity codes.

** 2014 through 2016 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Table 6
Staff by Principal Occupational Assignment

Updated February 22, 2017

Year

		2009				2014**				2015**				2016**			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
Occupational Code	Race/Ethnicity*	N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Exec/Admin/Mngr	Unknown	.	.	.	.	1	2	3	1.25	2	4	6	2.49	1	1	2	0.83
	African American/Black	2	1	3	5.17	4	5	9	3.75	3	6	9	3.73	4	6	10	4.13
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	.	.	.	4	.	4	1.67	4	.	4	1.66	3	.	3	1.24
	Hisp/Latino	.	.	.	.	.	.	.	.	1	.	1	0.41	1	.	1	0.41
	White	35	20	55	94.83	98	125	223	92.92	98	123	221	91.7	103	123	226	93.39
	Other	.	.	.	.	1	.	1	0.42	.	.	.	.	.	.	.	.
	All	37	21	58	100	108	132	240	100	108	133	241	100	112	130	242	100
Teaching Assist	White	.	.	.	.	2	5	7	100	2	5	7	100	2	5	7	100
	All	.	.	.	.	2	5	7	100	2	5	7	100	2	5	7	100
Professional	Unknown	.	1	1	0.65	4	.	4	4.12	6	3	9	9.47	.	1	1	1.05
	African American/Black	4	5	9	5.81	4	2	6	6.19	.	1	1	1.05	1	4	5	5.26
	Amer Ind or Alaska Nat	1	.	1	0.65	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.94	2	1	3	3.09	1	2	3	3.16	2	5	7	7.37
	Hisp/Latino	.	.	.	.	.	1	1	1.03	.	.	.	.	.	2	2	2.11
	White	60	81	141	90.97	23	56	79	81.44	26	55	81	85.26	34	45	79	83.16
	Other	.	.	.	.	.	3	3	3.09	.	.	.	.	1	.	1	1.05
	Two or more races	.	.	.	.	.	1	1	1.03	.	1	1	1.05	.	.	.	.
	All	68	87	155	100	33	64	97	100	33	62	95	100	38	56	95	100
Clerical	Unknown	.	2	2	1.05	5	9	14	7.78	4	10	14	.	1	1	2	1.21
	African American/Black	1	7	8	4.19	5	6	11	6.11	4	2	6	.	5	3	8	4.85
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.56	1	.	1	.	.	.	.	.
	Asian	.	3	3	1.57	1	3	4	2.22	.	3	3	.	1	1	2	1.21
	Hisp/Latino	1	.	1	0.52	1	1	2	1.11	1	1	2	.	.	1	1	0.61
	White	25	152	177	92.67	28	118	146	81.11	22	114	136	.	35	116	151	91.52
	Other	.	.	.	.	.	.	.	.	1	.	1	.	.	.	.	.
	Two or More Races	.	.	.	.	1	1	2	1.11	.	1	1	.	.	1	1	0.61
	All	27	164	191	100	42	138	180	100	33	131	164	100	42	123	165	100
Technical	Hisp/Latino	1	.	1	2.17	.	.	.	.	.	.	.	.	.	.	.	.
	White	24	21	45	97.83	1	6	7	100	.	6	6	100	.	6	6	100
	All	25	21	46	100	1	6	7	100	.	6	6	100		6	6	100
Skilled Crafts	Unknown	.	.	.	.	2	1	3	3.3	2	1	3	3.19	.	.	.	.
	African American/Black	.	.	.	.	.	1	1	1.1	.	1	1	1.06	.	1	1	1.03
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.1	1	.	1	1.06	1	.	1	1.03
	White	34	1	35	100	44	42	86	94.51	48	41	89	94.68	53	42	95	97.94
	All	34	1	35	100	47	44	91	100	51	43	94	100	54	43	97	100
Serv/Maint	Unknown	.	.	.	.	2	.	2	4.26	2	.	2	4.16	.	.	.	.
	African American/Black	.	3	3	3.53	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.18	.	.	.	.	.	.	.	.	.	.	.	.
	White	45	36	81	95.29	44	1	45	95.74	45	1	46	95.83	43	2	45	100
	All	45	40	85	100	46	1	47	100	47	1	48	100	43	2	45	100
All		236	334	570	100	279	390	669	100	274	381	655	100	291	365	657	100

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

*Data reported for fall 2009 based on the 1977 race/ethnicity codes. Fall 2014 through Fall 2016 data based on the new race/ethnicity codes.

** 2014 through 2016 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

2016-2017
Salisbury University
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Section I:

1. **Institutional Plan**:

Salisbury University's (SU) 2014-2018 Strategic Plan establishes four overarching goals: 1) To educate students for success in academics, career, and life; 2) To embrace innovation to enhance the Salisbury University experience; 3) To foster a sense of community on campus and at the local, national, and international level; and 4) To provide appropriate programs, spaces, and resources for all members of the campus community. As a core value of our institution, diversity is thoroughly interwoven into all four aspects of our Strategic Plan. In particular, we continue steadfastly with our efforts: a) to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty; b) to create positive interactions and cultural awareness among students, faculty, and staff on campus; c) to report hate-based crimes consistent with federal requirements.

While we are proud of our progress, we recognize that fostering a diverse and inclusive campus community is an endless process, and we continue to look for areas in need of particular attention. While our campus is more diverse today than ever before, we must continue our efforts to recruit a group of students that more closely reflects the diversity present at the state-level, as well as increase diversity among tenure/tenure-track faculty, executive and professional staff. We must also continue to focus on fostering cultural competence among our students, faculty, and staff, increasing the number of students studying abroad, and expanding cultural competence training opportunities for students, faculty, and staff.

Therefore, the University continues to introduce programs to help welcome and accommodate the projected changing demographics of our newly admitted classes over the years. Programs needed to recruit and retain these students, attract more international students to our campus, foster cultural competence among our campus community members, and continue to offer SU students additional international education opportunities continue to achieve significant results. The following tables, while not all-inclusive, illustrate our efforts and accomplishments over this past year.

2. **Implementation**:

- **Table 1: Reporting of Institutional Goal 1**

Goal 1: Implement efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. *Ongoing.*			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Administrative Coordination and Accountability			
Strengthen the charge and resources of the Cultural Diversity and Inclusion Consortium Committee to coordinate communication among the faculty, staff, and students of Salisbury University on diversity and inclusion issues by bringing the leaders of its constituent organizations together for dialogue.	• Number of meetings • Date of approval for revised by-laws	• Seven (7) meetings during AY 2016-2017 • Revised by-laws submitted to Consortium Coordinating Committee in spring 2017, which expands membership representation from shared governance bodies and student organizations. Decision expected by the end of AY 2016-2017.	Continue to encourage members of shared governance and student groups to engage in the Committee.
Utilize the Office of Institutional Equity's Diversity Initiatives Inventory System as the venue where the campus community can access a full inventory of cultural diversity initiatives to increase awareness and encourage cross-campus collaborations.	• Date of Implementation • Number of submissions	The Diversity Initiatives Inventory System was implemented in fall 2016 and contains 130+ submissions. A campus-wide call for 2016-2017 submissions will be sent out later in the spring semester.	Increase campus community's awareness of the availability of this resource. Encourage submissions from faculty, staff, and students.
Conduct Campus Climate Survey to establish baseline for assessment and develop Diversity Plan.	• Identify main elements for Request For Proposals • Identify potential vendors	Main elements and potential vendors identified; SU Campus Climate Survey currently on stand-by due to work with Chancellor's D&I Council to conduct a system-wide survey.	Continue to work with Chancellor's D&I Council to conduct a system-wide survey.
International Education			
SU's international initiatives represent a strategic complement to the University's comprehensive diversity efforts by attracting a more diverse student body and faculty to main campus in Maryland, and by structurally exposing students to people and places around the world as part of their academic curriculum. SU's numbers have fallen since that high two academic years ago, however, participation rates continue to be strong. In addition, SU welcomed a continuing flow of J-1 Visiting Scholars to the faculty in AY 2016-17, with multiple visiting scholars, teachers, and artists in residence from China and Germany. During the same year, the English Language Institute	• Total study abroad numbers • Number of J-1 Visiting Scholars • Number of ELI students promoted into degree-granting programs • Number of Fulbright Scholarships awarded to SU students, faculty, and administrators	• Total study abroad numbers for 2016-2017 are not complete, but we estimate a total of 325 students to study abroad for academic credit. • 5 J-1 Visiting Scholars were welcomed to the faculty • 25 students were promoted into degree-granting programs • 6 Fulbright Scholarships awarded to SU students, faculty, and administrators • SU recognized in the annual Open Doors Report from the US Department of State, Bureau of Educational Affairs, as one of the top 40 Master's Universities in the	• Enrollments in the English Language Institute continued to fall from the peak in AY 2014-2015. Some of this decline reflects larger national trends. Other reflects a plateau in SU's internationalization efforts. • Enrollments in study abroad decline for the third straight year after record highs in AY 2014-2015 reflecting a plateau in SU's internationalization efforts.

promoted its 100th student from the intensive English preparatory program into degree granting programs since its foundation in AY 2010-2011. SU students, faculty, and administrators continued to win prestigious Fulbright Fellowships during AY 2016-2017 for programs in India, France, Romania, and South Korea.		country for study abroad participation numbers for AY 2014-2015.	
Hiring Procedures			
Compile Affirmative Action Plan on an annual basis to track and assess the results of enhanced hiring practices.	• Date of completion • Date of dissemination	The University's 2016 Affirmative Action Plan was finalized in September 2016 and provided to Executive Staff in November 2016.	Revise pre- and post-employment surveys, outreach to veteran candidates, tracking mechanism for veterans and individuals with disabilities. Continue to communicate progress of AAP goals to Executive Staff and to provide advice on how to achieve these goals on an annual basis.
Closing the Achievement Gap (Retention)			
The Center for Student Achievement (CSA), designed to help students fulfill their academic potential, opened its doors in September 2008. Services and programs include: academic coaching, supplemental instruction, tutoring, workshops, academic recovery program, and the Scholar Holler Award.	• Number of students served • Number of unique visits	The Center of Student Achievement served 2,989 unique students, and received 27,425 visits between August 2016 and February 2017. Minority students* represented 30% of the students served and 31% of the total visits. **Students who self-identified as American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander.*	Continue to hire a diverse student leader workforce (i.e. tutors, supplemental instruction leaders & student assistants).
Salisbury University's TRiO ACHIEVE Student Support Services (SSS) is an educational opportunity project sponsored by the U.S. Department of Education that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals. The project acts as an advocate for qualified students, plans and coordinates their services, and provides support programs that help them develop academic, interpersonal and social skills they need for success at the University. The TRiO staff, as well as other offices across campus, will help students reach their academic goals and maximize their potential for success at Salisbury University. Eligible students complete pre- and post-preparedness	• Number of students served • Number of mentors • Completion of Soliya Connect Program	• TRiO ACHIEVE Student Support Services (SSS) served 150 students in AY 2016-2017. • 10 students served as mentors in the TRiO-ACHiEVE SSS' Peer Mentor Program. • 9 TRiO students and 3 staff completed the Soliya Connect Program.	• Additional recruitment to transfer students • Improve outreach through social media. • Implement TRiO Alumni Relations to support the academic success of current TRiO Students. • Increase TRiO student's acceptance numbers in to graduate/professional programs.

assessments, participate in a 3-day Orientation program providing services and campus resources, are required to meet with a staff member once a month to evaluate their academic progress, and participated in the TRiO-ACHiEVE SSS' Peer Mentor Program. Through the Soliya Connect Program, TRiO students have an opportunity to engage in facilitated and substantive dialogue, build meaningful relationships across national, cultural, religious, and ideological boundaries, and explore perspectives, uncover biases, and arrive at a better understanding of cultures, with the goal of developing the global competence essential to thriving in an interconnected world.			
Recruitment			
The Office of Admissions continues to offer an opportunity for on-the-spot admissions for students of high schools with a high minority population. Upon receipt of application, test scores, and transcript, Admission counselor can immediately communicate an admissions decision to the applicant.	• Number of on-the-spot admissions	Tracking of students who were admitted into the incoming fall 2016 and 2017 cohorts through on-the-spot admissions to see their yield and retention.	Expand to more high schools next fall.
The Office of Admissions continues to promote the Test-Optional Admission Policy as a minority recruitment strategy. Under this initiative, students with a weighted 3.5/4.0 GPA are eligible to apply for admission without submitting and ACT or SAT score.	• Number of schools served	Approximately 35% of students admitted into the incoming fall cohorts are through the Test-Optional Admission initiative.	Continue to advertise to prospective students about the Test Optional policy.
The Admissions Office hosts several diverse student groups on campus each fall and spring to attend an information session and go on a tour of campus. Each student fills out an inquiry card; their data is put in our system and communications can be sent to them throughout the admission funnel.	• Number of letters sent	Each year approximately 25 diverse groups are brought to campus, totaling approximately 800 students.	Track yield and retention.
In 2016, SU and UMES formalized a dual-degree program in Physics/Engineering in which students complete three years of general education, physics, and foundational engineering courses at SU and then complete two years of engineering coursework at UMES	• Student enrollment • Successful program completion	MOU signed; reciprocal campus visits including SU students touring UMES facilities.	Matriculation of SU students in dual-degree program (goal is up to 5 per year).

graduating with both Physics and Engineering degrees. The development of this program and reciprocal campus visits has provided the opportunity for strengthening ties between our campuses and mutual appreciation of the resources available at each.			
SU Bridges students live and take classes on SU's campus, are enrolled in courses taught by Wor-Wic Community College (WWCC) faculty, and receive WWCC credits for one semester. After successfully completing the fall semester with a grade point average of 2.0 or higher, students are automatically enrolled at SU to begin classes in the spring semester.	• Number of enrolled students	29 SU Bridges students were enrolled at SU to begin classes in the 2017 spring semester after successful completion of the fall 2016 semester with a GPA of 2.0 or higher.	Continue to partner with WWCC for frequent assessments to improve the program from year to year.
During the reporting period, SU's Henson School of Science & Technology hosted a panel of female STEM professionals to talk to high school students about pursuing science and technology careers. Following the panel, the high school students participated in a networking event with the panelists and several USM Promise Alliance for Graduate Education and the Professoriate (AGEP) participants and alumni. The goal of this event was to excite young women about science and technology careers and provide positive role models.	• Attendance • Development of relationships with regional science & tech workforce	More than 200 female high school students (many URM) and their teachers attended the event.	Identify sustainable funding stream.
Active participation of SU administrators in the USM Promise AGEP (Alliance for Graduate Education and the Professoriate), a USM effort which increases the participation of underrepresented groups in STEM programs and facilitates pathways to academic careers.	• Involvement in USM Promise AGEP activities	2016-2017 activities included involvement in the USM Promise AGEP Summer Success Institute and spring 2017 Research Symposium and Professional Development Conference as well as hosting USM Promise AGEP participants and alumni on SU's campus for a panel on preparing for graduate school. SU also hosted USM Promise AGEP participants in a luncheon workshop on teaching careers a different types of campuses.	Hire teaching post-doc/tenure-track faculty from USM Promise AGEP Network to assist in development of their teaching skills and professional development and to increase diversity of SU's faculty.
Financial Aid			
The Office of Financial Aid provides need-based financial aid to students through the Partnership for Success Grant, a renewable scholarship to students from Eleanor Roosevelt and Suitland High Schools who have been	• Number of recipients • Funds disbursed	23 students have been awarded a total of $23,000 through the Partnerships for Success Grant, and 140 students have received a total of $199,877 through the Salisbury University Grant.	Continuing to seek more funding for more students in need.

involved in an upward bound program, and the Salisbury University Grant, which provides students in the lower Pell Grant range with at least $2,500 in free financial aid.			

- **Table 2: Reporting of Institutional Goal 2**

Goal 2: Implement efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. *Ongoing.*			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
School and Department-Specific Curricular Initiatives			
The Social Work curriculum has always been designed to increase the cultural awareness of students to create positive interactions with others; however even more attention has been directed in this area in recent curriculum redesign efforts. This year, there are five redesigned or new required core courses at the undergraduate and graduate level with this effort as a primary goal. These are: Human Behavior In the Social Environment I & II (undergraduate and graduate), Privilege and Oppression (undergraduate). In addition to these core course requirements the Social Work Department has a number of undergraduate electives which sensitizes students to the unique dynamics encountered by certain social groups including older persons, persons who have differing abilities, and LGBTQ persons.	• Course grades gathered every semester • Counsel on Social Work Education (CSWE) accreditation standards which require programs to meet nine social work competencies, eight of which have language specifically to increase cultural competency. The data on meeting these competencies is submitted to CSWE annually.	Data collection for redesigned and new courses to take place at the end of spring 2017 semester.	The Social Work Department continuously looks at areas of improvement in course delivery. Redesigned and new courses will undergo same ongoing assessment and review of student feedback and course delivery by both departmental curriculum committees which exist at the content level and the departmental level.
The Commission on Accreditation of Athletic Training Programs (CAATE) requires accredited athletic training programs to include cultural sensitivity and cultural competency in athletic training curriculum. The athletic training profession espouses tenets which are identified as Foundational Behaviors of Professional Practice, one of which is cultural competence. The following foundational behavior is found across Salisbury University's Athletic Training curriculum; in all courses and in every required clinical experience.	• Student grades in ATTR (Athletic Training) 570 Therapeutic Rehabilitation, which focuses on improving outcomes in diverse patient populations • Student performance and grades in the clinical component of the Athletic Training Program, which is delivered through four courses	Students have successfully navigated through their clinical courses up to this point. Graduate students are currently enrolled in ATTR 570; grades will be available at the conclusion of the spring 2017 semester.	Expand curricular opportunities to explore concepts of general medicine and cultural competence. ATTR 600: Comprehensive Approach to Health, to be offered in summer 2018, will specifically address diversity and cultural awareness in healthcare, in addition to general medical concepts

1. Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare. 2. Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations. 3. Work respectfully and effectively with diverse populations and in a diverse work environment.	that are taught over four consecutive semesters.		and pharmacology. Students will also be completing observation rotations during this course that will expose them to diverse patient populations (e.g. geriatrics, pediatrics, special needs, etc.).
The Fulton School of Liberal Arts offers a Bachelor of Arts in Interdisciplinary Studies with an Anthropology (ANTH) track and an Anthropology minor. Anthropology is the discipline that bridges the humanities–science divide, examining humanity across the widest possible perspective, from our biological origins, through the prehistoric past, and into the full diversity of our modern cultural and social differences. It promotes not only a better understanding of others and the cross-cultural interactions that play such a vital role in our increasingly global societies, but also of ourselves. In either of these programs, students will gain a broad knowledge of human biological and cultural diversity in the past and present, an ability to think critically about the often-contentious issues raised by this diversity, and the ability to communicate their knowledge and opinions through a wide variety of media. Anthropology provides an interdisciplinary foundation for graduate work in the social sciences and a useful background for anyone who will find themselves working with people of other cultures, either here or abroad, whether in business, medicine, teaching, or advocacy groups.	• Academic performance • Recruitment from Gen Ed courses into program • International experience participation rates • Success of alumni in workplace/graduate programs	• During AY 2016-2017, 12 students were enrolled in the Bachelor of Arts in Interdisciplinary Studies with an Anthropology track. • 11 Anthropology courses were offered, 7 of which were part of the General Education curriculum. • 174 students enrolled in Anthropology courses. Of the 90 students enrolled for fall 2016, including 82 non-majors, 80 completed the course with a C or better. Grades are forthcoming for the 84 students enrolled for spring 2017, which includes 78 non-major students. • 2 Anthropology track students study abroad this summer (South Africa and South Korea) • One student was admitted to Berkeley's PhD program, one of the highest ranked Anthropology programs in the country.	Recruit students into the ANTH track. Find and access faculty resources to broaden ANTH offerings.
In efforts to support curricular development in all disciplines to prepare students to work in a diverse society and world, the SU Libraries added three databases full of digitized primary sources relating to diverse populations: • African American Communities: This database focuses predominantly on Atlanta, Chicago, St. Louis, New York, and towns and cities in North Carolina and presents multiple aspects of the African American community through pamphlets, newspapers and periodicals, correspondence, official records, reports and in-depth oral	• Number of databases relating to diverse populations	The SU Libraries has a total of 11 databases relating to diverse populations.	More databases relating to diverse populations other than African Americans.

histories, revealing the prevalent challenges of racism, discrimination and integration, and a unique African American culture and identity. • American Indian Histories and Cultures: This database contains manuscripts, artwork and rare printed books dating from the earliest contact with European settlers and continue up to photographs and newspapers from the mid-twentieth century. It includes a wide range of rare and original documents from treaties, speeches and diaries, to historic maps and travel journals. • Slavery in America and the World: History, Culture & Law: This is a complete legal collection on slavery in the United States and the English-speaking world. It also includes hundreds of pamphlets and books written about slavery—defending it, attacking it or simply analyzing it, including an expansive slavery collection of mostly pre-Civil War materials.			
Nearly every theory and clinical course in the undergraduate Nursing curriculum contains one or more course objectives related to cultural sensitivity, cultural competency, health literacy, and health disparities. The doctoral (DNP) program, launched in fall 2012, has many illustrations of how cultural sensitivity, cultural competency, health literacy, and health disparities are taught and practiced. This program prepares advanced-practice nurses to manage complex health needs in a cost-effective and collaborative manner. The curriculum emphasizes the use of evidence-based practice and technology to guide administrative and clinical decisions, as well as policy development. DNP graduates practice at the highest level, whether working with individuals, groups or organizations, and serve as leaders in health care for the state and region. The program offers annual international trips to South Africa or Ecuador for students to do HIV and hygiene education as well as to begin to understand the differences among health care from other countries and those within the U.S. In the community health course, the faculty bring in food items from various cultures to begin understanding of the cultural differences among people. This initiates discussion on various cultures and their beliefs in health care. Cultural competency is an on-going process and is integrated throughout the nursing undergraduate and graduate curriculum. The Accommodations Task Force continues to review how various needs can be integrated into the nursing program. Although this is not exactly cultural, it does involve how culture views and	• Successful completion of BS, MS and DPN programs by students (and pass rates on certifications exams). • Participation in international education. • Successful accreditation of programs. • MHEC (Maryland Higher Education Commission) funding for Nurse Educator Expansion programs (ES-FAMI and WS-FAMI) that target minority and male RNs for development as clinical faculty.	• 92.86% first-time Nursing's National Council Licensure Examination (NCLEX) pass rates, the highest for any baccalaureate institution in Maryland • 2 students went to Nicaragua with local physicians to provide health care to those that otherwise would not have access. • The baccalaureate and master's programs at Salisbury University are accredited by the Commission on Collegiate Nursing Education. The DNP program is in the process of being accredited by the Commission on Collegiate Nursing Education. • FY17 MHED funding: - 11/2/16 – MHEC New Nursing Fellowship for Sedonna Brown: $5,000	Continue on-going monitoring and revise the curriculum as appropriate. The Nursing department reviews the periodic evaluation plan annually to address any concerns.

assimilates individuals with disabilities into the workforce and educational systems.		- 2/2/17 – MHEC NEDG Fellowship for Jennifer Hart: $15,000 - 4/1/17 – MHEC HPSIG: $25,148 - 4/5/17 – MHEC ES-FAMI II Year 3 funds: $451,362	
School and Department-Specific Co-Curricular Initiatives			
The Social Work Department has implemented several co-curricular activities, including: global seminar to Ecuador, where students explored Ecuadorian social services and participated in language classes; field trip to Philadelphia with nearly 50 students and faculty to tour Eastern Penitentiary, learn about mass incarceration, and participate in a poverty tour through one of the poorest neighborhoods in the US; 12 Know Your Rights trainings on Eastern Shore, co-coordinated discussion groups between SU students and men incarcerated at Eastern Correctional Institution; needs assessment of families of individuals incarcerated at Wicomico County Detention Center; Naloxone/Narcan trainings on campus; lecture with Ann Adalist-Estrin with National Resource Center on Education and Families of the Incarcerated, who discussed the effects of mass incarceration on children; organized an unaccompanied youth count in Wicomico, Worcester, and Somerset counties; etc.	• Number of student participants	• Global Seminar: 16 participants • Field trip: 43 participants • 12 KYR trainings: lead by 55 students • ECI spring discussion groups: 6 groups lead by 12 SU students • Wicomico County Detention Center assessment: 12 students & 2 faculty volunteers • Naloxone/Narcan: 2 trainings held in the fall with 40+ participants; 3 more scheduled in the spring • Adakist-Estrin lecture: 20 participants • Youth count: 24 student volunteers	Continue to develop a slate of activities throughout the year. Potentially adopt a theme for the year and focus most activities around that theme. Increase collaboration with other departments. Develop more effective recruitment and advertising techniques to increase participation.
The Fulton Public Humanities Program (FPHP) exists to support, organize, and develop academic programs and events that promote public awareness and understanding of marginalized groups, moments, and events in history (up to the present). It provides opportunities for programs that possess curricular and academic value in the recovery, commemoration, and study of human experience in all its complex diversity using the unique methods and core perspectives of the Humanities.	• Number of events sponsored • Dollar amount contributed towards event sponsorship • Number of grants awarded • Dollar amount contributed towards grant proposals	A total of $8992 was contributed towards the following sponsored events: • Fifth Annual Native American Heritage Month: 2 events • Women's History Month: 3 events • African American History Month: 2 events • South Asian History: 1 event Additionally, 2 grant proposals were awarded, totaling $1000.	Diversifying offerings to include groups not under previous celebrated heritage months. Include Hispanic Heritage and LGBTQ heritage in future years.
Social Life and Organizations			
The SU Libraries continue to offer cultural events programming planned to expose students to artistic expression and intellectual perspective representing diverse cultures: • In the fall, from August 29 through December 2, the SU Libraries hosted a traveling exhibit from the Reginald H.	• Number of events	Six (6) SU Libraries cultural events planned to expose students to artistic expression and intellectual perspective representing diverse	Continue to offer programs representing diverse cultures and perspectives.

Lewis Museum of Maryland African-American History, "Ruth Starr Rose (1887-1965): Revelations of African American Life in Maryland and the World," in its temporary exhibit space. This featured paintings of a woman who painted scenes of African American life, including many on the Eastern Shore. Part of the exhibit was in the Nabb Center space and part of it in the University Art Gallery in Fulton Hall. There was a reception on September 8 in Fulton, with a performance by the Society for the Preservation of African American Arts Singers. This was followed by a lecture in the Academic Commons by the exhibit's curator Barbara Paca. Other events associated with the exhibit were a performance by the American Spiritual Ensemble on September 17 at Asbury Methodist Church and an Adventures in Ideas: Humanities Seminar, "Exploring the African American Experience in Maryland History," taught by Creston Long and Aston Gonzalez. • The SU Libraries currently have a major exhibit, "When Communities Come Together: African American Education on the Eastern Shore," which opened January 3 and closes on May 31 on the first floor of the Academic Commons. In conjunction with that, there was a reception for the exhibit on March 9, with some people who had attended segregated schools speaking, followed by a showing of a documentary about Julius Rosenwald, who sponsored thousands of schools across the country for African American children in the early 20th century. The reception and documentary were co-sponsored by the Fulton School.		cultures, including exhibits and associated events.	
Faculty and Administrative and Support Staff Development			
The Office of Institutional Equity (OIE) provides year-round training opportunities to support faculty and staff development opportunities to explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting. Training programs and initiatives include: Safe Space workshop, Webinar Series, Lunch and Learn, Breakfast Topics, as well as customized, department-specific training programs.	• Number of trainings offered to campus • Number of trainings offered to units • Attendance	30+ OIE trainings offered during AY 2016-2017.	Continue to explore ways to incentivize voluntary program attendance from faculty and staff.
The Seidel Diversity Interest Group (DIG), organized and/or supported several events and activities for faculty, staff, and students, including: two faculty discussion groups on *Whistling Vivaldi: How stereotypes affect us and what we can do* by Claude M. Steele; facilitated letter-writing campaign in support	• Number of participants	• Faculty discussion groups: 2 groups; 20 participants • Letter-writing: over a dozen students & faculty participated with over 100 letters written	Recruit more active membership from all departments within Seidel. Recruit student and staff representation. Develop

of the Muslim community (co-sponsored with the Social Welfare Action Alliance, lead workshop at spring SU Teaching and Learning conference on responding to intolerance in the classroom, guest lecture with Cheri Honkala, human rights advocate with the Poor People's Economic Human Rights Campaign, Movie Nights watching 13th, documentary on mass incarceration, and Gender Revolution, documentary on gender identity, etc.		• Workshop: lead by 4 DIG members • Cheri Honkala lecture: 30 participants • 13th movie night: over 40 participants between Salisbury campus and satellite campus • Gender Revolution: upcoming event	more professional development activities for Seidel faculty. Develop more effective recruitment and advertising techniques to increase participation.
Community Relations			
The Holocaust Educators Network Summer Institute, an initiative from the Seidel School of Education and Professional Studies, brings together teachers from throughout the mid-Atlantic region for a week-long intensive seminar on teaching about the Holocaust and social justice.	• Number of participants	A total of 15 individuals participated in the institute in 2016. Through SU partnership and partnership with local board of education, 7 participants completed the HEN seminar for masters credit, 1 for doctoral credit, and 2 participants completed the seminar for Maryland CPD credit. 5 educators completed the program for personal professional development. Number have grown steadily from 13 in 2015 to 20 (est.) in 2017.	Once again, the Maryland HEN satellite program surpassed expectations. In 2017, the inter-disciplinary focus will be maintained, and arts component will be expanded upon to allow participants more time for reflection and personal renewal.
The Salisbury Youth Orchestra has provided unique educational and performance opportunities for young musicians since 1989. Currently made up of 70 members ranging in age from 5th grade to college, the group is a full orchestra including strings, winds, brass, and percussion. The experience of playing in a full orchestra is not offered in area schools. SYO is supported by SU, by a Parent's Organization as well as by local teachers and volunteers. The group has weekly rehearsals and performs two concerts a year.	• Participation	Approximately 90 students participated during this academic year. One-third are from minority backgrounds.	Continue to bring opportunities to area youth. In May, the youth orchestra flute players will participate in a master class given by Sarah Jackson, the principal piccolo player for the Los Angeles Philharmonic.
ShoreCorps/PALS (Partnership for Adolescents on the Lower Shore) is the AmeriCorps program at Salisbury University. Housed within the Institute for Public Affairs and Civic Engagement at Salisbury University, the program is a partnership with community-based organizations serving at-risk youth and senior citizens in Caroline, Dorchester, Kent, Queen Anne's, Somerset, Talbot, Wicomico and Worcester counties. At the ShoreCorps/PALS sites, even though each has its own purpose and structure, they are all united for a common purpose- engaging citizens dedicated to making their communities better. ShoreCorps/PALS mission is to serve at-	• Number of members • Number of sites • Number of individuals served	• ShoreCorps/PALS supports 20 members serving at 17 sites in the eight counties of the Eastern Shore. • ShoreCorps members have provided service to: 16,000 youth, 7,000 seniors, leveraged 1,600 volunteers.	ShoreCorps/PALS seeks ongoing improvement in three discrete areas. First, recruiting from current SU students. Second, training members in accurate record keeping and data management. Third, communicating with shifting GOSV staff and federal oversight.

risk youth and senior citizens in public and private non-profit agencies. The program strives to increase the capacity of each partner site through volunteer recruitment and management.			
Alumni Programs			
Alumni Relations and Annual Giving continues to engage alumni in the cultural diversity initiative through targeted programs and events, including the Lambda Society Rainbow Reunion and the Multicultural Alumni Jazz Social hosted during Homecoming, and Women's Circle events hosted throughout the year. Events are open to all alumni, faculty, staff, students and friends of the university.	• Attendance	• Lambda Reunion: 15 • Multicultural Alumni Jazz: 175 • Women's Circle: 290	Continue to sponsor worthwhile inclusive events.
Designated Gifts and Grants that Support Cultural Diversity			
The Office of Institutional Equity provides funding annually for faculty, staff and students of Salisbury University to support initiatives related to the University's strategic planning goals. Initiatives must support the goals of recruiting and retaining a diverse group of students, faculty and staff and developing mechanisms to support inclusiveness, engagement and success among SU campus community members.	• Number of approved grant proposals • Total funds disbursed	Ten grant proposals were approved between August 2016 and March 2017, totaling $6870.56 in approved funds from $20000 available funds.	Continue to encourage campus community members to submit grant proposals, particularly students and staff.
Alumni Relations and Annual Giving continues to fundraise for inclusive programs, including Multicultural Student Services and Powerful Connections Program, and Women's Circle initiatives, and promote awareness of these initiatives among alumni, faculty, staff, students and friends of the university.	• Fundraising	Women's Circle FY Donations: $2653; Total amount in the endowment: $21,587	Continue to raise funds for inclusive services

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Implement efforts and process for the reporting of hate-based crimes consistent with federal requirements. *Ongoing.*			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
A security report is published and distributed annually by University Police in compliance with The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and Drug Free Campus/Drug Free Workplace legislation. It contains crime and arrest statistics as well as information about campus policies and practices intended to promote crime awareness, campus safety and security. By October 1 of every year, all current students and employees are sent an email message providing them with the link to this report and notification that the current edition of the Annual Security Report has been posted on the Salisbury University website. Current or prospective students and employees may obtain a copy of this report by visiting University Police located in the East Campus Complex, calling 410-543-6007 or by accessing the SUPD website.	Crime and report statistics collected, complied and distributed by October 1 of every year	2015 – 0 2014 – 0 2013 – 0	N/A

Section II: Demographic Data

TABLE 1.1: ***Comparison*** **Table for Tenure/Tenure Track Faculty**

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	15	5.0%	9	6	21	6.4%	14	7	21	6.4%	6.5%	14	7	22	6.8%	6.8%	14	8
American Indian or Alaska Native	1	0.3%	0	1	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Asian	14	4.7%	9	5	25	7.7%	14	11	26	7.9%	8.0%	14	12	25	7.7%	7.8%	14	11
Hispanic/Latino	4	1.3%	3	1	5	1.5%	2	3	4	1.2%	1.2%	3	1	4	1.2%	1.2%	3	1
White	250	83.1%	146	104	267	81.9%	150	117	269	82.0%	83.0%	154	115	266	81.8%	82.6%	149	117
Native Hawaiian or other Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	0	0.0%	0.0%	0	0
Two or more races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0.0%	0	0	1	0.3%	0.3%	0	1
Nonresident Alien	7	2.3%	0	7	4	1.2%	2	2	4	1.2%	1.2%	2	2	4	1.2%	1.2%	2	2
Did not self identify	10	3.3%	8	2	4	1.2%	3	1	4	1.2%		3	1	3	0.9%		2	1
Total	301	100.0%	175	126	326	100.0%	185	141	328	100.0%	100.0%	190	138	325	100.0%	100.0%	184	141

Source: EDS file.

Note 1. *Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.*

Note 2. *Faculty numbers for 2012-13 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)*

Note 3. *Faculty numbers for 2014-15 and later include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)*

	Headcount Change	**% Change**
Change in Tenure/ Tenure Track Faculty between 1011 and 1617	24	8.0%
Minority Faculty (including NRA)	15	36.6%

TABLE 1.2: *Comparison* Table for Non-tenure Track/Other

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	**9**	**2.9%**	**6**	**3**	**10**	**3.0%**	**5**	**5**	**12**	**3.7%**	**3.7%**	**4**	**8**	**10**	**3.2%**	**3.3%**	**4**	**6**
American Indian or Alaska Native	**0**	**0.0%**	**0**	**0**	**1**	**0.3%**	**0**	**1**	**1**	**0.3%**	**0.3%**	**0**	**1**	**1**	**0.3%**	**0.3%**	**0**	**1**
Asian	**5**	**1.6%**	**1**	**4**	**11**	**3.3%**	**0**	**11**	**11**	**3.4%**	**3.4%**	**1**	**10**	**10**	**3.2%**	**3.3%**	**0**	**10**
Hispanic/Latino	**3**	**1.0%**	**2**	**1**	**6**	**1.8%**	**1**	**5**	**8**	**2.4%**	**2.5%**	**1**	**7**	**7**	**2.2%**	**2.3%**	**1**	**6**
White	**283**	**92.5%**	**99**	**184**	**300**	**88.8%**	**98**	**202**	**290**	**88.4%**	**89.8%**	**93**	**197**	**277**	**88.5%**	**90.2%**	**91**	**186**
Native Hawaiian or other Pacific Islander	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0**	**0**
Two or more races	**0**	**0.0%**	**0**	**0**	**3**	**0.9%**	**2**	**1**	**1**	**0.3%**	**0.3%**	**1**	**0**	**2**	**0.6%**	**0.7%**	**1**	**1**
Nonresident Alien	**1**	**0.3%**	**1**	**0**	**3**	**0.9%**	**1**	**2**	**0**	**0.0%**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0**	**0**
Did not self identify	**5**	**1.6%**	**2**	**3**	**4**	**1.2%**	**2**	**2**	**5**	**1.5%**		**2**	**3**	**6**	**1.9%**		**1**	**5**
Total	**306**	**100.0%**	**111**	**195**	**338**	**100.0%**	**109**	**229**	**328**	**100.0%**	**100.0%**	**102**	**226**	**313**	**100.0%**	**100.0%**	**98**	**215**

Source: EDS file.

Note 1. *Faculty numbers prior to 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction, Research, or Public Service.*

Note 2. *Based on revisions to the EDS submission layout, faculty numbers for 2012-13 include Full-time and Part-time staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18); Librarians (22); Non-postsecondary teachers (24)*

Note 3. *Based on revisions to the EDS submission layout, faculty numbers for 2014-15 and later include Full-time and Part-tine staff with a Principal Occupation code indicating their primary job duty is Instruction (15); Instruction combined with research and/or public service (16); Research (17); Public Service (18)*

	Headcount Change	**% Change**
Change in Non-tenure//Other Faculty between 1011 and 1617	7	2.3%
Minority Non-tenure//Other Faculty (including NRA)	12	66.7%

TABLE 2: *Comparison* Table for Staff

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	314	33.7%	104	210	378	35.2%	122	256	339	33.2%	33.5%	108	231	326	31.8%	32.1%	114	212
American Indian or Alaska Native	2	0.2%	1	1	2	0.2%	0	2	2	0.2%	0.2%	0	2	1	0.1%	0.1%	0	1
Asian	10	1.1%	5	5	11	1.0%	6	5	8	0.8%	0.8%	4	4	8	0.8%	0.8%	5	3
Hispanic/Latino	15	1.6%	6	9	29	2.7%	11	18	28	2.7%	2.8%	8	20	26	2.5%	2.6%	7	19
White	579	62.1%	234	345	630	58.7%	249	381	623	61.0%	61.6%	248	375	638	62.2%	62.9%	253	385
Native Hawaiian or other Pacific Islander	2	0.2%	1	1	1	0.1%	0	1	1	0.1%	0.1%	0	1	1	0.1%	0.1%	0	1
Two or more races	4	0.4%	1	3	11	1.0%	5	6	9	0.9%	0.9%	5	4	11	1.1%	1.1%	5	6
Nonresident Alien	2	0.2%	2	0	0	0.0%	0	0	1	0.1%	0.1%	1	0	4	0.4%	0.4%	2	2
Did not self identify	4	0.4%	0	4	11	1.0%	3	8	11	1.1%		3	8	10	1.0%		5	5
Total	932	100.0%	354	578	1073	100.0%	396	677	1022	100.0%	100.0%	377	645	1025	100.0%	100.0%	391	634

Source: EDS file.

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

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

following categories: Management (11); Business & Financial Operations (12); Computer, Engineering, & Sciences (13); Community Sevice, Social Servce, Legal, Arts, Design, Entertainment, Sports & Media (14); Archivists, Curators, & Museum Technicians (21); Librarians (22); Library Technicians (23); Student & Academic Affairs & Other Eduation Services (24); Healthcare Practitioners & Technical (25); Servie (26); Sales & Related Occupations (27); Office & Administrative Support (28); Natural Resources, Construction, & Maintenance (29); Production, Transportation, & Material Moving (30); Miltary Staff

	Headcount Change	**% Change**
Change in Staff between 1011 and 1617	93	10.0%
Minority Staff (including NRA)	28	8.0%

TABLE 3.1: *Comparison* Table for Undergraduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	870	11.3%	362	508	998	12.5%	416	582	1053	13.4%	13.9%	442	611	1087	13.8%	14.3%	450	637
American Indian or Alaska Native	32	0.4%	12	20	32	0.4%	9	23	42	0.5%	0.6%	13	29	51	0.6%	0.7%	21	30
Asian	176	2.3%	75	101	206	2.6%	90	116	234	3.0%	3.1%	96	138	255	3.2%	3.4%	106	149
Hispanic/Latino	284	3.7%	129	155	323	4.0%	142	181	323	4.1%	4.3%	144	179	307	3.9%	4.0%	135	172
White	6122	79.4%	2674	3448	5738	71.8%	2449	3289	5506	70.1%	72.6%	2367	3139	5488	69.8%	72.1%	2373	3115
Native Hawaiian or other Pacific Islander	6	0.1%	4	2	10	0.1%	6	4	11	0.1%	0.1%	7	4	16	0.2%	0.2%	9	7
Two or more races	129	1.7%	61	68	292	3.7%	130	162	282	3.6%	3.7%	119	163	261	3.3%	3.4%	111	150
Nonresident Alien	45	0.6%	19	26	139	1.7%	64	75	138	1.8%	1.8%	55	83	142	1.8%	1.9%	63	79
Did not self identify	42	0.5%	30	12	259	3.2%	129	130	260	3.3%		131	129	254	3.2%		136	118
Total	7706	100.0%	3366	4340	7997	100.0%	3435	4562	7849	100.0%	100.0%	3374	4475	7861	100.0%	100.0%	3404	4457

Source: EIS

	Headcount Increase	**% Increase**
Change in **Undergraduate** Students between 1011 and 1617	155	2.0%
Undergraduate Minority Students (including NRA)	577	37.4%

TABLE 3.2: *Comparison* Table for Graduate Students

	2010-2011				2014-2015				2015-2016					2016-2017				
	#	%	Male	Female	#	%	Male	Female	#	%	% of KNOWN	Male	Female	#	%	% of KNOWN	Male	Female
African American/Black	**59**	**8.5%**	**14**	**45**	**93**	**12.0%**	**18**	**75**	**76**	**9.2%**	**9.9%**	**15**	**61**	**83**	**9.4%**	**9.9%**	**20**	**63**
American Indian or Alaska Native	**2**	**0.3%**	**1**	**1**	**2**	**0.3%**	**1**	**1**	**3**	**0.4%**	**0.4%**	**0**	**3**	**0**	**0.0%**	**0.0%**	**0**	**0**
Asian	**6**	**0.9%**	**1**	**5**	**10**	**1.3%**	**0**	**10**	**6**	**0.7%**	**0.8%**	**1**	**5**	**9**	**1.0%**	**1.1%**	**5**	**4**
Hispanic/Latino	**12**	**1.7%**	**4**	**8**	**22**	**2.8%**	**7**	**15**	**24**	**2.9%**	**3.1%**	**7**	**17**	**22**	**2.5%**	**2.6%**	**5**	**17**
White	**579**	**83.8%**	**180**	**399**	**575**	**74.4%**	**151**	**424**	**619**	**75.3%**	**80.5%**	**163**	**456**	**684**	**77.1%**	**81.8%**	**167**	**517**
Native Hawaiian or other Pacific Islander	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0**	**0**	**0**	**0.0%**	**0.0%**	**0**	**0**	**2**	**0.2%**	**0.2%**	**1**	**1**
Two or more races	**8**	**1.2%**	**1**	**7**	**14**	**1.8%**	**2**	**12**	**19**	**2.3%**	**2.5%**	**2**	**17**	**23**	**2.6%**	**2.8%**	**6**	**17**
Nonresident Alien	**16**	**2.3%**	**11**	**5**	**15**	**1.9%**	**4**	**11**	**22**	**2.7%**	**2.9%**	**6**	**16**	**13**	**1.5%**	**1.6%**	**4**	**9**
Did not self identify	**9**	**1.3%**	**2**	**7**	**42**	**5.4%**	**14**	**28**	**53**	**6.4%**		**10**	**43**	**51**	**5.7%**		**7**	**44**
Total	**691**	**100.0%**	**214**	**477**	**773**	**100.0%**	**197**	**576**	**822**	**100.0%**	**100.0%**	**204**	**618**	**887**	**100.0%**	**100.0%**	**215**	**672**

Source: EIS

	Headcount Increase	**% Increase**
Change in **Graduate** Students between 1011 and 1617	196	28.4%
Graduate Minority Students (including NRA)	49	47.6%

Towson University

2016-2017 Report on Institutional Programs of Cultural Diversity Annual Progress Report

Institutional Narrative

Towson University continues to remain committed to achieving inclusive excellence by advancing diversity and equity in the core mission of the institution. President Schatzel communicates regularly the vital role that diversity and inclusion plays in the role of the University preparing all of our students to be productive and successful employees in this 21st century global workforce.

TU's strategic Plan, TU 2020: A Focused Vision for Towson University now in its second year continues to focus on its goal of becoming a national model for diversity, inclusion and closing the achievement gap. The university has five strategic diversity goals to facilitate the actualization of TU's Mission and Strategic Plan related to diversity and inclusion: (1) promoting appreciation for and advancement of equity, diversity and inclusion at TU; (2) enhancing recruitment and retention of students from underserved and /or underrepresented population; (3) closing the achievement gap for first generation, low income and students from underrepresented population; (4) enhancing recruitment and retention of staff and faculty members from underrepresented population; and (5) supporting respectful and mutually beneficial community collaboration.

This year President Schatzel appointed Towson's first Vice President for Inclusion and Institutional Equity to support the university's mission of developing a strategic vision for the design, promotion, and delivery of best-practices of diversity, inclusion and cultural competency efforts across campus. This Vice President will oversee and lead the Office of Inclusion and Intuitional Equity (formerly the Office of Diversity and Equal Opportunity). Resources have been allocated and organizational units have been established to support the ability of all members of TU's campus community to fulfill the mission of advancing cultural diversity on our campus. Additionally, the university's mission is supported by the Center for Student Diversity, reporting to the VP for Student Affairs; the Provost's Fellow for Diversity and Inclusion, reporting to the Office of the Provost; and the Office of Human Resources, reporting to the VP for Legal Affairs and Human Resources. These entities are responsible for assisting students, faculty and staff members in actualizing TU's Strategic Diversity Goals.

The institution's mission to improve its cultural diversity builds upon the ideals of inclusivity and collaboration across all divisions and departments which includes the involvement of students to ensure that decisions are made with thoughtful input to support our continued pursuit of the Strategic Plan. Over the past year, multiple committee's and councils have worked to continue the charge given by the President to establish and maintain an inclusive campus environment.

Table 1:

Information in this report highlights Towson University's continued growth and success related to the recruitment of students from underrepresented populations, with a steady increase from fall 2015 to fall 2016. The numerous programs that the university supports to recruit and retain students are reported in the chart. The charts also highlight the ongoing and planned initiatives focused on the recruitment and retention of faculty and staff of underrepresented groups. Programming and development for faculty and staff is also provided in the charts, along with processes for responding to campus-based hate crimes/bias incidents.

Table 2.

Towson University continues to strive to build a more inclusive and culturally competent educational environment for all members of the community. As the diversity of the student, faculty and staff continues to increase, the university has attempted to develop and implement initiatives that will support the underrepresented members of our community. It becomes critically important that the university provide the necessary support to monitor the campus climate and to develop programs that will begin to develop a culturally competent campus environment.

The University Diversity Council (UDC) - formerly known as the President's Diversity Coordinating Council (PDCC) - serves to address priority issues of equity, diversity and inclusion, while the TU Diversity Action committee (DAC) is composed of a cross section of members from the campus at large who support the strategic diversity goals, as well as make recommendations to the University Diversity Council. The committee is comprised of six working sub-committees with representation from faculty, students and staff that focus on campus climate, education and scholarship, hate/bias, presidential diversity awards and affinity group development.

The Center for Student Diversity, The Office for International Initiatives, and Disability Support Services continue provide programming and support for all members of the TU community. The table highlights the multitude of programs and events supported by these offices.

Evaluations along with focus groups on specific programs and initiatives are often disseminated to provide ongoing information to address strengths and challenges. The information is shared with the PDCC and the new VP for Inclusion and Institutional Equity.

Table 3.

Towson University remains committed to creating an inclusive and welcoming campus for all. The University continues to refine its multi-disciplinary coordinated response to any hate crimes and /or bias incidents. The Hate Crime/Bias Incident Working Group has worked on reviewing reported instances of hate crimes and /or bias incidents and determining best practices in response, adjudication or education when warranted, as well as identifying patterns to curtail the number of hate crimes and bias incidents.

2016-2017

TU INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Section I:

1. **Institutional Plan**: Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
   - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
   - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
   - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

2. **Implementation**: Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

- **Table 1: Reporting of Institutional Goal 1**

Goal 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Enrollment Management **College Bound**: Work with all 14 College Bound schools in Baltimore City; high school visits, college fairs, and their symposium. **B.E.S.T.:** Host the "Starting the College Conversation" event each fall. Member of the B.E.S.T. affinity group. **Middle Schools**: We are re-working the focus of group tours offered to underrepresented populations. Same efforts going towards middle school visits, except the middle school plan is to target schools that we feel could use full-day visitation programs and are within a certain radius of campus. Work with seven schools to create relationships and pathways to TU. 1.Baltimore Information and Technology Academy 2. Stadium Academy 3. Deer Park Middle Magnet School 4. Baltimore Collegiate School for Boys 5. Fallstaff Elementary/Middle School 6. Western High School 7. Baltimore Polytechnic Institute **Workshops**: In high schools within Montgomery County that have a high population of students from underrepresented populations. We visit middle school and high school students, depending on the week. A number of similar	Fall 2011 2,542 First-Time Students: African American 289 = 11.4% Hispanic 120 = 4.7% Two or More Races 104 = 4% White 1,848 = 73% 1,841 Transfer Students: African American 265 = 14.4% Hispanic 131 = 7.1% Two or More Races 66 = 3.6% White 1,172 = 64%	Fall 2016 2,750 First-Time Students: African American 498 = 18% Hispanic 239 = 8.7% Two or More Races 166 = 6% White 1,555 = 56.5% 2,233 Transfer Students African American 488 = 22% Hispanic 191 = 8.5% Two or More Races 101 = 4.5% White 1,232 = 55.2%	Our number and percent of underrepresented students continue to increase.

workshops took place in both DC, PG, and Baltimore City.

Admissions staff member works with CSD on organizing group tours when they want to see a component of CSD. Staff member is bilingual and has translated multiple admissions documents and publications into Spanish.

Fischer College of Science and Mathematics: Towson Opportunities in STEM (TOPS) Program is available to incoming freshmen majoring in Science, Technology, Engineering, and Mathematics (STEM). The TOPS program currently targets students from underserved high schools in the Baltimore Metropolitan area with an interest in completing a Towson University STEM degree. The program provides students with the critical support that they need to succeed, including financial, social, mentoring, academic, and life-skill development. All incoming students begin the program by participating in a one-week summer program where they attend classes and workshops, take exams, write reports and give presentations. The TOPS Program was initially funded by a grant from the National Science Foundation (NSF). When the grant expired, a full-time position was created to sustain the program. TOPS student success interventions are measured against a specified control group created by Office of Institutional Research. During cohort years 2008 – 2015, an average of 71% of students in the control group retained STEM as a major versus 91% of TOPS students. TOPS students consistently maintained higher GPAs versus the control group.

Disability Support Services (DSS):

Will recruit and retain students with disabilities through the provision of accommodations and services that facilitate

All students

Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate
2008	2,825	84%	68%
2009	2,395	85%	70%
2010	2,428	84%	71%
2011	2,646	86%	n/a
2012	2,483	86%	n/a
2013	2,747	85%	n/a
2014	2,711	86%	n/a
2015	2,708	85%	n/a
2016	2,750	n/a	n/a

Track the number of students with disabilities who register with DSS each year.

TOPS Students

Fall term	Cohort size (=)	Fall to fall retention rate	6-year graduation rate
2008	16	100%	63%
2009	22	86%	64%
2010	20	100%	75%
2011	21	100%	n/a
2012	18	94%	n/a
2013	21	95%	n/a
2014	20	100%	n/a
2015	8	100%	n/a
2016	18	n/a	n/a

<u># Students Registered with DSS (3-Year Trend)</u>

- Year 2016-17: 1,749

(5.1% increase over previous academic year)

- Year 2015-2016: 1,664

(8.9% increase over previous academic year)

- Year 2014-2015: 1,528

If resources allow, we would like to increase the number of underrepresented students participating in this program. It is very labor intense

equal educational opportunities. The number of students who register with DSS will increase each year. Disability Support Services (DSS): will track and maintain graduation rates for first-time, full-time, degree-seeking students who register with DSS in their first term by cohort, as compared to first-time, full-time, degree-seeking students who are not registered with DSS in their first term by cohort. **Academic Affairs** **Recruitment of Faculty:** Assistant Vice President for Diversity & Inclusion hired by the Office of the Provost on June 1, 2016 with primary responsibilities related to recruiting and retention URM faculty.	On an annual basis, DSS and the Office of Institutional Research will collaborate to track and monitor graduation rates starting in Fall 2006 for 4, 5 and 6 years. Increased representation of URM within tenured, tenure-track, and lecturer positions	(10.7% increase over previous academic year) Compare graduation rates starting in Fall 2006 for 4, 5 and 6 years between the two cohorts. The current data show that the average 4-year graduation rate for DSS students is lower than the average 4-year graduation rate for students not registered with DSS (37% as compared to 44%), but the gap narrows by 5 years (62% as compared to 64%) and is nearly closed by 6 years (67% compared to 68%). Notably, for the Fall 2010 cohort – the most recent cohort for which complete data is available – the 6-year graduation rate is the same for both DSS-registered students and non-DSS-registered students (71% compared to 71%). See the attached table for the most complete, up-to-date information. Reports prepared by Institutional Research provide demographic data highlighting representation within tenured/tenure-track, not tenured/ tenure track, and all faculty groupings.	Continue to track and increase the number of students who register with DSS annually Continue annually to track and maintain graduation rates for students registered with DSS. A goal for improvement is to close the graduation gap by 5 years rather than 6 years. Work is ongoing. Proposed actions, if approved and funded, would enhance TU's ability to increase positive outcomes.
Support of academic department chairs and members of faculty search committees. Resources: Outreach Plan Guidance, Exemplar Best Practices, Inclusive Language Guide for Vacancy Announcements, Interrupting Bias in the Faculty Search Process, and Guide to Developing Interview Questions. Ongoing meetings with faculty search committees. Monitor progress of faculty searches, several approval steps required.	Maintenance of existing representation of URM within tenured and tenure-track positions.	Data reports highlighting demographic representation within tenured and tenure-track job groupings.	Through ongoing work and discussions with faculty members, including periodic "check-in" meetings with new faculty members and proposed exit interviews, actions will continue to be taken to promote increased faculty retention.

Focus groups conducted with recently tenured faculty to identify why they came to TU and what support TU provided to tenure. Faculty Recruitment Marketing Plan developed. Includes memberships with Ph.D. Project and Nat'l Center for Faculty Development & Diversity. Search results monitored. Includes debrief with chairs of completed faculty searches to gather evidence regarding challenges and successes. Proposed: Revisions to hiring procedures to support diversity. Faculty Recruitment Incentive Program (FRIP) as a "Grow Your Own" program to increase representation of URM in tenure-track faculty positions. **Retention of Faculty:** **Faculty mentoring**: new tenure-track faculty receive mentoring at the departmental level. **Five-year plan**: new tenure-track develop and share with department chair a five-year plan for their successful advancement toward tenure. **Meetings** with recently-hired tenure-track faculty to "check-In' with them regarding their experiences. **Institutional membership with the Nat'l Center for Faculty Development and Diversity (NCFDD**). NCFDD is an independent center dedicated to helping faculty to thrive and succeed in the academy. NCFDD's Core Curriculum includes overcoming writing roadblocks, increasing productivity, managing stress, academic time management and work-life balance. Online programming includes weekly motivational emails, monthly webinars, multi-week courses, moderated writing challenges and mentor matches.			

Diversity Faculty Fellows (DFF) Program. This program supports the university's vision for diversity by providing selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices. DFF participants operate within in a community of scholars that fosters support of their success. Intergroup Dialogue is a process that brings together individuals from two or more social identity groups with a history of tension or conflict. The goals of IGD include: (1) creating sustained, face-to-face communication across groups; (2) raising social consciousness (e.g., about social inequalities, one's role in perpetuating these inequalities, and the personal impacts of these inequalities on oneself and others); and (3) building bridges across group differences and a commitment to work toward social justice together. Proposed: Faculty Exit Interviews to determine reasons for leaving and areas for improvement			
Student AffairsThe Center for Student Diversity (CSD): provides advocacy, support, initiatives and strategies to recruit and retain traditionally underrepresented and marginalized populations. The CSD offers "Signature Programs" including (1) Students Achieve Goals through Education (SAGE) Program, (2) SAGE Residential Community, (3) College Readiness Outreach Program (CROP), and (4) Community Enrichment and Enhancement Partnership (CEEP) Award.		Increase the recruitment and retention of students from underrepresented and underserved populations through partnerships and direct support services. *Measure 1:* Increase percentage of participation in the Students Achieve Goals through Education (SAGE) Program with a 2.0 GPA to 100%. Targeted performance: 100% Percentage with a 2.0 GPA: 84% Number of respondents: 361 *Measure 2:* Increase the number of high schools from target populations reached through outreach efforts from previous year. Targeted Performance: 100% Increase in Targeted Students from Yr. Prior: Yes Number of Students Reached: 444*	CSD increased the number of SAGE mentees but did not increase staff, which may explain the decrease in students with GPA's over 2.0. CSD can enhance TU's outreach efforts to underrepresented and underserved populations. CSD added a Coordinator, Student Outreach & Retention and a Graduate Assistant, Student

		**Includes CROP mentees and high school visits.*	Success Programs to help support the SAGE Program. CSD will coordinate outreach efforts across campus to maximize the college readiness, access, and recruitment of underrepresented and underserved populations.
International Student Services Developed recruitment strategies to connect and network with Education/Cultural Officials at Foreign Embassies-DC to recruit international sponsored students. Conducted recruitment visits of diverse countries, launched on-line campaigns in diverse languages and conducted information sessions for prospective students abroad. Enhanced services to retain international students in collaboration with sponsoring agencies, graduate studies and other university units. Increased cultural and educational programs to enhance cultural/global competencies among students, staff and faculty, integration of international students with domestic students and retention of international students from over 80 countries.	Add 3 new sponsors Increase diversity of international students. Initiation of specialized services for international students based on unique needs of diverse students. Offer 50 cross-cultural learning and educational programs	3 new sponsoring governments were added that impacted the number and diversity of sponsored students. Students from 3 new countries added. Applications from Central Asia and Africa Increased. Specific programs were added for international teaching assistants and graduate students. Established the International sponsored student service Office with the designated staff member/advisor. Initiated provisional admissions policy for students with limited English proficiency for their successful transition from the English Language Center (ELC) to university's graduate programs. Offered 82 cultural programs and events focusing on cross-cultural understanding, cultural competence, and global diversity. Due to the engagement of diverse university	Enhanced Outreach Plan to network with additional sponsoring agencies/foreign embassies will be refined to diversify the future international sponsored student population at the university. Countries/international student markets will be prioritized with specific metric and plan for each country. Plan to utilize technological tools and cost-effective methods to reach diverse international student markets will be enhanced. Research on the Best practices on international students' integration and retention will be enhanced and policies,

		units and sponsorship, these programs were well-attended by students, faculty and staff.	practices and programs will be adopted to optimize current resources and units, diversify retention support services and enhanced opportunities for interaction between domestic and international students. Selected cultural and educational programs will be assessed to learn global/cultural competencies outcomes among student attendees. More workshops for faculty and staff focusing international students' needs, linguistic and cultural issues and support services will be developed and executed.
Staff Recruitment and Retention Continued analysis to determine goals for applicant pools. Identify potential gaps in meeting goals (applicant stage/pass qualifications state/interview stage/hire stage) Hired Outreach Employment Specialist to work attend job fairs and make connections with local organizations. Will continue to track metrics of sources that produce high quality applicants. Created Staff Employment Diversity Taskforce Partnered with local organizations (Baltimore Integrated Partnership and Humanim-	Evaluated: Data was evaluated to see at what stage TU lost a diverse applicant pool (according to AAP availability data) Data was evaluated to see sources that brought in the most qualified diverse applicants ECC Manager designed taskforce to get Hiring Managers to be advocates for diverse and inclusive search processes	Most outcomes showed that we were not getting a diverse applicant pool at the initial applicant stage, and the majority of the time that resulted in a non-minority applicant hire Data showed that sources that TU posted to in order to reach diverse applicant pools (specifically for veterans and individuals with disabilities) yielded no new candidates. Data shows the majority of qualified diverse applicants list TU's website as the source. Post-meeting surveys show that Hiring Managers are thinking differently about	Areas of improvement: Build proficiency in new automation to use the reporting function at full capacity Continue to work with organizations to promote TU as a place to work. Need support in changing the TU hiring culture.

Established a pipeline for members of workforce training in Baltimore City and other minority organizations in which applicants are placed through contingent I positions. Outreach Employment Specialist developed online requisition for temporary assignment, conducted interviews, and identified candidates for hire. Continued presence at job fairs that reach minority and underserved populations- The goal is for TU to be known throughout Maryland as a place to work for all applicants and our presence at job fairs helps with that reputation; increase minority applicants. ECC Manager on Advisory Board (and serve as graduation speaker) for the Workforce and Technology Center through the Department of Rehabilitation Services- Higher disclosure rate for applicants with disabilities; TU and DORS continued partnership -	ECC Manager works with local organizations to enhance TU's brand as a place to work. Will use Taleo's automation to consistently track applicant data to see if the efforts are reflected in applicant data. ECC continues to attend job fairs in order to reach minorities, veterans, and individuals with disabilities. Will use Taleo's automation to track the effectiveness in different job fairs in increasing minority applicants. Need Taleo's automation to determine effectiveness on increasing applicant pool, but ECC Manager has established relationship with the employees at DORS as well as many of the students in the Workforce and Technology Center training plan. Continue to advise on how to provide training, speak at graduation, and at other workshops for students.	recruiting and want to be involved in outreach efforts. OHR staff attended athletics events at a hiring table targeting military personnel/veterans. More partnerships in Baltimore City; increased minority applicants TU conducting more outreach; increased minority applicants Increased applicant diversity for individuals with disabilities, but also a greater understanding of improving disclosure rate for applicants with disabilities and providing a more inclusive environment.	Hiring Manager buy-in. Establishing and tracking effectiveness of each job fair. Continued education for hiring managers; new mechanisms to improve disclosure rate for applicants with disabilities

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

- **Table 2: Reporting of Institutional Goal 2**

Goal 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Academic Affairs:	Increased understanding and awareness of self, ability to foster positive interactions with individuals from	Reduction in reported bias incidents.	Since cultural awareness is a continuous process, existing educational programming

January Conference: Sessions on Intergroup Dialogue and Diversity Faculty Fellows to increase support and participation. Council of Chairs, Council of Chairs' Equity and Inclusion Subcommittee. Hosted book review of The Department Chair as Transformative Diversity Leader (Chun & Evans, 2015). Ongoing work with group to support diversity and inclusion. Dean's Annual Retreat - ½-day session, included: Getting to Know Self and Understand One's Social Identities and their Impact, Recognizing Privilege, and Advancing Diversity in their respective colleges. *New Faculty Orientation – two sessions:* 1) Understanding One's Social Identities and their Impact, Cycles of Socialization and Liberation, Breaking Down Oppression by Interrupting Bias; 2) Managing Difficult Classroom Dialogues. *Full professor Leadership Institute:* Review of Best Practices in Faculty Recruitment and proposed exit interview process. Intergroup Dialogues - ongoing academic course offerings. Ongoing meeting with faculty search committees regarding interrupting bias. Diversity and Inclusion Resources made available on website of the Office of the Provost. Establish specific metrics for next year's programming.	different social identity groups, ability to understand and support students from various cultural backgrounds	Increased planning and support for diversity and inclusion initiatives by academic leadership.	should continue. Future expansion of professional development offerings in support of diversity and inclusion should be incorporated into the offerings of TU's future Faculty Development Center.
The Center for Student Diversity (CSD): provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments. On-going programs and activities are sponsored by individual units within the CSD (Women's Resources, Latinx Student Development, Asian and Pacific Islander Student Development, African American Student Development, LGBTQ+ Student Development, Cultural Competency Education, and the Student Success Programs). Additionally, the CSD offers "Signature Programs" including (1) *Set It Off*, (2) *Retreat for Social Justice*, (3) fall and spring *Diversity Speaker Series*, (4) *Dr. Martin Luther King, Jr. Celebration*, (5) *Cultural Competency Workshop Series*, (6) *Steps to Success Series*, and (7) *Shut It Down*.	***Set It Off***: a New Student Orientation event which targets incoming, diverse freshman and transfer students. Students have the ability to make network and learn about engagement opportunities available to include multicultural organizations, support services, and Greek-letter organizations. Participation: over 2,000 students ***Retreat for Social Justice***: this weekend retreat provides students with the opportunity to explore their cultural identities and interact with others from diverse backgrounds. Also, the Retreat for Social Justice Awareness Day sponsors an entire day of programs whereby retreat participants create opportunities to educate their peers about diversity and social justice issues. This year 62 students participated in the weekend retreat, including 56 diverse undergraduate and	Continue offering campus-wide Diversity Speaker Series, including one featured speaker each semester – one in fall 2016 and one in spring 2017. Fall 2016 - Targeted performance: 100% Number of speakers in fall: 1 *Jane Elliott* Spring 2017 Targeted performance: pending program on 4/17/17 Number of speakers in spring: 1 - *Jonathan Kozol* Attendance will reach full capacity for each speaker in the fall and spring. Fall Targeted performance: 92% Fall attendance: 1,100	CSD programs contribute to the Division's Themes/Goals and Values by strengthening TU's commitment to diversity, providing a safe, inclusive, welcoming, and peaceful community respectful to all. CSD serves a large number of students through programs and events, however the capacity is limited by staff and space availability. CSD continues to bring culturally relevant speakers, educators, activists, and entertainers, giving students access to some of the world's most influential minds of our time.

	graduate students, 15 Counseling Psychology Program Masters students, and 6 student facilitators. The daylong program is pending on 4/15/17. ***The fall and spring Diversity Speaker Series***: each semester, the CSD brings culturally relevant speakers, educators, activists, and entertainers to campus. This program gives students, faculty, staff, alumni, and community members access to some of the world's most influential minds of our time. This year 1,100 participants attended the fall program featuring Jane Elliott and the spring program featuring Jonathan Kozol is pending on 4/17/17. ***Dr. Martin Luther King, Jr. Celebration***: this celebratory event honors the legacy of Dr. King and continues the conversation about social justice. This year 200 students attended the program featuring *Step Afrika*. ***Cultural Competency Workshop Series****:* this interactive workshop series explores diversity's complex and dynamic dimensions. Three different workshops are offered each semester examining the intricacies of identity markers such as race/ethnicity, social class, gender/gender identity, sexual orientation, and ability/disability. This year 72 students, faculty, and staff have participated and two more workshops are pending on 3/29/17 and 4/19/17. ***Steps to Success Series****:* these weekly, socio-educational programs focus on career planning, academic achievement, financial literacy, and sociocultural development for students. This year 1,400 students participated in fall 2016 and spring 2017 participation is pending.	Fall capacity: 1,200 Spring attendance: pending program on 4/17/17 Spring capacity: pending program on 4/17/17 Total attendance: pending spring program on 4/17/17	CSD added an Associate Director, Cultural Competency Education to provide additional support for programs and events.

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
As a result of fall 2015 & spring 2016 meetings and forums with the TU community, Summer 2016 meetings generated improved protocol for response to reports of hate crimes and bias incidents. *Reporting Options:* All reports are sent to the Office of Inclusion (OII) with additional direct reporting to Towson University Police Department (TUPD). The Office of Inclusion may receive reports from various on and off campus entities to include the Office of Student Conduct and Civility Education (OSSCE), Department of Housing & Residence Life (HRL), Center for Student Diversity (CSD), International Student and Scholar Office (ISSO), and Towson University Police Department (TUPD). The Office of Inclusion & Institutional Equity (OIIE) acknowledges receipt of a report within 2 business days, and follows-up with the complainant / offender as appropriate. If necessary, OIIE refers the complaint to the appropriate office. The OIIE established collaboration with the OSCCE to utilize its reporting database with enhancements and modifications to capture bias incident and hate crime reports from specific on and off campus entities (students, staff, faculty, contract employees, non-affiliates) *Reporting Process* In cases of possible crimes, Towson University Police Department (Towson University Police Department) will conduct a preliminary investigation. *Marketing Efforts* A new webpage with revised link was established and added to OIIE's website www.towson.edu/notattu.html. Definitions and examples of bias incidents and hate crimes were created and added to the webpage.	Collection of data and demographics of reported incidents. Collection of information on response time.	Monthly aggregate reports generated for all bias incidents. Monthly meetings with TU Police Department to align number of incidents reported and follow-up actions/outcomes. Monthly Bias Incidents/Hate Crimes Work Groups meetings to review trends and recommend actions.	OIIE is exploring civility education to address non-bias incidents and hate crimes. Civility education would include components of conflict resolution, coaching, and restorative justice.

Section II This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

Graduation Rates of First-Time Full-Time Degree-Seeking Students Cohorts by Years to Graduation:
Fall 2006 through Fall 2012 Cohorts

Fall 2006	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,690	1,047	39%	1,632	61%	1,768	66%
Registered with DSS, in First Term	51	15	29%	27	53%	32	63%

Fall 2007	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,654	1,069	40%	1,611	61%	1,735	65%
Registered with DSS, in First Term	82	32	39%	51	62%	57	70%

Fall 2008	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,826	1,210	43%	1,826	65%	1,929	68%
Registered with DSS, in First Term	87	36	41%	53	61%	57	66%

Fall 2009	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,398	1,076	45%	1,595	67%	1,683	70%
Registered with DSS, in First Term	73	27	37%	48	66%	49	67%

Fall 2010	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,428	1,125	46%	1,614	66%	1,713	71%
Registered with DSS, in First Term	76	30	39%	51	67%	54	71%

Fall 2011	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,542	1,183	47%	1,737	68%	NA	NA
Registered with DSS, in First Term	67	25	37%	40	60%	NA	NA

Fall 2012	N	Graduated with Bachelor's Degree from Towson University					
		Within Four Years		Within Five Years		Within Six Years	
		N	Percent	N	Percent	N	Percent
First-Time, Full-Time Students	2,463	1,157	47%	NA	NA	NA	NA
Registered with DSS, in First Term	70	23	33%	NA	NA	NA	NA

Average		Graduated with Bachelor's Degree from Towson University		
		Within Four Years	Within Five Years	Within Six Years
		Average of Fall 2006-Fall 2012 Cohorts	Average of Fall 2006-Fall 2011 Cohorts	Average of Fall 2006-Fall 2010 Cohorts
First-Time, Full-Time Students	NA	44%	64%	68%
Registered with DSS, in First Term	NA	37%	62%	67%

NA = Data not applicable.
"Registered with DSS, In First-Term" includes students with records in the PS_ACCOM_DIAGNOSIS and who requested an accommodation prior to the end of their first term at Towson University.
Students graduating in the summer semester are included with spring graduates
First year shown in column corresponds to the fall semester of each cohort's freshmen year.
Does not include transfer students.

Updated March 10, 2017 / Includes Degrees Posted as of 03/10/2017
Source: PeopleSoft, IR

www.towson.edu/provost/institutionalresearch

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

April 2017

Submitted by:

Darlene Brannigan Smith, Ph.D.
Executive Vice President and Provost

I. Report on Institutional Programs of Cultural Diversity

Table 1

2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity

Summary Narrative of Cultural Diversity Plan and Institutional Goals

The University of Baltimore (UB) under the guidance of President Kurt Schmoke, UB's institutional Culture and Diversity Committee, and the various divisions within the University—has worked collaboratively to recruit and retain diverse students, staff, and faculty. The campus has also worked diligently to provide initiatives which create a diverse and inclusive campus community.

UB has experienced modest growth in diversity enrollments spurred by a number of innovative initiatives. Programs such as the Brotherhood, Mentorship, Achievement, Leadership, and Enterprise (BMALE) Academy program appear to have had a positive impact on retention. Targeting undergraduate men of color, BMALE worked directly with 45 students in Fall 15, and grew to 80 students by Fall 16. The BMALE students' average cumulative GPA increased from 2.52 in Spring 15 to 2.72 in Spring 16.

Furthermore, there has been an uptick in the four-year graduation rate for first-time, full-time, African American male undergraduate students. The first-time, full-time, African-American male cohorts who entered UB between fall 2009 and 2011 hovered between a 3% and 6% graduation rate. The first-time, full-time, African-American cohort that started in fall 2012 had an 11% four-year graduation rate. Similarly strategic efforts in the Law School such as the Fannie Angelos' Baltimore Scholars and the Charles Hamilton Houston Program (see Tables 1& 2) continue to drive enrollment growth and retention among minority law students. From 2015 to 2016, minority enrollments grew by 5.5% from 28% to 33.5%.

UB's gains in diversity of staff and faculty are varied. Minority staff made up 41.9 % of UB's staff in 2015. This number increased by 4.9% to 46.8% in 2016. The employment of African American staff increased from 35.9% in 2015 to 38.9% in 2016. At 61%, female employees continue to fill the majority of staff roles. Minority tenured/tenure track faculty remained relatively stable. They were 19.3% in 2015 and increased approximately 1% in 2016 to 20.1%. The percentage of minority faculty with other tenured status increased by 6.7% from 19.5% in 2015 to 26.2% in 2016. This is directly attributable to efforts by schools and colleges to diversify faculty in response to recommendations by the Culture and Diversity Committee.

In fall 2016, UB assessed climate for students, staff, and faculty. This is the first time in over 10 years that staff and faculty have been surveyed. The instrument measured perceptions of the campus related to diversity, inclusiveness, visibility, and treatment; personal attitudes and behaviors related to working with people from diverse backgrounds; perceptions of students, faculty/staff, and administration; and overall measures of learning and satisfaction with the institution. Analysis of student responses (13.4% response rate) indicates high levels of satisfaction with regard to personal attitudes and behaviors, perceptions of students, perceptions of staff, and work environment. Areas with lower levels of student satisfaction include perceptions of faculty, perceptions of administration, and campus safety. Overall analysis of the faculty/staff responses (39.1% response rate) indicates high levels of satisfaction with regard to perceptions of the institution, visibility, policies, co-curricular environment, and perceptions of faculty and staff. Areas with lower levels of faculty/staff satisfaction include perceptions of peers, perceptions of administration, and campus safety.

The results of the recent climate survey and the work of the Culture and Diversity Committee are foundational to the next iteration of UB's Diversity Plan. The handoff from the Committee to the Diversity Strategic Planning Team will occur in Summer 17. Table 2 narrative details a sampling of initiatives, programs and course offerings which are integral to UB's diversity and inclusion efforts.

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UB Strategic Plan Goal 2: UB will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal. Objective 2.3: Increase enrollment of Maryland's growing populations including veterans, immigrants, Hispanic, and Asians. Objective 2.4: Improve student retention and progression rates.

<table>
<tr><th>Detail all implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.</th><th>Metrics to measure how progress of each initiative is being evaluated</th><th>Data to demonstrate where progress has been achieved/ Indicators of Success</th><th>Areas where continuous improvement is needed</th></tr>
<tr><td>Wide array of programs and services that are provided to students (see narrative).</td><td>Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester.</td><td>Retention and Graduation Rates
<table>
<tr><th>Cohort Year</th><th>Year</th><th>2007</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr>
<tr><td>Retention Rates</td><td>2-Year</td><td>69%</td><td>82%</td><td>77%</td><td>78%</td><td>73%</td><td>67%</td><td>79%</td><td>71%</td><td>72%</td></tr>
<tr><td>Enrolled</td><td>6-Year</td><td>37%</td><td>43%</td><td>32%</td><td>36%</td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td><td>More intentional and focused tracking and assessment of initiatives.</td></tr>
<tr><td>Make UB a veteran-friendly campus. Move Veterans Center to new more prominent location. Grow military connected population.</td><td>Maintain status as a military friendly institution. New central location of Center. Number of military-connected students at UB.</td><td>In Fall 2016 UB recognized as a top 10 Military Friendly Institution for schools under 10,000. Bob Parsons Veterans Center moved to 3rd Floor of Student Center to a larger more prominent space. Military-connected students at UB grew by 8.33% from 312 in Fall 2015 to 338 in Fall 2016.</td><td>Enhanced recruitment efforts.</td></tr>
<tr><td>Expand outreach for city and regions growing Hispanic and Asian populations.</td><td>Expanded outreach for Hispanic Students.</td><td>Hispanic students 2.4% in 2011 to 4.4% in 2016.</td><td>Expand outreach: increase in two key feeder community colleges: PGCC and MC as well as Shady Grove Campus.</td></tr>
</table>

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Partnered with Featherstone Foundation for IME Becas Grant of $2000 merit awards for six UB Latino students.	Retention and Academic success metrics.	Retention and Academic success metrics.	Data to be collected.
Participated in Pa'Lante, a college readiness program for Hispanic/diverse students at Patterson High School. Coordinated presentations and campus visits.	60 students participating.	Conversion rate from Patterson High School to UB.	Data to be collected.
Partnered with Latino providers network to host 3rd annual college fair on UB campus.	Increase in participation.	91 students participated, representing a 45% increase.	Measure matriculation rate to UB.
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 80 students in Fall 16; the BMALE students' average cumulative GPA moved up from 2.52 in Spring 15 to 2.72 in Spring 16; 87.5% retention rate.	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen and sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016.	Assess retention rates of students in Houston Scholars program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016. 18 scholars were admitted to UB School of Law in Fall 2016 8 scholars were selected for the 2017 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program

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UB engages in the retention of students through posted on campus work study and non-works study employment opportunities.	Employment fair attendance by students and prospective employers.	20 organizations that were in attendance at the Student Employment Career Fair, 46 students attended the fair and 17 received employment offers from the organizations that attended.	Assess the retention rate of students employed by UB. Assess retention of students in work study roles.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2016 # of city students registered for dual enrollments in spring 2017.	63 city students participated in the College Readiness Academy (84% completed/passed). 111 students registered for 3 credit dual enrollment course.	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Co-sponsoring working with the Center for Leadership Innovation, "Youth Leadership for Change: Leadership and Racism in Baltimore" 4/ 22. Hosting commencement ceremony for the Boys and Girls Club of Metropolitan Baltimore 5/ 25. Hosting the graduation ceremony for YO Baltimore! (Youth Opportunity Baltimore in the Mayor's Office of Employment Development) 6/ 21.	Increase in freshmen enrollments from Baltimore City high schools.

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Table 2

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Description of efforts to create positive interactions and cultural awareness Among students, faculty, and staff

University of Baltimore			
USM Goal Statement 2 **UB Strategic Plan Goal 6:** The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students, and alumni. **Objective 6:4:** Strengthen leadership and management with regard to implementing best practices for a preferred workplace; foster a commitment to employee appreciation and respect. **Objectives 6.7:** Continue to cultivate a community that values diversity, equity, and inclusion.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff- including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved/ Indicators of Success**	**Areas where continuous improvement is needed**
Latin American Student Association hosted Hispanic Heritage Celebration.	Event attendance and evaluation.	67 registered members of LASA.	Utilize evaluation data to enhance future programs.
In collaboration with BB&T Bank, hosted DACA information Forum to educate UB staff, students, prospects and community members on DACA (Deferred Action for Childhood Arrivals).	Event attendance and evaluation.	41 community members and students participated.	Record participation from sponsors and from campus divisions as well as the number of students & HS counselors attending.
Title IX sexual misconduct, online training for all students, staff, and faculty,	Survey embedded in training module (Haven) to all student participants that complete the survey. A state-mandated survey of all students. Staff and faculty completion of mandatory training.	2,255 students that have registered to take the training, 1987 students have fully completed the training, as of 3/2/17. 4,960 students were invited to participate with a response rate of 16.7% (680 completed the survey). 93% of staff and faculty have completed training as of 4/7/17.	Continuous enforcement of training requirement through registration hold and messaging. Use of incentives for increasing voluntary survey participation. Incorporate Title IX training module into mandatory freshmen orientation.
Kognito LGBTQ On Campus (F/S/S); Kognito *Veterans on Campus (F/S); &* Veterans *on Campus: Peer Program* are online, interactive courses that help faculty, staff and students create a safer, more inclusive campus for at risk populations.	Pre and post assessment is embedded within the program Goals: Promote overall emotional wellness on campus.	367 students and 77 faculty members have completed 1 or more Kognito At Risk trainings.	Stronger program promotion.

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Counseling Center-Diversity and Culture Student Dialogue regarding **"***The "Executive Order Protecting The Nation From Foreign Terrorist Entry Into The United States."*	Short qualitative Post-Assessment of session to evaluate increased awareness of personal impact; understanding the views and experiences of diverse peers; consider new ways and resources for coping.	Qualitative data indicated: "good opportunity to share experience"; "being careful of assumptions and judging"; "need/want ways to become actively involved"; "*important to have a "safe space" but "Brave Spaces" are better. Diverse experiences can be shared."*	Improve assessment to better reflect learning outcomes.
Improve awareness of the UB creed and promote strategies for responding to difficult situations with respect.	Awareness-building campaign was engaged: included in Orientation and Welcome Events, on T-shirts, respect guide, creed display in Student Affairs Offices, respectful response training, a new Eubie Award.	500 students at orientation; 1000 Respectful Response Cards distributed; 600 T-shirts distributed, 180 F/S recited at Academic Welcome, 11 office displays, 247 participants in training; 39 twitters posts, 7 meetings to address civility w/individual students.	Enhance collaborations with Academic Affairs to further awareness efforts.
Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university.	Changes to overall campus climate and resources, services and supports for transgender faculty	Report with long and short term recommendations awaiting Executive Team approval.	Improve changing rooms in Gym; Allow students to indicate their preferred name on class rosters; Provide resources on UB website

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Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Diversity and Culture Center and Spotlight UB. African American Arts Festival-Annual 4-day festival in recognition of Black History Month featured various events. Open to UB & surrounding community.	Attendance data	The festival yielded over 68 attendees.	Continue to partner with Spotlight UB to offer this annual event, expand program offerings
Holidays Around the World Program invites students to host tables about their religious holidays and observances, students are encouraged to dress in their native wear.	Attendance data	8 countries represented. 85 students, faculty, staff attended the program.10% increase from previous years program	Continue to offer this annual program, Increase the number of tables hosted by students.
Cultural Outing to National Museum of African American History and Culture Trip to recently opened museum in Washington, DC	Attendance data	32 students participated. Post event dialogue among participants	Host a formal debrief post program so that participants discuss their experiences
The Safe Space Ally Training program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	Pre and post- test to demonstrate increased knowledge of LBGTQ issues, satisfaction data, attendance data	Attendees demonstrated Increased knowledge of LBGT issues and overall satisfaction with training; 29 students, faculty and staff were trained as LGBTQ allies in 2016	Expand the number of trainings offered annually and increase the number of trainers
Career Coach Training: Multi-lingual Speakers; Assistive Technology.	Career Coach knowledge related to special populations. Coaching Satisfaction surveys of special populations.	Career Coaches demonstrate special populations knowledge in mock coaching session Students will indicate satisfaction with special populations coaching and coach knowledge.	Continued training for coaching staff and partnerships with the Office of International Services & Center for Educational Access Survey special populations regarding coach knowledge.

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Langsdale Library offered two summer research fellowships of up to $5000 to graduate students to support archival research on structural inequality in Baltimore, to be conducted in Langsdale Library Special Collections.	Completion of research projects, attendance at public colloquium.	Upon completion of the summer program, the fellows presented their work at a public colloquium at UB, and submitted a copy of their research product to the Library for permanent retention in Special Collections. 45 people attended public colloquium.	Archival faculty provide research consultation with prospective applicants.
Philosophy colloquium series included speakers from diverse backgrounds and diverse philosophical and religious orientations.		Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The M.S. in Applied Psychology program established international cross-cultural student exchanges and programs of study with Universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options.	Implement 'closing the loop' strategies based on assessment data.
Maryland Equity and Inclusion Leadership Program. Schaefer Center for Public Policy.	Use of data collected to satisfy SLOs for the courses (varies by semester); student satisfaction with the program. Student Satisfaction with the program.	Program assessment data.	Full program not yet completed. Data not yet available.

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CAS Faculty Development: Participation in Mellon Foundation seminar "Democratizing Knowledge Institute – program on social justice in the academy, lead the MD State Legislature's Work Group on Accessibility and Technology; & The Maryland Historical Society's Baltimore Uprising 2015 Project.	Attendance data. Inclusion of experience in curriculum.	Number of faculty participants; presentations and reports by attendees to faculty at home campus.	Track and report faculty attendance. Inclusion of experience in curriculum.
Nine Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Utilize evaluation data to improve future programming efforts.
Six Hoffberger Center events covering a variety of topics: African American History & culture in Baltimore; History of BaltimoreAMP; Human Rights; LOVE Across the City; The Tradition of Black Message Music.	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Henry Morgenthau III Poetry reading from first book of poems published at age 100.	Attendance data.	Over 100 attendees.	Increase cross-divisional collaboration with organizations such as Student Events Board and Spotlight UB.

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Second Chance Program: University of Baltimore (UB) was selected to participate in the U.S. Department of Education's Second Chance Pell Grant Experimental Sites Initiative. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes are being offered at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five employees from the City of Baltimore received full scholarships. 4 of 5 are pursuing business degrees, 1 is pursuing an MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year's students represent 27 different countries.	Continue the development of LLM-US policy and procedures to better align with JD program.

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College for a Day - A pipeline program aimed at HS & CC students. Emphasis - how to obtain admission into college & how to be successful while attending.	Participants served.	The students visit campus to attend classes, speak with undergraduate/law admissions and tour the campus.	Assessment of knowledge gained by participants.
Fannie Angelos LSAT Prep Program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a $1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	76 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 28 students have graduated from law schools across the U.S. 15 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a new clinical project housed within the Civil Advocacy Clinic. Project focus: reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served and services performed.	Course assessment data; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention that addresses the root causes of truancy. Strictly voluntary on the part of students and their families, consists of ten weekly in-school meetings per session	Number of students and families served; number of schools in the program.	Number of students reducing truancy.	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM (3) This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course.

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The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances such as Readings by D. Watkins and Steven Leyva; "World History through Music: Andean Music Concert; Public lecture by Ibramn X. Kendi, author of Stamped from the Beginning: The definitive History of Racist ideas in America.	Attendance data and event evaluation.	Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Class trips to: National Museum of African American History and culture; Baltimore's Immigration Museum; Maryland Commission on Civil rights.	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance and evaluation data. Implement 'closing the loop' strategies based on assessment results.
IDIA 630 –Information Architecture: class included a unit on developing web sites that are fully accessible for users with disabilities.	Evaluated with SLOs for course.	Course assessment data.	Extension of instruction on usability for users with challenges to additional courses in the curriculum.
"Policing Communities of Color" Schaefer Center Panel.	Attendance data.	100+ individuals attended.	Collect survey data.
Co-sponsored (with Associated Black Charities) Legislative Policy Forums.		Attendance data.	Track attendance and collect survey data.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Berlin International Summer School Exchange Program (Summer 2016).	Participation, case studies and learning outcomes.	13 students worked with entrepreneurs at four digital start-ups to address real business challenges	Implement 'closing the loop' strategies based on assessment results.

If a hate crime, as defined under title 10, subtitle 3, of the Criminal Law Article, is reported to the University of Baltimore Police Department, the department shall immediately assign the case to an investigator and begin a criminal investigation with a view towards prosecution. Moreover, any hate crime investigated by the University of Baltimore Police Department is reported to the Federal Bureau of Investigation in accordance with the Uniform Crime Report (UCR) guidelines. In addition to the UCR reporting protocols, any such hate crime is also reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Dean of Students and Office of Community Life would be notified of any hate crime so that intervention and counseling services could be activated to support the campus community. No hate crimes were reported in the AY 2016-17.

University of Baltimore
No Campus-based hate crime and bias motivated incidents were reported in AY2016-17.

II. Demographic Tables

Tables 4 – Students: There has been a remarkable increase in the percentage of undergraduate African American Students from 38.5% in 2009 to 48% in 2016.While the percentage of Hispanic students remains small, it has doubled from 2.2% in 2011 to 4.4% in 2016. Interestingly, the percentage of students identifying as two or more races has increased to 4.1% in 2016, making it nearly as prevalent as the Hispanic (4.4%) and Asian (4.7%) races. The growth in the percentage of African American Students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 21% in 2009 to 37.4% in 2016, a 16.4% point gain.

University of Baltimore

Table 4a Undergraduate Students

	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	1,350	42.3%	449	901	1,450	45.2%	490	960	1,559	46.3%	522	1,037	1,625	47.1%	539	1,086	1,642	48.0%	549	1,093	1,569	47.9%	522	1,047	1,539	48.5%	538	1,001
American Indian or Alaskan Native	19	0.6%	11	8	18	0.6%	10	8	14	0.4%	8	6	16	0.5%	9	7	17	0.5%	7	10	15	0.5%	4	11	13	0.4%	7	6
Asian	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74	153	4.5%	80	73	153	4.7%	78	75	150	4.7%	67	83
Hispanic/Latino	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87	183	5.4%	87	96	179	5.5%	88	91	141	4.4%	67	74
White	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566	1,179	34.5%	638	541	1,133	34.6%	577	556	1,053	33.2%	544	509
Native Hawaiian or Pacific Islander	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2	10	0.3%	5	5	9	0.3%	2	7	9	0.3%	2	7
Two or More races	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69	134	3.9%	50	84	136	4.2%	54	82	130	4.1%	54	76
Did not Self identify	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82	102	3.0%	43	59	83	2.5%	37	46	135	4.3%	61	74
Total	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849	3,365	100.0%	1,457	1,908	3,450	100.0%	1,477	1,973	3,420	100.0%	1,459	1,961	3,277	100.0%	1,362	1,915	3,170	100.0%	1,340	1,830

Table 4b: Graduate Students

	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	744	23.7%	223	521	795	25.9%	231	564	853	28.2%	242	611	879	30.3%	269	610	908	32.3%	240	668	952	34.9%	271	681	974	37.4%	282	692
American Indian or Alaskan Native	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	5	3	3	0.1%	1	2	1	0.0%	1		1	0.0%		1	5	0.2%	3	2
Asian	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80	136	4.8%	65	71	126	4.6%	65	61	126	4.8%	62	64
Hispanic/Latino	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72	122	4.3%	50	72	106	3.9%	40	66	90	3.5%	32	58
White	1,654	52.7%	794	860	1,757	57.2%	853	904	1,632	53.9%	789	843	1,519	52.4%	726	793	1,427	50.7%	687	740	1,313	48.2%	617	696	1,188	45.6%	558	630
Native Hawaiian or Pacific Islander	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2		2	0.1%	1	1		0.0%			1	0.0%	1	
Two or More races	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47	68	2.4%	24	44	68	2.5%	28	40	80	3.1%	29	51
Did not Self identify	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96	149	5.3%	62	87	159	5.8%	72	87	141	5.4%	65	76
Total	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776	3,029	100.0%	1,260	1,769	2,901	100.0%	1,201	1,700	2,813	100.0%	1,130	1,683	2,725	100.0%	1,093	1,632	2,605	100.0%	1,032	1,573

II. Demographic Tables

Table 5 - Faculty: The number of minority tenured/tenure track faculty remained relatively stable. They were 19.3% in 2015 and increased by about 1% in 2016 to 20.1%. The percentage of minority faculty with other tenured status increased by 6.7% from 19.5% in 2015 to 26.2% in 2016. This is directly attributable to efforts by schools and colleges to diversify faculty. The percentage of African-American faculty has remained within a single percentage point, between 8.2% and 9.2%, with the current year recording 8.2%. The other minority races have similarly remained stable, although the percentage of Hispanic faculty has fallen from 3.4% in 2012 to 2.5% in the current year. The lack of significant change in the percentage distribution indicates (a) the long-term employment of the faculty and (b) the slow turnover in tenure-track faculty. The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of women to men faculty increased in seven of the past eight years, from 36% to 42%. The Merrick School of Business has the most diverse faculty with 39% of a minority status. The percentage of adjunct faculty headcount fluctuated substantially over the past 8 years. From 2008-2012, the percentage of adjuncts ranged from 36% - 38%, but thereafter it established a new plateau of 39% - 40%. In fall 2016, adjuncts reached a record high at 50.2%. This indicates the increasing reliance of the university on adjunct faculty.

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Table 5a: Tenured/Tenured Track

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	13	9.2%	8	5	12	8.3%	7	5	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8	15	8.8%	7	8	14	8.7%	5	9	13	8.2%	5	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	13	9.2%	9	4	13	9.2%	9	4	9	6.2%	5	4	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6	15	8.8%	8	7	14	8.7%	7	7	15	9.4%	7	8
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.8%	1	3	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4	4	2.4%	0	4	3	1.9%	0	3	4	2.5%	1	3
White	113	79.6%	73	40	111	78.7%	69	42	114	78.6%	69	45	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52	130	76.5%	76	54	129	80.1%	75	54	126	79.2%	78	48
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	0	0.0%	0	0	6	4.1%	5	1	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5	6	3.5%	5	1	1	0.6%	1	0	1	0.6%	1	0
Total	142	100.0%	91	51	141	100.0%	87	54	145	100.0%	87	58	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75	170	100.0%	96	74	161	100.0%	88	73	159	100.0%	92	67

Table 5b: Other Tenured Status

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	34	14.6%	20	14	33	12.7%	19	14	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15	44	17.0%	26	18	37	15.1%	24	13	50	19.8%	25	25
American Indian or Alaskan Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	4	4	8	3.4%	2	6	9	3.5%	4	5	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6	10	3.9%	4	6	6	2.4%	3	3	7	2.8%	4	3
Hispanic/Latino	2	0.8%	1	1	3	1.3%	1	2	1	0.4%	1	0	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3	8	3.1%	5	3	4	1.6%	3	1	5	2.0%	4	1
White	199	84.0%	124	75	185	79.4%	110	75	207	79.9%	121	86	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77	193	74.5%	126	67	181	73.9%	115	66	175	69.4%	113	62
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	1	0.4%		1	1	0.4%	0	1	4	1.6%	3	1
Did not Self identify	0	0.0%	0	0	2	0.9%	1	1	9	3.5%	6	3	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2	3	1.2%	1	2	16	6.5%	8	8	11	4.4%	5	6
Total	237	100.0%	145	92	233	100.0%	134	99	259	100.0%	151	108	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103	259	100.0%	162	97	245	100.0%	153	92	252	100.0%	154	98

II. Demographic Tables

Table 6 - Staff: The employment of African-American staff over the last 7 years has varied only slightly from an average of 36.4%. The employment of African-American staff increased from 35.9% in 2015 to 38.9% in 2016. The staff racial distribution largely reflects that of the State of Maryland. At 61%, female employees continue to fill the majority of staff roles.

University of Baltimore

	Table 6: Staff																															
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	207	34.3%	59	148	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142	211	36.5%	61	150	188	35.9%	58	130	199	38.9%	62	137
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	15	2.5%	9	6	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8	19	3.3%	13	6	18	3.4%	11	7	21	4.1%	12	9
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8	17	2.9%	8	9	8	1.5%	5	3	9	1.8%	6	3
White	335	56.7%	144	191	330	54.7%	144	186	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188	315	54.5%	129	186	296	56.5%	126	170	256	50.1%	105	151
Native Hawaiian or Pacific Islander	0	0.0%	0	1	0	0.0%	0	0	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1	6	1.0%	3	3	6	1.1%	4	2	10	2.0%	6	4
Did not Self identify	1	0.2%	0	0	41	6.8%	32	9	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12	10	1.7%	2	8	8	1.5%	3	5	16	3.1%	7	9
Total	591	100.0%	221	370	603	100.0%	248	355	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360	578	100.0%	216	362	524	100.0%	207	317	511	100.0%	198	313

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

For the 2016-2017 Programs of Cultural Diversity Report, institutions should submit a report by completing each one of the sections in this template.

Section I:

1. **Institutional Plan**: Each institution should provide a summary narrative of its *Institutional Plan* to improve cultural diversity as required by Education §11-406, that includes a list of major *Institutional Goals*. *Institutional Goals* should address the following guidelines:
   - Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
   - Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.
   - Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff, and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law.

We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

UMB has a multi-pronged approach to fostering cultural competency which includes efforts and initiatives from the President's Office, Student Affairs, and our schools as well as programming by our students. Furthermore, each of the graduate and professional schools has accreditation standards that include cultural competency and diversity in the forefront of their educational efforts.

The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership. UMB specifically lists "Diversity" as one of its seven core values[1]. The UMB publication "Living the Core Values"[2] explains further:

> *Diversity is a word often used to describe differences among people in terms of race, creed, or sexual orientation. At UMB, diversity means much more. The UMB campus body is diverse in the aforementioned ways, but also in abilities, backgrounds, values, personalities, thoughts, goals, and aspirations. We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values. Our clearly defined core values provide a sense of identity, stability, and direction.*
>
> *UMB strives for diversity among its students, faculty, and employees as well as in the vendors, organizations, and businesses with whom we choose to partner. We prepare our students to thrive in a diverse society and in a world where social interaction, work, and exchange occur across geographical, cultural, and socioeconomic boundaries*
>
> *We immerse our students in experiences that expose them to different perspectives and provide them with varied learning opportunities. This exposure is based on the concept of respecting and celebrating individual differences, whether they pertain to a person's ethnicity race, sexual orientation, disability, economic background, political views, or religious beliefs.*

This 2016 progress report highlights some of the activities that have occurred and others for which planning has begun. With the expiration of the 2011-2016 UMB Strategic Plan[3] on July 1, 2016, UMB is transitioning to the 2017-2021 strategic planning process[4]. The newest themes have been identified and the fourth theme of the Strategic Plan, Inclusive Excellence, will provide the framework for UMB's institutional plan to improve cultural diversity. Furthermore, the theme of Inclusive Excellence aims to address the strategic objective to foster an environment that recognizes and values each member of the UMB community, enabling members to function at their highest potential to achieve their personal and professional goals. Additionally, the following strategic outcomes have been identified:

1. Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers.
2. Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead.
3. Access to a comprehensive support network at UMB that is responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students.
4. An inclusive environment that embraces, celebrates, and promotes UMB's diversity.

[1] https://www.umaryland.edu/president/core-values/
[2] https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-v2.pdf
[3] http://www.umaryland.edu/about-umb/strategic-plan/2011-2016-strategic-plan/
[4] http://www.umaryland.edu/about-umb/strategic-plan/themes/

As part of the Strategic Plan implementation process, the academic and administrative units of UMB have been charged with the creation of Strategic Goals to support the Strategic Outcomes outlined above. The creation of these Strategic Goals and the associated metrics is currently underway.

While the Strategic Planning process has been underway the Diversity Advisory Council has taken an active role in supporting the core value of diversity. During this reporting cycle they have been responsible for the following:

- Hiring a diversity and inclusion distinguished fellow to develop and operationalize initiatives promoted by the Diversity Advisory Council
- Administering a University-wide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives
- Establishing a speakers series to assist in bringing notable speakers to address cultural diversity
- Creating various sub-committees to address voids related to resources, education, training and event communication
- Establishing a stronger web presence and serving as a repository for events, programs, and trainings with the goal of improving cultural diversity

Given the space requirements of this report it is not possible to list all of the campus and school activities related to increasing the numerical representation among students, faculty, and staff. The following narrative and table will offer exemplars for students, faculty and staff.

Students

At each of the Schools, considerable effort is made to recruit, admit and retain a diverse student body. Recruitment strategies to foster a diverse applicant pool and admitted class include visiting historically minority schools and attending specialty fairs, as well as targeted recruitment events that focus on underrepresented minorities. Every year the schools have had success at events such as the Summer Medical Dental Education Program, National Hispanic Medical Association, the National Black Pre-Law Conference, LatinoJustice(PRLDEF), National Association of Medical Minority Educators, CURE Scholars, and the National Association of African American Honors Program.

The Schools also host groups of underrepresented prospective student to campus for receptions with the intent of connecting them to current students and alumni. Additionally, supportive efforts continue post-admission. The SNDA (Student National Dental Association) has assisted in forming an undergraduate chapter, known as USNDA, at UMCP, Salisbury, and Johns Hopkins. These chapters are fairly new having been established only four years ago with the goal of promoting the profession of dentistry to underrepresented communities by empowering undergraduate students to participate in community service activities that introduce younger students to the field of dentistry.

Staff and Faculty

Fostering a work and educational environment that is free from discrimination is at the forefront of UMB's efforts. Each year UMB prepares an Affirmative Action Plan[5] that assists leaders in developing a representative workforce. The Affirmative Action Plan focuses on our efforts

[5] Affirmative Action Report https://www.umaryland.edu/oac/areas-of-responsibility/eeo-and-affirmative-action/affirmative-action/

to achieve a workforce that is more diverse and highlights areas where we need to increase our emphasis. This effort is connected to UMB's Strategic Plan and Core Values. The Affirmative Action Plan is also used annually for the purposes of benchmarking. Each year school leadership is provided with a report of the previous year's status with respect to diversity for all faculty and staff positions. This information is emphasized when recruitment of faculty and staff discussed with department leaders so that appropriate efforts can be made in areas of identified need.

2. **Implementation**: Each *Institutional Goal* will be reported in a Table designed for each goal. No additional narrative needed. Each Goal should stipulate strategies for implementation, metrics to measure how progress is being evaluated, indicators of success about how progress has been achieved, and areas when continuous improvement is needed for closing the loop. For purposes of illustration, we will assume that the institution has three Institutional Goals for its diversity program that are aligned with the three guidelines outlined in #1. above.

- **Table 1: Reporting of Institutional Goal 1**

Goal 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
1 Opportunities at UMB that enable faculty, staff, and trainees to excel and advance in their careers. 1.1 This Creation of a Career Development Manager position charged with providing current staff with career counseling to enable them to advance at the university. 1.2 Creation of a community referral program aimed at ensuring interviews for community members who meet the minimum qualifications for UMB positions 1.3 The School of Nursing offers staff/faculty professional development programs every fifth Monday 2 Access to a comprehensive support network at UMB that is	1.1 Number of interviews granted to community members who meet the minimum qualifications 1.2 Number of interviews granted to community members who meet the minimum qualifications 1.3 Number of programs; Number of participants	1.1 Year one of implementation – no data to report 1.2 Year one of implementation – no data to report 1.3 Two (2) sessions; 167 participants	1.1 Needs assessment of program participants and identification of any barriers that may impact promotion/advancement 1.2 Needs assessment of program participants and identification of any barriers that may impact meeting qualifications 1.3 n/a

responsive and nurturing in promoting work-life and academic-life balance for faculty, staff, trainees, and students. 2.1 Annual Affirmative Action Plan Benchmarking Diversity. Used as an annual assessment of where the University should focus its minority/gender recruitment efforts. (Faculty and Staff) 2.2 The School of Social Work continues to strive to "Create an atmosphere that fosters cultural responsiveness" and can point to a number of key accomplishments to demonstrate its on-going commitment to improving our programming and school climate and impact as well as faculty recruitment. 2.3 The School of Dentistry offers cultural competence lecture to students 2.4 The School of Dentistry monitors the number of received applications from traditionally underrepresented groups 2.5 The Cary School of Law is dedicated to outreach to racially and ethnically diverse students from the target audience of LSAC's DiscoverLaw.org campaign[6] 2.6 Commitment to diversity of perspectives - shaped by economic or cultural background, by race, by gender, by sexual orientation, by disability and by philosophical outlook	2.1 Demographics on current employees 2.2 Number of accomplishments (programs, initiatives, climate survey, number of faculty recruited) 2.3 Number of participants 2.4 Number of applicants compared to nation pool of applicants 2.5 Ranking on Top 10 Diversity Matters Award 2.6 Admissions data	2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady (6.25% increase Asian TTF; Racial/ethnic make-up of Non-tenure track faculty (NTF) experienced increases in some areas (African American/Black – 5% increase; Hispanic/Latino NTF increased by 12.5%; NTF who indicated two or more races increased my 13%); Racial/ethnic make-up of staff experienced increases (African American/Black 33.21% compared to 31.76%, Asian 9.26% compared to 8.9%, two or more races 1% compared to .77%, Hispanic/Latino stayed at 2.11%) 2.2 The School of Social Work currently uses an infusion model which requires that all courses include a diversity/cultural component 2.3 134 students have participated this year 2.4 Significant percentage of national pool applies to UMB School of Dentistry (African American/Black 32%, Hispanic/Latino 21%, and American Indian 38%) 2.5 Ranked 8th (compared to all law schools in the country)	2.1 Racial/ethnic make-up of tenure track faculty (TTF) has remained relatively steady; however, African American/Black TTF experienced a 10% decrease compared to 2.5% decrease in White TTF; 6.25% increase Asian TTF; Racial/ethnic decreases in NTF (American Indian/Alaska Native decreased from 3 to 1 NTF; Asian NTF decreased by 2%; white NTF still makeup 65% of the NTF population and experienced a 2.5% increase); Racial/ethnic make-up of staff experienced decreases (American Indian Alaska Native .14% compared to .21%, Hispanic/Latino % compared to 8.9%, two or more races 1% compared to .77%) 2.2 n/a 2.3 Offer lecture in other schools 2.4 a deeper analysis into the number of students that complete applications, the number of students that receive offers, and ultimately the number of students that matriculate

[6] LSAC's DiscoverLaw.org campaign http://www.discoverlaw.org/about-discoverlaw.asp

		2.6 1/3rd of entering class is comprised of traditionally underrepresented minority groups	2.5 n/a 2.6 n/a

- **Table 2: Reporting of Institutional Goal 2**

Goal 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
3 Faculty, staff, trainees, and students who are culturally competent in their engagement with each other and those they serve and lead. 3.1 Issued the first campus climate survey to faculty and staff which examined climate by using an Inclusiveness Index. 3.2 Issued the first campus climate survey to students which examined climate by using an Inclusiveness Index. 3.3 Formation of a Community of Practice work group aimed at identifying all of the individuals on campus currently facilitating trainings related to diversity, cultural competence and inclusion. 3.4 Reinventing the Safe Space training programs by inviting students, faculty and staff to participate in the train-the-trainer program thus allowing them to serve as facilitators for the initiative. 3.5 Continuation of the President's Student Leadership Institute Cultural Competence track (co-curricular program for students) 3.6 Launching of the Diversity Advisory Council's Speaker's Series	3.1 UMB faculty/staff Inclusiveness rating 3.2 UMB student Inclusiveness rating 3.3 The sharing and cross-training of various evidence-based approaches to teaching diversity, inclusion and cultural competence 3.4 Number of Safe Space trainers trained; Number of programs offered 3.5 Number of students enrolled in this track 3.6 Number of sessions speakers series hosted; build list of speakers 3.7 Creation of website	3.1 Year one of implementation – no comparative data to report; Campus employee resource groups are beginning to form with the intention of communicating their shared experience with University administration to promote a greatly understanding of the perspectives of minority groups. 3.2 Year one of implementation – no comparative data to report; affinity/resource student organizations continue to be very active on campus	3.1 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of staff/faculty inclusiveness. 3.2 Finalization of communications strategy; Conduct qualitative interviews to gain a better understanding of high and low feelings of student inclusiveness.

3.7 Creating a central website for all diversity, cultural competence and inclusion trainings, programs, and events[7] 3.8 Continued offering of American Sign Language program through centralized student affairs 3.9 Continued offering of Poverty simulation through centralized student affairs 3.10 Creation of university-wide Ombudsperson position to assist employees and departments with conflict management and creating safe spaces on campus 3.11 The School of Social Work has a faculty and staff Anti-Oppression committees 3.12 The School of Social Work offers Anti-Oppression and anti-racism workshops 3.13 School of Social Work created a SSW Responds webpage to provide updates and resources related to current events and policies[8] 3.14 Human Resources introduces Diversity 101 training 3.15 The School of Medicine offers a Social Justice track for MD students 3.16 The School of Medicine offers Medical Spanish course	3.8 Number of classes offered; number of participants per AY 3.9 Number of simulations offered; number of participants per AY 3.10 Creation and filling of position 3.11 Creation of committees 3.12 Number of workshops offered; number of participants 3.13 Click through rates/website usage analytics 3.14 Number of occurrences; number of participants 3.15 Number of students accepted into the track 3.16 Number of students enrolled	3.3 Year one of implementation – no comparative data to report 3.4 10 Safe Space sessions were offered (compared to 2 sessions in AY2016; 20 new trainers were trained (compared to 0 new trainers) 3.5 25 students are enrolled, compared to 22 in AY2016 3.6 1 session in the series was offered, year one of implementation so no comparative data is available; DAC has compiled a list of potential speakers 3.7 Successful creation of website; diversity, inclusion and cultural competence calendar events are coded to be pulled to this webpage 3.8 2 sessions offered compared to 1 in AY2016; 21 participants compared to 15 in AY2016 3.9 There were 5 simulations offered compared to 4 sessions offered; 393 participants compared to 281 in AY2016 3.10 Position was created and filled 3.11 The committees have been created and meet regularly 3.12 One (1) workshop was offered; 45 participants	3.3 Communication of the various existing trainings across campus 3.4 n/a 3.5 Partner with schools to increase participants from various disciplines 3.6 Continue to build upon the list of potential speakers 3.7 n/a 3.8 n/a 3.9 n/a 3.10 n/a 3.11 Determine if there is a way to expand for entire campus 3.12 Hold the 2.5 day workshop on a weekend so more staff, faculty, and students can attend or brand as general professional development similar to any professional organization conference so students, faculty, and staff are encouraged to attend during the workweek 3.13 Issue a communications plan to inform

[7] Diversity Advisory Council event's website https://www.umaryland.edu/diversity/

[8] SSW Responds webpage https://communications64.wixsite.com/mysite/current-issues

		(which is the capacity for the workshop) 3.13 Year one of implementation – no comparative data to report 3.14 One (1) occurrence; 20 participants 3.15 Fifteen (15) students accepted – that is the capacity 3.16 Number of accepted students has remained consistent	students, faculty and staff of resources available on the website; replicate website for University use 3.14 n/a 3.15 Explore the capacity of this track= 3.16 n/a
4 An inclusive environment that embraces, celebrates, and promotes UMB's diversity. 4.1 Continuation of the Diversity Celebrations through Student Affairs 4.2 Continuation of the University's MLK/Diversity Awards 4.3 Creation of dean for diversity and inclusion in the Schools of Law, Medicine, and Nursing 4.4 Creation of diversity and inclusion position in centralized Student Affairs 4.5 Creation of new and further marketing of existing all-gender restrooms and locker rooms [9] 4.6 The School of Nursing launches a diversity book club	4.1 Number of events under this initiative and number of total attendees 4.2 Number of awards distributed 4.3 Creation of and continued existence of diversity & inclusion positions in the Schools of Law, Medicine, & Nursing 4.4 Creation of and continued existence of diversity & inclusion position in centralized Student Affairs 4.5 Number of all gender restrooms and locker rooms; online list with locations; communication of	4.1 63 Events; 1,062 attendees from July 1, 2016 – March 31, 2017; Number of programs increased by 19% from AY2016; Number of attendees increased by 17% since AY2016 4.2 Number of recipients has remained consistent 4.3 Positions filled in the Schools of Law, Medicine, & Nursing 4.4 Position filled in centralized student affairs 4.5 Additional all gender restrooms were opened; School of Nursing hosted a grand opening event for their new all gender restroom – 50 people attended; list of all gender restrooms is available online; on 2/24/17 a letter	4.1 Continue to offer programs based on expressed need of students, faculty and staff; refer to campus climate survey results to determined identified areas of improvement 4.2 n/a 4.3 n/a 4.4 n/a 4.5 Create an interactive online map of the campus that includes information about all gender restrooms and locker rooms, create a de-stigmatization campaign around all gender facilities;

[9] All Gender Restrooms https://www.umaryland.edu/diversity/resources/all-gender-bathrooms/

	university's stance on upholding right to use restroom matching one's gender identity or all gender restroom 4.6 Number of members	was sent to all students regarding the UMB's support of the right to use restrooms and locker rooms that align with one's gender identity 4.6 Twenty (20) members	standardize the visual labeling of all gender restrooms 4.6 Consider expanding university-wide

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements. Timeline for meeting goal within the diversity plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
1.1 All hate-based crimes are reported through UMB's Police Force. In 2015, there were no reported incidents.	1.1 Number of hate crimes reported	1.1 No hate crimes reported	1.1 n/a

Section II

This section is dedicated for institutional demographic data, and will remain as it is in the current template. Data will be provided in three separate tables (Tables 4-6) for student, faculty, and staff demographic data, respectively. If needed, and to comply with length limitations, these Tables will be provided as an Appendix to the report.

Appendix A

Table 4: Student Demographic Information

Students by Race and Gender

Year		Race	Total	Pct	Gender F	Gender M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142
		Native American	13	0.2%	3	10

		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565
2010	Undergraduate	African American/Black	157	20.3%	32	125
		American Indian/Alaska Native	4	0.5%	.	4
		Asian	102	13.2%	20	82
		Hispanic/Latino	35	4.5%	8	27
		International	26	3.4%	3	23
		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29
		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18

		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507
2012	Undergraduate	African American/Black	109	15.0%	24	85
		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133
		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131

		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117
			5538		1704	3834
	Total		6284		1816	4468
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26
		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22

		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219
		International	263	4.8%	97	166
		Not Reported	105	1.9%	45	60
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	169	3.1%	51	118
		White	2864	52.4%	939	1925

			5463		1697	3766
	Total		6329		1819	4510
2016	Undergraduate	African American/Black	166	18.3%	139	27
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	136	15.0%	115	21
		Hispanic/Latino	53	5.9%	48	5
		International	18	2.0%	15	3
		Not Reported	12	1.3%	8	4
		Two or More Races	32	3.5%	26	6
		White	487	53.8%	425	62
			905		776	129
	Graduate	African American/Black	950	17.0%	733	217
		American Indian/Alaska Native	8	0.1%	7	1
		Asian	897	16.1%	599	298
		Hispanic/Latino	347	6.2%	250	97
		International	268	4.8%	171	97
		Not Reported	88	1.6%	60	28
		Other Pacific Islander	3	0.1%	1	2
		Two or More Races	172	3.1%	122	50
		White	2844	51.0%	1923	921
			5577		3866	1711
	Total		6482		4642	1840

Appendix B

Table 5: Faculty Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender F	Gender M
Tenured/Tenure-Track	2009	African American	34	5.76%	14	20
		Asian/Pacific Islander	77	13.05%	19	58
		Hispanic	15	2.54%	4	11
		Native American	2	0.34%	1	1
		White	462	78.31%	136	326
			590		174	416
	2010	African American/Black	30	5.26%	12	18
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	77	13.51%	15	62
		Hispanic/Latino	15	2.63%	5	10
		Other Pacific Islander	1	0.18%	.	1
		White	445	78.07%	133	312
			570		166	404
	2011	African American/Black	29	5.14%	12	17
		American Indian/Alaska Native	2	0.35%	1	1
		Asian	80	14.18%	16	64
		Hispanic/Latino	14	2.48%	5	9
		Not Reported	1	0.18%	1	.
		Other Pacific Islander	1	0.18%	.	1
		White	437	77.48%	135	302
			564		170	394
	2012	African American/Black	31	5.54%	13	18

	American Indian/Alaska Native	2	0.36%	1	1
	Asian	82	14.64%	17	65
	Hispanic/Latino	12	2.14%	4	8
	Not Reported	1	0.18%	1	.
	White	432	77.14%	135	297
		560		171	389
2013	African American/Black	30	5.45%	13	17
	American Indian/Alaska Native	2	0.36%	1	1
	Asian	81	14.73%	16	65
	Hispanic/Latino	11	2.00%	4	7
	Not Reported	1	0.18%	1	0
	White	425	77.27%	133	292
		550		168	382
2014	African American/Black	32	5.93%	14	18
	American Indian/Alaska Native	2	0.37%	1	1
	Asian	80	14.81%	17	63
	Hispanic/Latino	9	1.67%	3	6
	Not Reported	6	1.11%	2	4
	White	411	76.11%	132	279
		540		169	371
2015	African American/Black	31	5.93%	15	16
	American Indian/Alaska Native	3	0.57%	1	2
	Asian	81	15.49%	19	62
	Hispanic/Latino	9	1.72%	2	7
	White	399	76.29%	134	265
		523		171	352
2016	African American/Black	27	5.23%	13	14
	American Indian/Alaska Native	3	0.58%	1	2
	Asian	86	16.67%	18	68

	Hispanic/Latino	9	1.74%	2	7
	Not Reported	1	0.19%	.	1
	White	390	75.58%	133	257
		516		167	349

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender F	Gender M
Non-Tenure Track*	2009	African American	204	9.16%	130	74
		Asian/Pacific Islander	439	19.70%	191	248
		Hispanic	70	3.14%	46	24
		Native American	7	0.31%	4	3
		Not Reported	41	1.84%	15	26
		White	1467	65.84%	791	676
			2228		1177	1051
	2010	African American/Black	209	8.84%	134	75
		American Indian/Alaska Native	5	0.21%	3	2
		Asian	521	22.04%	231	290
		Hispanic/Latino	67	2.83%	37	30
		Not Reported	33	1.40%	12	21
		Other Pacific Islander	6	0.25%	2	4
		Two or More Races	6	0.25%	4	2
		White	1517	64.17%	830	687
			2364		1253	1111
	2011	African American/Black	220	8.87%	147	73
		American Indian/Alaska Native	4	0.16%	3	1
		Asian	544	21.94%	257	287
		Hispanic/Latino	58	2.34%	31	27
		Not Reported	36	1.45%	14	22
		Other Pacific Islander	6	0.24%	4	2

	Two or More Races	5	0.20%	4	1
	White	1606	64.78%	896	710
		2479		1356	1123
2012	African American/Black	236	9.08%	160	76
	American Indian/Alaska Native	4	0.15%	4	.
	Asian	588	22.62%	257	331
	Hispanic/Latino	53	2.04%	26	27
	Not Reported	43	1.65%	19	24
	Other Pacific Islander	8	0.31%	5	3
	Two or More Races	5	0.19%	3	2
	White	1663	63.96%	938	725
		2600		1412	1188
2013	African American/Black	250	9.18%	169	81
	American Indian/Alaska Native	7	0.26%	5	2
	Asian	604	22.19%	282	322
	Hispanic/Latino	60	2.20%	35	25
	Not Reported	41	1.51%	19	22
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	5	0.18%	3	2
	White	1751	64.33%	994	757
		2722		1511	1211
2014	African American/Black	228	8.82%	146	82
	American Indian/Alaska Native	5	0.19%	3	2
	Asian	577	22.32%	267	310
	Hispanic/Latino	56	2.17%	33	23
	Not Reported	89	3.44%	55	34
	Other Pacific Islander	4	0.15%	4	.
	Two or More Races	8	0.31%	6	2
	White	1618	62.59%	906	712
		2585		1420	1165
2015	African American/Black	252	10.01%	170	82

	American Indian/Alaska Native	3	0.12%	2	1
	Asian	552	21.92%	256	296
	Hispanic/Latino	55	2.18%	31	24
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	16	0.64%	10	6
	White	1637	65.01%	927	710
		2518		1399	1119
2016	African American/Black	264	10.29%	185	79
	American Indian/Alaska Native	1	0.04%	1	.
	Asian	541	21.08%	257	284
	Hispanic/Latino	62	2.42%	35	27
	Other Pacific Islander	3	0.12%	3	.
	Two or More Races	18	0.70%	10	8
	White	1677	65.35%	973	704
		2566		1464	1102

* Includes employees classified as "fellows" (EEO6=8) having a federal standard occupational classification within Education, Training and Library Occupations.

Appendix C

Table 6: Staff Demographic Information

Employees by Employee Type, Race, and Gender

Employee Type	Year	Race	Total	Pct	Gender F	Gender M
Staff	2009	African American	1353	32.90%	955	398
		Asian/Pacific Islander	365	8.87%	245	120
		Hispanic	76	1.85%	49	27
		Native American	12	0.29%	8	4
		Not Reported	52	1.26%	30	22
		White	2255	54.83%	1527	728
			4113		2814	1299
	2010	African American/Black	1392	33.13%	988	404
		American Indian/Alaska Native	8	0.19%	5	3
		Asian	374	8.90%	239	135
		Hispanic/Latino	93	2.21%	60	33
		Not Reported	43	1.02%	24	19
		Other Pacific Islander	6	0.14%	6	.
		Two or More Races	18	0.43%	14	4
		White	2268	53.97%	1506	762
			4202		2842	1360
	2011	African American/Black	1347	32.61%	952	395
		American Indian/Alaska Native	7	0.17%	4	3
		Asian	397	9.61%	244	153
		Hispanic/Latino	83	2.01%	52	31
		Not Reported	33	0.80%	18	15
		Other Pacific Islander	5	0.12%	5	.
		Two or More Races	13	0.31%	11	2
		White	2246	54.37%	1494	752

		4131		2780	1351
2012	African American/Black	1325	31.95%	934	391
	American Indian/Alaska Native	6	0.14%	4	2
	Asian	399	9.62%	254	145
	Hispanic/Latino	87	2.10%	57	30
	Not Reported	47	1.13%	29	18
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	12	0.29%	11	1
	White	2269	54.71%	1494	775
		4147		2785	1362
2013	African American/Black	1294	31.45%	912	382
	American Indian/Alaska Native	5	0.12%	3	2
	Asian	376	9.14%	245	131
	Hispanic/Latino	85	2.07%	59	26
	Not Reported	62	1.51%	44	18
	Other Pacific Islander	3	0.07%	3	0
	Two or More Races	12	0.29%	10	2
	White	2278	55.36%	1516	762
		4115		2792	1323
2014	African American/Black	1210	31.97%	834	376
	American Indian/Alaska Native	7	0.18%	3	4
	Asian	336	8.88%	226	110
	Hispanic/Latino	68	1.80%	45	23
	Not Reported	112	2.96%	74	38
	Other Pacific Islander	2	0.05%	2	0
	Two or More Races	17	0.45%	15	2
	White	2033	53.71%	1347	686
		3785		2546	1239
2015	African American/Black	1202	31.76%	816	386

	American Indian/Alaska Native	8	0.21%	4	4
	Asian	337	8.90%	218	119
	Hispanic/Latino	80	2.11%	50	30
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	29	0.77%	25	4
	White	1967	51.97%	1308	659
		3625		2423	1202
2016	African American/Black	1226	33.21%	848	378
	American Indian/Alaska Native	5	0.14%	2	3
	Asian	342	9.26%	217	125
	Hispanic/Latino	78	2.11%	53	25
	Not Reported	1	0.03%	.	1
	Other Pacific Islander	2	0.05%	2	.
	Two or More Races	37	1.00%	29	8
	White	2001	54.20%	1328	673
		3692		2479	1213

University of Maryland, Baltimore Data

Students by Race and Gender

Year		Race	Total	Pct	Gender F	Gender M
2008	Undergraduate	African American	223	26.1%	53	170
		Asian/Pacific Islander	103	12.1%	12	91
		Hispanic	29	3.4%	8	21
		Native American	4	0.5%	.	4
		Not Reported	77	9.0%	10	67
		White	418	48.9%	49	369
			854		132	722
	Graduate	African American	846	16.0%	178	668
		Asian/Pacific Islander	718	13.5%	254	464
		Hispanic	210	4.0%	66	144
		Native American	15	0.3%	6	9
		Not Reported	384	7.2%	154	230
		White	3129	59.0%	936	2193
			5302		1594	3708
	Total		6156		1726	4430
2009	Undergraduate	African American	208	24.6%	43	165
		Asian/Pacific Islander	115	13.6%	24	91
		Hispanic	31	3.7%	10	21
		Native American	5	0.6%	1	4
		Not Reported	69	8.2%	7	62
		White	416	49.3%	40	376
			844		125	719
	Graduate	African American	895	16.2%	192	703
		Asian/Pacific Islander	779	14.1%	273	506
		Hispanic	208	3.8%	66	142
		Native American	13	0.2%	3	10
		Not Reported	412	7.4%	165	247
		White	3231	58.3%	993	2238
			5538		1692	3846
	Total		6382		1817	4565

Students by Race and Gender

Year		Race	Total	Pct	Gender F	Gender M
2010	Undergraduate	African American/Black	157	20.3%	32	125
		American Indian/Alaska Native	4	0.5%	.	4
		Asian	102	13.2%	20	82
		Hispanic/Latino	35	4.5%	8	27
		International	26	3.4%	3	23
		Not Reported	12	1.6%	1	11
		Other Pacific Islander	3	0.4%	1	2
		Two or More Races	23	3.0%	3	20
		White	410	53.1%	48	362
			772		116	656
	Graduate	African American/Black	786	14.1%	160	626
		American Indian/Alaska Native	11	0.2%	4	7
		Asian	778	14.0%	269	509
		Hispanic/Latino	237	4.2%	76	161
		International	182	3.3%	76	106
		Not Reported	142	2.5%	54	88
		Other Pacific Islander	4	0.1%	2	2
		Two or More Races	119	2.1%	37	82
		White	3318	59.5%	1055	2263
			5577		1733	3844
	Total		6349		1849	4500
2011	Undergraduate	African American/Black	123	16.8%	34	89
		American Indian/Alaska Native	3	0.4%	2	1
		Asian	100	13.7%	21	79
		Hispanic/Latino	33	4.5%	4	29
		International	25	3.4%	6	19
		Not Reported	19	2.6%	1	18
		Two or More Races	11	1.5%	3	8
		White	417	57.0%	50	367
			731		121	610
	Graduate	African American/Black	782	13.8%	169	613
		American Indian/Alaska Native	10	0.2%	3	7
		Asian	799	14.1%	264	535
		Hispanic/Latino	272	4.8%	83	189
		International	200	3.5%	79	121
		Not Reported	133	2.3%	45	88
		Other Pacific Islander	3	0.1%	2	1
		Two or More Races	151	2.7%	35	116
		White	3314	58.5%	1087	2227
			5664		1767	3897
	Total		6395		1888	4507

Students by Race and Gender

Year		Race	Total	Pct	Gender F	Gender M
2012	Undergraduate	African American/Black	109	15.0%	24	85
		American Indian/Alaska Native	1	0.1%	1	.
		Asian	104	14.3%	23	81
		Hispanic/Latino	42	5.8%	7	35
		International	16	2.2%	4	12
		Not Reported	19	2.6%	2	17
		Two or More Races	18	2.5%	4	14
		White	419	57.6%	51	368
			728		116	612
	Graduate	African American/Black	764	13.5%	164	600
		American Indian/Alaska Native	8	0.1%	3	5
		Asian	809	14.3%	271	538
		Hispanic/Latino	294	5.2%	99	195
		International	219	3.9%	86	133
		Not Reported	138	2.4%	44	94
		Other Pacific Islander	1	0.0%	1	.
		Two or More Races	172	3.0%	41	131
		White	3235	57.4%	1071	2164
			5640		1780	3860
	Total		6368		1896	4472
2013	Undergraduate	African American/Black	107	14.3%	21	86
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	113	15.1%	21	92
		Hispanic/Latino	42	5.6%	9	33
		International	27	3.6%	5	22
		Not Reported	23	3.1%	3	20
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.6%	5	22
		White	405	54.3%	48	357
			746		112	634
	Graduate	African American/Black	754	13.6%	151	603
		American Indian/Alaska Native	8	0.1%	1	7
		Asian	841	15.2%	269	572
		Hispanic/Latino	282	5.1%	101	181
		International	244	4.4%	95	149
		Not Reported	123	2.2%	44	79
		Two or More Races	164	3.0%	38	126
		White	3122	56.4%	1005	2117
			5538		1704	3834
	Total		6284		1816	4468

Students by Race and Gender

Year		Race	Total	Pct	Gender F	Gender M
2014	Undergraduate	African American/Black	125	15.8%	33	92
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	111	14.0%	16	95
		Hispanic/Latino	31	3.9%	5	26
		International	21	2.7%	2	19
		Not Reported	22	2.8%	6	16
		Other Pacific Islander	1	0.1%	.	1
		Two or More Races	27	3.4%	5	22
		White	453	57.2%	49	404
			792		116	676
	Graduate	African American/Black	833	15.2%	170	663
		American Indian/Alaska Native	8	0.1%	2	6
		Asian	830	15.1%	262	568
		Hispanic/Latino	293	5.3%	99	194
		International	249	4.5%	95	154
		Not Reported	112	2.0%	42	70
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	165	3.0%	44	121
		White	2992	54.6%	977	2015
			5484		1692	3792
	Total		6276		1808	4468
2015	Undergraduate	African American/Black	162	18.7%	34	128
		American Indian/Alaska Native	1	0.1%	.	1
		Asian	112	12.9%	14	98
		Hispanic/Latino	44	5.1%	5	39
		International	21	2.4%	3	18
		Not Reported	17	2.0%	5	12
		Two or More Races	28	3.2%	7	21
		White	481	55.5%	54	427
			866		122	744
	Graduate	African American/Black	884	16.2%	193	691
		American Indian/Alaska Native	7	0.1%	1	6
		Asian	868	15.9%	288	580
		Hispanic/Latino	301	5.5%	82	219
		International	263	4.8%	97	166
		Not Reported	105	1.9%	45	60
		Other Pacific Islander	2	0.0%	1	1
		Two or More Races	169	3.1%	51	118
		White	2864	52.4%	939	1925
			5463		1697	3766
	Total		6329		1819	4510
2016	Undergraduate	African American/Black	166	18.3%	139	27

Students by Race and Gender

Year	Race	Total	Pct	Gender F	Gender M
	American Indian/Alaska Native	1	0.1%	.	1
	Asian	136	15.0%	115	21
	Hispanic/Latino	53	5.9%	48	5
	International	18	2.0%	15	3
	Not Reported	12	1.3%	8	4
	Two or More Races	32	3.5%	26	6
	White	487	53.8%	425	62
		905		776	129
Graduate	African American/Black	950	17.0%	733	217
	American Indian/Alaska Native	8	0.1%	7	1
	Asian	897	16.1%	599	298
	Hispanic/Latino	347	6.2%	250	97
	International	268	4.8%	171	97
	Not Reported	88	1.6%	60	28
	Other Pacific Islander	3	0.1%	1	2
	Two or More Races	172	3.1%	122	50
	White	2844	51.0%	1923	921
		5577		3866	1711
Total		6482		4642	1840

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Table 1

USM Guideline 1: Goal Statement addressing efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

UMBC Goal 1 (from 2009 Diversity Plan):

To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community
UMBC Goal 4 (from 2009 Diversity Plan):
To encourage and support individual development and advancement

Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Enrollment Management - Transfer Student Alliance (TSA) Program: For students attending one of five major feeder community colleges (CCBC, AACC, MC, HC and PGCC) who will be earning the associate degree and transferring to UMBC to complete the baccalaureate degree.	Number of applicants to program Number of applicants accepted to program Number of program participants receiving scholarships Number of students attending reception	**Number of Applicants to TSA Program:** Spring 2016: 230 Spring 2017: 138 **Number of TSA Applicants Accepted to TSA Program:** Spring 2016: 160 Spring 2017: 83 **TSA Program Participants Receiving TSA Scholarship:** Spring 2016: 25 Spring 2017: 10 **Number of TSA Program Participants attending TSA Reception:** Spring 2016: 61 students and their families	Expansion of program to other Maryland community colleges
Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2016 event: 42 students ; 115 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees *Number of event attendees submitting admission application to UMBC *Number of event attendees admitted to UMBC *Number of event attendees enrolled at UMBC	Attendance for the Spring 2016 event: 78 students; 230 total guests	
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2016, 2 students in PG and 2 students in Baltimore City qualified for the prestigious CEO/ Superintendent award. In addition to the CEO/Superintendent awards, 59 admitted freshmen from PG and 61 from Baltimore City were offered other merit awards from UMBC ranging $ 4-15,000 each of four years of study. Of these, 15 students from PG enrolled and 22 students from Baltimore City enrolled.	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.
UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio-economic) including Baltimore City and other urban districts.	Number of students who identify UMBC as a school of interest. Number of students identifying UMBC as a school of interest that apply to UMBC, Number of students identifying UMBC as a school of interest that are admitted to UMBC Number of students identifying UMBC as a school of interest who were awarded merit scholarships.	For Fall 2016 entering class, 2,231 students indicated UMBC as a potential school of interest. Of those, 704 applied for admission, 560 were accepted and 200 were offered a scholarship.	Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.

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Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Reverse Awarding of the Associates Degree: For community college transfer students who matriculated at UMBC prior to earning the associate degree.	Number of students who expressed interest in the reverse awarding of the associates degree initiative. Number of students subsequently awarded an associate's degree through the reverse awarding of the associates degree initiative.	Since January 2016, 227 students have requested consideration for the reverse AA degree. Of these, 29 have been awarded a reverse AA degrees by partnering community colleges. Of the 29, 17 have also earned degrees at UMBC and 7 are still active students. The remaining 198 students currently have transcripts under review at their community college.	Additional follow up with partnering community colleges may be necessary to ensure that students are being reviewed and transcripts indicating AA degrees have been awarded are being returned to UMBC in a timely fashion.
Baltimore County Collegiate Alliance Partnership (CAP): For academically "in the middle" students enrolled in Baltimore County public schools with low college enrollment.	Number of students attending the inaugural Collegiate Alliance Partnership (CAP) Visit Day program. Assessment of students' familiarity with and understanding of related topics at the conclusion of the event.	106 students from Dundalk High School attended the inaugural event at UMBC. Assessment data still being tabulated.	Expansion of program to increase number of students from Baltimore County Public Schools attending.
Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields	Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.	The most recent workshop was held in October 2016 for the 2017-18 application year. Thirty-four (34) students and their families attended the event. All thirty-four (34) students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.	Number of high schools served through the program each year. Number of students and families served through the program each year.	For calendar year 2016, the office provided more than 12 separate financial aid events which included presentations as well as FAFSA completion at area high schools. Numbers of students and families served not yet available.	The OFAS will continue to make itself available to high schools and support programs to provide valuable support for financial aid education and FAFSA completions.
Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	Offer five focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Recognizing and Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, and, 5) Fostering Inclusive Department Climates. Provide targeted consultations about best practices.	STRIDE has offered four focused conversations and developed the fifth. STRIDE also provided an additional focused conversation for Human Resources that was open to staff and students. STRIDE has provided targeted consultations with nine campus departments and met with the Latino/Hispanic Faculty Association, Women in Science and Engineering, LGBTQ Faculty Staff Association, and Asian American Faculty Council.	Expand activities into the College of Engineering and Information Technology. STRIDE also needs to schedule behind closed doors meetings with the Black Faculty Committee and Women's Faculty Network. Meet bi-weekly to plan, read literature, and incorporate feedback from our faculty peers into our work.
UMBC Recruitment Video	Development of short recruitment video featuring unscripted voices of recently hired UMBC faculty answering the question, "Why did you choose UMBC."	A pilot form of the video was completed in October 2016 and aired at the 2016 Southern Regional Education Board conference, the largest gathering of minority doctoral students in the country.	Following feedback from the UMBC community, a final version of the video will include a message from the President of UMBC's Faculty Senate and one additional faculty voice.
Postdoctoral Fellowship for Faculty Diversity	Successful conversions of former postdocs into tenure track positions. Recruitment of diverse and large pool of applicants for Cohort IV 2017-2019. More department participation in the recruitment process. Expansion of fellowship offers from 2-3 to 6-8. Representation of the arts and the College of Engineering and Information Technology in the fellowship.	All three fellows from Cohort III (2015-2017) were converted to tenure-track Assistant Professors at UMBC. Four of the eight fellows since the program's inception in 2011 have been converted to tenure-track assistant professors at UMBC. Received 255 applications for Cohort IV compared with 61 from Cohort III, due to increased department participation in recruitment. Nine offers were made in March 2017. Two semi-finalists were from the arts and one in the College of Engineering and Information Technology.	Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism. Evaluating the application and interview process from Cohort IV to make necessary changes for the next cohort.

Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	As of February 2017, the recruitment process is underway for both positions.	Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positons. Monitor on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.
Outreach Activities	Increase UMBC's presence at the Southern Regional Education Board conference.	In October 2016, UMBC sent a delegation of 7 faculty to SREB to recruit for our faculty openings and to interview on-site.	Ensure that UMBC's presence and activities have greatest impact at SREB. Make connections with attendees prior to conference and provide funding for informal information coffee meetings.
Graduate School - Recruitment: Summer Horizons Program, at UMBC – co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, which partially supports the Meyerhoff Scholars Program at UMBC); and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions on the assessments are designed to see if we are meeting needs of URM undergraduates with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 80% (not including those who identified within the broad category of "Asian-American/Pacific Islander") 82% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.	We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (88%) learned about the program through their summer research/internship programs, faculty, or university staff members
Recruitment: The USM LSAMP will work with the community colleges to have workshops on their campuses to recruit diverse students.	This program is new, and part of a 5-year grant.	It is too early for data on this program	Assess where improvements are needed.
Participate in recruiting and training activities developed by National GEM Consortium, National Society of Black Engineers, Society for Hispanic Professional Engineers, and Society for the Advancement of Chicanos and Native American Scientists.	Funding from PROMISE grant has moved away from recruitment, and has been allocated to support retention efforts and transitions to careers.	We were able to connect with 50-100 undergraduate students per event. When funding becomes available again, we will be able to connect with more students. In 2016, 16 students who applied for the GEM Fellowship also applied to UMBC for graduate school.	We hope to be able to reinvigorate our recruitment agenda soon. We are working from our established reputation within sectors such as LSAMP, universities in Puerto Rico, and GEM.
Meyerhoff Graduate Fellows Program - Increase participation of underrepresented (UR) graduate students at UMBC. URs comprise 13% of the PhD students enrolled in IMSD (Initiative for Maximizing Student Development) STEM affiliated graduate programs at UMBC. Aiming for growth until participation levels more closely match national population averages (> 35%).	In our recent NIH renewal of our IMSD program, we were awarded an additional 3 slots (a total of 18 positions per year to support incoming UR graduate students.	A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001	
Maintain retention rates. The IMSD retention rate is 90% in the current funding period; 87% over the past 10 years (2005-2015) and 81% since inception (1997-2015). Retention has increased even as the program has grown in size. Continue to strive for the +90% target.		A total of 90 IMSD Fellows have completed their PhD degrees since the first IMSD graduate in 2001.	
Improve competitiveness and confidence of IMSD Fellows for academic and leadership positions. 80% of 87 currently enrolled IMSD fellows, and 58% of 78 IMSD graduates, plan to seek academic careers. New activities to better prepare IMSD students to include: publishing workshops to help boost publication records; development of Independent Development Plans (IDPs) to improve IMSD-level mentorship; require all 2nd and 3rd year students to draft and submit federal pre-doctoral grants; expand inter-institutional Speaker Exchange Program; and establish 3-tier summer program focused on needs of incoming, mid-level, and senior Fellows.	Students are surveyed annually and at end of Summer Bridge Program. We plan to work to support and develop the next generation of scientists who will serve as catalysts and leaders in the biomedical and behavioral workforce.	Data from our last NIH IMSD renewal, former students currently in postdoc/residence positions plan to apply for tenure-track academic positions. Although a good proportion of former IMSD Fellow graduates entered academic positions, a major future emphasis will be to better prepare students to be competitive for, and confident in pursuing, tenure-track positions at research intensive universities. 17 former IMSD graduates (22% of the total) currently hold government science positions, 22 (28%) hold science industry positions, 2 (3%) are teaching in K-12, 1 is	

		working in a non-research related position and 2 are pursing STEM employment (3%),	
Detail all Implementation initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Human Resources -Purchase of HR Recruitment solution (PageUp) for online applicant tracking	Comparison of manual data tracking via regular mail vs delivered online tracking of applicant EEO/AA demographic data	Upon implementation (Spring, 2017) data reporting for tracking of race/ethnicity of staff applicant pool with on-going monitoring of diverse candidate interview pool	
Coordination of effort with Office of the Provost on recruitment interface with Interfolio Recruitment solution (for faculty recruitment) and PageUp	Comparison of race/ethnicity of final faculty applicants interviewed vs system data on race/ethnicity of entire faculty applicant pool.	Data reporting for tracking of race/ethnicity of entire faculty applicant pool with on-going monitoring of diverse candidate interview pool	HR coordination of effort with Provost Office for faculty search committees
Expand/Enhance advertising venues	Capture analytics from advertising source to determine if attracting diverse applicant pool	Ensure attraction of diverse faculty/staff workforce.	Increased funding toward advertising in more diverse publications
HR Outreach to campus search committees	Data reporting and monitoring on diversity of search committee and in-person charge to campus search committees regarding diverse candidate pools	Ensure members of search committees are aware of campus mission of recruitment diversity	Mandatory participation requirement
HR Website Update	Update various components of HR website to enhance/promote message of diversity/inclusion	Google analytics to track number of visits to HR diversity pages	Enhance HR website to more prominently display diversity and inclusion message
HR New Employee Orientation (NEO)	Capture acknowledgement via attendee sign-off	Use of NEO survey data to gauge acknowledgement/receipt of diversity/inclusion resources	
Student Affairs -Creation and implementation of Hiring and Retention Subcommittee in Athletics	Review of subcommittee's progress after each academic year - search and selection criteria	Hiring satisfaction for underrepresented groups	Continue to monitor hiring of coaches and members of leadership team as turnover occurs and create mentoring and support networks for new hires.
Creation and implementation of Transgender Support Policy and Subcommittee in Athletics	Compliance with NCAA guidelines and policies regarding transgender student-athletes.	Recurring review and compliance with NCAA guidelines.	After formal adoption of Transgender Support Policy, monitor implementation.
Women's Center - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins	$66,295 in scholarships awarded in FY17; 24 scholars + affiliates are part of program. No formal assessment. Progress is being made to access data more effectively	Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program
Women's Center Lactation Room	Track daily usage rates; anecdotal information from parents using service	Usage: 507 visits in FY16; Over 540 visits as of February 2017 in FY17. Women's Center received Breastfeeding Friendly Workplace Award November 2016; Updated lactation room flyers in restrooms across campus may help increase usage.	Scheduling reservations is sometimes difficult due to the usage of the room – a second room may eventually be needed to meet the needs of parents needing to use this space

Table 2

USM Guideline 2: Goal Statement addressing efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal 2 (from 2009 Diversity Plan):
To provide conditions for personal success
UMBC Goal 3 (from 2009 Diversity Plan):
To provide a culture of safety, inclusion and respect

Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Faculty Diversity and Faculty Development Center - Help instructors make their classrooms welcoming for all students	Design online resources and a workshop to help instructors make their classrooms welcoming for all students and to provide instructors with tools for handling difficult conversations around diversity issues.	In January, 2017, Faculty Development Center (FDC) added resources to webpage on teaching in diverse classroom. In February 2017 FDC offered workshop on Classroom Management Techniques to help instructors guide productive conversations around hot topics.	Continue tailoring resources and workshops based on needs of our faculty and students
Graduate School - Success Seminars, sponsored by PROMISE: Maryland's AGEP and Graduate School, including Co-sponsored events with ADVANCE. Include open dialog to discuss issues such as unsavory lending practices toward underrepresented groups, implicit bias in the institution and in the workplace, cultural taxes, and more.	UMBC sponsored approximately 20 seminars and events in 2016-2017. All events have evaluations. Seminars include: Work-Life Balance; Stoop Stories: Let your research tell a story; How to prepare a TED-styled talk; Responsible Conduct of Research; Understanding credit scores	Data show students receive information from professional development seminars and workshops that they aren't receiving within the departments. This fills gaps related to degree completion and career preparation.	Continue to improve opportunities for online learning, by capturing content through either webcasting, or providing additional webinars to reach largest number of students. Larger seminars attract 70-100 students, and smaller seminars attract 20-30 participants.
The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP	Three days of programming in August, including activities connected to Dissertation House. We ask questions during registration process and have evaluations for select sessions during event. 2016 SSI workshops focused on professional branding, science communication, preparation for leadership, and academic success.	In 2016, the # of participants who completed the survey was 174. 79% of those were from underrepresented groups. 80% stated that networking with professionals was most important to them. SSI invests in bringing "Mentors-in-Residence" to event – these are faculty and leaders of color who are already role models in their respective fields. In 2016, hosted several mentors-in-residence who are members of underrepresented groups, and leading universities or organization. 77% of respondents noted that networking with their peers was one of their top expectations for the SSI.	Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers. In 2016, only 13% of the respondents (N=174) said that they would not consider a career as a professor. Goal is to have all participants consider becoming a faculty member at some point within their careers. There are still issues of faculty recruitment and retention to be discussed and resolved.
Fall Harvest Dinner	Co-sponsored by UMCP to develop "Psychological Sense of Community" among graduate students of color from schools within USM. Tweeting using the hashtag: #ThinkBigDiversity. In 2016, there were 299 respondents to pre-survey.	99% of the respondents noted that the Fall Harvest Dinner provides a sense of community. 99% noted that a sense of community provides motivation for completing a degree or career goal.	UMBC will continue to work with College Park to seek funding for this event.
Use of #ThinkBigDiversity hashtag to promote diverse conversations and programming online. The #ThinkBigDiversity hashtag now has a national audience.	Particular emphasis given to Twitter and Instagram and use of "Hashtagging activism" which can extend communities of constituents, and build social capital. Conversations on Twitter are vehicles for consciousness raising activities that can build a STEM program's brand, increase visibility of intervention, and highlight program success.		The hashtag will continue to be used, and there will be retention-based campaigns around it in summer 2017. There will also be additional examination of the analytics.

	PROMISE uses the hashtag #ThinkBigDiversity as a retention tool. Between Sept. 8, 2016 and March 22, 2017, the hashtag #ThinkBigDiversity had more than 1.8 million impressions, and a reach of 1.4 million.		
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Human Resources - HR Professional Development Day: Leveraging Diversity, Creating Culturally Competent Work Environments (HR Diversity Learning; 4/7/2016)	Participant Survey to measure learning objectives: reflect and probe deeply to uncover their own cultural and unconscious biases; basic principles of respect and engaging in difficult conversations with individuals different from themselves; strategies to apply in the workplace and in personal life	101 attended (100 staff, 1 faculty). Of these 70 responded to survey. 44% strongly agreed they were able to uncover their own cultural and unconscious biases; 47% agreed they were able to uncover their own cultural and unconscious biases; 52% agreed, and 35% strongly agreed they learned basic principles of respect and how to engage in difficult conversations with individuals different from themselves; 35% strongly agreed and 42% agreed they could apply strategies to workplace and in personal life	Given that 15% of participants indicated they needed more assistance on how to have difficult but productive conversations, and 17% were undecided on application of strategies, additional learning opportunities should be explored and offered. Strategies to draw more faculty attendance.
Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: expanded perception and appreciation of diversity in higher education, and strategies for improving community inclusion.	12 attended (9 staff, 3 faculty). Of these, 8 responded to survey: Prior Knowledge: 25% reported excellent prior knowledge, 37.5%; above average; and 37.5% average prior knowledge, skills and abilities related to objectives. Knowledge Post-session: 14.29% reported excellent; and 85.71% reported above average.	Why Critical Diversity Matters in Higher Education (HR Diversity Learning Tract; 10/12/2016)
Understanding Racial Micro-aggressions (HR Diversity Learning Tract; 11/16/2016)	Participant Survey to measure before and after knowledge skills and abilities related to learning objectives: definition of terms; examples of micro-aggressions within the UMBC community (gathered by campus climate surveys and anonymous contributions); and the experience of commission (intent vs. ignorance) and victims (primary vs. secondary).	22 attended (19 staff, 3 faculty). Of these, 16 responded to survey: Prior Knowledge: 12.5% excellent, 31.25% above average, 37.5% had average and 18.75% had below average knowledge. Knowledge Post-Session: 20% reported excellent, 46.67% reported above average and 33.33% reported average knowledge.	40% of respondents rated overall course content excellent; 53.33% above-average; and 6.67% average. Over-arching feedback was: add more concrete examples of micro-aggressions vs definitions; add strategies for handling micro-aggressions when you are recipient. Additional session planned for Spring, 2017. Strategies to draw more faculty attendance.
Recognizing and Reducing Implicit Bias in the Workplace (HR Diversity Learning Tract; 12/5/2016)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: focus on fostering diversity and inclusive excellence; share tangible steps we can implement to reduce the impact of implicit bias	15 attended (12 staff, 3 faculty). Of these, 11 responded to survey: Prior Knowledge: 9.99% excellent; 45.45% above average; 27.27% average; 9.09% below average; and 9.09% poor. Post-Session Knowledge: 20% excellent; 70% above average; 10% below average. Course Objectives Met: 40% responded excellent; 30% above average; and 30% average.	40% of respondents rated overall course content excellent; 50% above average and 10% average. Since STRIDE members are focused on faculty recruitment, HR will explore session from staff recruitment perspective; potential to use session developed by HR Recruitment Staff
Exploring the LGBTQ Identities (HR Diversity Learning Tract; 1/18/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: general, broad level of understanding of LGBTQ terminology and of LGBTQ communities; and resources to promote a more inclusive environment on campus and opportunities for	20 attended (17 staff, 2 faculty. Of these 15 responded to survey: Prior Knowledge: 20% excellent; 20% above average; 40% average; and 20% below average. Post-Session Knowledge: 26.67% excellent; 26.67% above average; 33.33% average; and 13.33% below average. Course	20% of attendees rated overall course content excellent; 20% above average; 53.33% average; and 6.67% below average. Attendees recommended offering session on more frequent basis, and mandatory attendance for faculty/staff who interact with students on a daily basis.

	further development.	Objectives Met: 6.67% responded excellent; 33.33% above average; 33.33% average; and 26.67% below average	HR will explore possibility of additional sessions. Strategies to draw more faculty attendance.
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Appreciating Differences in a Changing World: A Unique Musical Experience to Strengthen CommUNITY (HR Diversity Learning Tract; 2/13/2017)	Participant survey to ascertain new perspectives, knowledge or skills attained through music and discussion with the goals being to: strengthen our community; increase and improve self-awareness, interpersonal communication, and; appreciation of differences, even if you don't agree	63 attended. Of those, 9 responded to survey: Knowledge & Skills gained: breathing exercises; exploring self and others through music; and effective listening techniques; 100% shared their appreciation for the session, presenter and music; 55.5% indicated session was perfect and met objectives.	33.3% of respondents indicated session was too long and covered too much information; 22.2% expressed disappointment at lack of attendance. 11.11% indicated session was not effective at all. HR will explore other ways to bring campus community together using creative format.
Embracing Cultural Diversity (HR Diversity Learning Tract; 2/15/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: highlight the importance of sensitivity and awareness in working and interacting with UMBC members of other cultures; acknowledge multiple perspectives and ways of improving communication and daily interactions.	17 attended (17 staff, 0 faculty)..Of these, 12 responded to survey: Prior Knowledge: 8.33% rated excellent; 58.33% above average; and 33.33% average. Post-Session Knowledge: 12.50% excellent; 75% above average; 12.50% average. Course Objectives Met: 25% excellent; 62.5% above average; and 12.5% below average.	37.5% of respondents rated course content excellent; 50% rated it above average; and 12.5% rated it below average. Respondents had positive feedback regarding instructor and recommended additional sessions on topic. HR will explore additional offerings of this session. Strategies to draw more faculty attendance.
Uncovering and Working with Micro-aggressions, Session 2 (HR Diversity Learning Tract; 3/6/2017)	Participant Survey to measure before and after knowledge, skills and abilities related to learning objectives: Capitalize on prior knowledge of micro-aggressions; delve deeper exploring unconscious micro-aggressions we may commit against others; how to respond in the face of micro-aggressions perpetrated against us and others; and deepen their understanding and ability to be an ally.	19 attended (19 staff, 0 faculty). Of those, 5 responded to survey: Prior Knowledge: 20% rated above average; 40% average; 20% below average; and 20% poor. Post-Session Knowledge: 20% rated excellent; 40% above average; 20% average; and 20% below average. Course Objectives Met: 20% rated excellent; 40% above average; and 40% average	20% rated overall course content as excellent; and 80% rated it above average. HR will continue to offer this session with models for intervention and possible role-playing interaction among participants (based on additional feedback). Strategies to draw more faculty attendance.
HR Presence on Race, Equity, Inclusion and Justice Committee	Attendance at meetings. Update of myUMBC Group page with HR initiatives.	190 group members. 8 HR sponsored diversity events posted for 2016 and Reposted by group members to various constituent groups. Chair Scott Casper engaged as Presenter for MD CUPA HR Chapter meeting at UMBC (diversity and inclusion as topic)	
HR Presence on Campus Climate Diversity Resource Committee	Attendance at committee meetings. Highlight HR Diversity resources for campus community	7 professional development resources posted on UMBC Diversity Resource website. HR weblink provided as resource for faculty and staff. Staff Handbook link provided as resources for diversity website.	Google/website analytics to gauge campus interest in various resources (# of visits to web links)
Office of Undergraduate Education - Diversity is covered in all of the Introduction to an Honors University Seminars that many of our first-year students take.	Gather information on students' perceptions related to diversity through pre- and post-assessments. This topic area is not measured using direct assessment efforts.		
Student Affairs - INTERACT designed to equip first-year undergraduate students with the skills required to effectively communicate across cultural differences, including, but not limited to race/ethnicity, gender, and religion.	Number of total participants; Number of total peer facilitators trained; Knowledge/skills gained through event participation; Confidence in ability to utilize knowledge/skills gained	Approximately 25 student participants and 3 Peer Facilitators engaged with INTERACT last year. Focus group data showed that students have become better listeners, felt more appropriately	As a result of the positive qualitative findings, the leadership team of INTERACT is working to develop a method to scale the program and make it available more frequently and available

		equipped to engage in conversation on controversial topics, and become more authentic in their engagement with other students, faculty, and staff.	to more students through expansion to additional residence halls.
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Athletics takes part in America East Conference's "You Can Play" project to help to educate and change culture regarding treatment of lesbian, gay, bisexual and transgender athletes in locker room and on playing field.	Attendance at "You Can Play" events. Number of student-athletes involved in events	Over 500 people have attended You Can Play days, with over 50 student-athletes participating.	Athletics wants to expand "You Can Play" days to all sports, not just sports that are selected by the AEC conference.
UMBC Athletics has established its four core values: Growth, Respect, Integrity, and Teamwork. Definition of respect includes initiative to promote diversity and inclusion within Department.	Metrics/criteria currently being developed for a Department of Athletics Core Values Award where one staff member will be named once a year.	Criteria for award will be reviewed during nomination and review process.	A media and marketing campaign including social media and apparel will be developed to introduce and reinforce the four core values.
LGBT SportSafe Inclusion Program developed to create infrastructure for athletic administrators, coaches and recreational sports leaders to support LGBTQ inclusion in college, high school, and professional sports. LGBT SportSafe speakers completed workshop and evaluation to see if we met LGBT inclusion standards in areas of programming, policy, and public awareness. Required all student-athletes to attend their student-athlete session, in which they discussed importance of inclusion.	UMBC received a Gold Emblem (highest level) rating from SportSafe. Signifying that UMBC Athletics is "Committed to Inclusion" and has met following benchmarks: Programming: Inclusion training for coaches and administrators completed; cyclical training every 2-3 years. Policy: Updated policies to include protections for LGBTQ student-athletes and coaches. Public Awareness: Project scheduled or completed	Receipt of the Gold Emblem represents alignment with LGBT SportSafe inclusion principles.	Athletic Department will also create opportunities for students and staff to discuss what they learned.
Hosted Dr. Derek Greenfield to speak to all student-athletes and staff members about diversity and inclusion. Greenfield is thought leader dedicated to inclusive excellence and positive change, featured at International Conference on Cultural Diversity, Massachusetts Institute of Technology, University of Texas-Austin, National Black Student Leadership Development Conference, etc.	Number of total attendees; Number of student-athlete attendees. Post-participation survey measured: Satisfaction; Knowledge gained; Ability to apply knowledge	Analysis of evaluation data is in progress.	TBD based upon analysis and interpretation of data. Athletic Department would also like to invite additional national experts on topics related to diversity and inclusion in college athletics and to create opportunities for students and staff to engage about what they learned.
75% of Physical Education instructors included diversity-based discussion in their curriculum.	End of year evaluation administered to measure: Satisfaction; Knowledge gained from diversity based discussions	Analysis of evaluation data in progress.	Goal: 100% of Physical Education instructors include diversity-based discussions in curriculum.
Career Center hosted a Diversity Recruitment Event for students, with dinner with broad range of employers who are interested in diversifying their workforce with intern and full-time hires from UMBC.	Student and employer attendance; Hiring data from students/employers	231 students attended Fall 2016 compared to 200 student attendees in Fall 2015. 33 employers participated in Fall 2016, full capacity for event.	Develop more effective/efficient method to collect hiring data from employers.
Career Center collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	Over 100 students attended in Spring 2017 compared to 70 in spring 2016.	Continue to increase student participation.
Career Center pilot Focus on Ability program to connect students with disabilities with employers with information regarding transitioning into workforce.	Student engagement data in career programming.	Analysis of engagement data is in progress.	TBD based upon analysis and interpretation of data.
Career Center give students with opportunity attend large diversity recruitment events such as the BEYA STEM Conference in Washington, DC and Women of Color STEM conference in Detroit, MI.	Student Attendance	171 undergraduate and graduate students registered to attend the BEYA conference and 15 students attended the Women of Color conference.	Develop a more effective/efficient method to collect hiring data from employers.
Organize a Career Month in April to focus on recruiting and professional skill development. Workshop panels for 2017 include	Student Attendance. Post-participation survey will measure satisfaction	Career Month has not occurred yet.	TBD based upon collection, analysis, and interpretation of data.

LGBTQ+ in Workplace and Getting Involved in Affinity Groups			
Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
The Commons Student Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro-aggressions; Using skills to address micro-aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
The Commons Student Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	Post-training evaluation revealed desire for students to learn more about: Effective strategies for working with others on increasing multicultural competencies; Discussing of examples of cultures clashing and strategies for addressing them; Appropriate means of communicating with deaf and blind	Integrate recommendations into training based on qualitative responses from participants.
Commuter Assistants (CA) and Transfer Student Network (TSN) Leaders participated in session on Cross-Cultural Communication during Student Staff Training before start of Fall 16 semester.	Post-training evaluation administered to measure: Satisfaction; Knowledge gained; Ability and confidence to use knowledge	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Residence Hall Social Change Projects	Post project survey administered to measure: Satisfaction; Interest in social change projects; Likelihood to participate in future projects	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data. May add discussion groups for processing experience.
3-Part Diversity & Inclusion Workshop to develop the Residential Life Community Director Team through self-awareness and enhanced service to various student populations.	Supervisor evaluations for PMPs.	Analysis of evaluation data in progress.	Development of Annual Community Director Skill Development Plan, focused on specific experiences selected by Director and CD
Resident Advisor Fall Training Program	Student staff survey administered to measure: Satisfaction with training; Knowledge gained; Ability and confidence to use knowledge gained	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data.
Exploratory analysis of women who live in the residence halls. Impetus for project was continued decline of women choosing to live in residence halls versus off-campus.	Skyfactor Resident survey used to collect : Percentage of women students living in the residence halls; 3-year trend of women enrolled versus women living in residence halls; Classification and study time of women who live in residence halls; Feelings of safety/security in residence halls;	Analysis of evaluation data in progress.	TBD based upon analysis and interpretation of data. Focus groups based on results of Skyfactor resident satisfaction survey.
Student Judicial Program Restorative Circles/Practices Training. Training introduces participants to practice and theory of restorative practices and provide opportunities for skill building.	Staff Attendance	Over 50 staff members trained in 2016.	Continue to increase staff participation.
Student Life – Mosaic Center. Monthly Religious and Ethnic Holiday myUMBC posts	No current metrics to measure effectiveness of posts.		IT staff count number of times myUMBC events/emails have been given a "paw" to demonstrate how students favor event and count number of times event is seen by myUMBC users via click.

Detail all implementation initiatives and strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Student Life – Mosaic Center. Safe Zone Program Workshops on Sexual Orientation, Gender Identity and LGBTQ Allyship	Post-event survey administered to measure: Satisfaction; Knowledge gained; Ability to use knowledge and skills gained; Confidence to use knowledge and skills presented	No Fall workshops offered due to curriculum revision. In progress for Spring 2017	Metrics tied to specific versus general learning outcomes needed.
Student Life – Mosaic Center. Critical Social Justice (CSJ) Awareness Week – Co-hosted and coordinated with Women's Center	Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills	Data from Fall 2016: 73.8% of CSJ participants gained better knowledge of specific social justice issues: 59.3% gained better knowledge of social justice overall	TBD based upon further analysis and interpretation of data.
Mosaic Diversity Presenter (MDP) Workshops and Facilitated Discussions – Topics included: Communicating Across Difference, Multiculturalism and Inclusion, Diversity Awareness	Post-Discussion/Workshop Participant Surveys measured satisfaction	Analysis of survey data in progress.	Train the Trainer program and on-going assessment needed.
Student Life – Mosaic Center: Population-focused outreach and event support to traditionally underrepresented students and student organizations (specifically LGBTQ, Africana , Hispanic/Latinx, Asian Diasporic populations and religious/spiritual groups – ex. Muslim Student Association, Hillel, and Catholic Retrievers)	Meeting attendance tracked through Google calendar.	Analysis of survey data in progress.	TBD based upon analysis and interpretation of data.
Women's Center - Women's Center spearheads awareness months to include Women's History Month (March), Sexual Assault Awareness Month (April), and Relationship Violence Awareness Month (Oct);	No metrics currently under development		
Women's Center hosts one-time events on variety of issues related to diversity and cultural awareness (e.g. National Coming Out Day; roundtable series; Take Back the Night)	Event surveys	80% (n=70) of TBTN respondents reported increased understanding of sexual assault, and 64% indicated increased knowledge of resources available	
Women's Center host on-going identity-based discussion-based programs: Women of Color Coalition; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students)	Continue to assess best way to collect metrics. Last year did attendance and minute papers; this year using attendance and observation rubrics completed by group facilitators	Observation rubrics indicate participants consistently discuss concerns and strategies for wellbeing related to their identities	
Women's Center hosted skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro-aggressions	Workshop survey	Supporting Survivors workshop participants report feeling on average 23% more confident in their ability to create a survivor-responsive campus	
Telling Our Stories Initiative	Metrics collected in 2015 as part of grant funding; no formal metrics are currently being collected	86% of attendees agree that event is valuable for women of color at UMBC	Since project is no longer receiving grant funding, we can't continue to execute or assess program as we did previously
Returning Women Students Scholars + Affiliates Program	Tracking/Attendance of scholarship funding and events; Retention and Graduation rates; Program and event evaluations; feedback from mid-semester check-ins with each student; program evaluation Spring 2016	$66,295 awarded FY17; 24 scholars + affiliates are part of program; No formal assessment of retention and graduation rates – progress is being made to access data more effectively	

Table 3:

USM Guideline 3: Goal Statement addressing efforts and process for the reporting of hate-based crimes consistent with federal requirements.
UMBC Goal 3 (from 2009 Diversity Plan):
To provide a culture of safety, inclusion and respect

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Campus Police - UMBC Police value climate of diversity and inclusion in line with values of UMBC. Efforts ongoing as we attempt to build bridges with variety of diverse campus groups. Officer participation in groups such as LGBT Climate Group, Black Student Union, Muslim Association, and Women's Center. Continue to provide group specific programming relating to inclusiveness, acceptance, and respect throughout year in presentations on campus.	Fostering atmosphere of diversity and inclusion minimizes number of hate crimes on Campus. Between 2013 and 2015, total of 4 reports of hate crimes reported to the Police. Low number of hate crimes is direct result of climate set by President and Police Department's commitment to ensuring this climate is maintained in all areas in which we interact with campus community.	Increased representation of women on Police Force by 200%. Increased percentage of minority employees in Student Marshall Program by 25%. Conducted 16 presentations for campus community. Monitoring and analysis of enforcement actions reflect commitment to providing unbiased policing strategies. Linked our departmental diversity goals to campus PMP process, as handling of hate/bias type incidents are component of success for our officers in their performance reviews. Police Department is an active participant in the Campus Climate Workgroup, and other campus groups such as Black Student Union, Muslim Association, Women's Center, SGA, and GSA.	Monitor activities of officers in their enforcement duties requires consistent and ongoing attention to ensure that biases to not manifest in services that only a police department can provide. We are also committed to continuously improving our departmental demographics to more fully represent campus community. We would also like to continue our outreach program to campus groups and constituencies, and increase number of campus partners with whom we interact.
UMBC Police created specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up.			
Police Department has instituted number of programs and priorities to maintainof inclusive campus, including commitment to aggressive minority recruiting so police department reflects diverse makeup of community. It also includes commitment to monitoring enforcement actions by UMBC Police Department to ensure that law enforcement efforts are conducted in fair, impartial, and unbiased manner, through consistent review and analysis of our enforcement actions. Also includes continued ongoing training in unbiased policing topics for our officers, and training that enhances our ability to interact with the diverse community that we serve			
Graduate School - TAs receive training at annual August "Teaching and Learning Seminar" where training is provided by the Title IX coordinator, and the Office of Disabilities	All new TAs are asked to attend this training unless their departments provide department or discipline-specific training	N/A	N/A
Student Affairs - Residential Life Training & Protocols for staff on recognizing, addressing, and reporting bias-motivated actions.	Number of reports filed; Category coding of incident reports	Analysis of survey data is in progress.	TBD based upon analysis and interpretation of data.

Detail all implementation initiatives, strategies, and campus processes for the reporting of hate-based crimes.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Women's Center - Women's Center 1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, etc. – Report any issues of discrimination or policy volitions	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience	In FY17 staff have recorded 25 1-1 conversations with students related to sexual misconduct: several of these conversations have been reported to the Title IX Coordinator. Staff have also worked with campus police to report race-based bias incidents related to Women's Center event programs and flyers. In FY17 staff have recorded 17 1-1 conversations with students/staff/faculty related to LGBTQ issues and 8 related to race/racism.	We are at a staffing saturation of not being able to take on much more 1-1 support without it impacting other Women's Center programs and services
Provide workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures	Pre and Post workshop surveys	Generally, participants increased their confidence in being able to support survivors of sexual violence.	Reaching a greater number of students, faculty, and staff to attend our workshops

TABLE 5: STUDENTS

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
UNDER-GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	1,646	16.5%	741	905	1,864	16.4%	875	989	1,924	17.1%	893	1,031	1,940	17.4%	907	1,033
American Indian or Alaska Native	52	0.5%	30	22	20	0.2%	14	6	16	0.1%	9	7	23	0.2%	15	8
Asian	2,034	20.4%	1,077	957	2,281	20.0%	1,235	1,046	2,295	20.4%	1,214	1,081	2,338	21.0%	1,248	1,090
Hispanic/Latino	388	3.9%	214	174	672	5.9%	337	335	670	6.0%	334	336	751	6.7%	375	376
White	5,150	51.8%	2,962	2,188	5,033	44.2%	2,943	2,090	4,906	43.6%	2,905	2,001	4,791	43.0%	2,901	1,890
Native Hawaiian or other Pacific Islander*	77	0.8%	24	53	22	0.2%	9	13	22	0.2%	9	13	13	0.1%	5	8
Two or more races	-	0.0%			415	3.6%	200	215	432	3.8%	225	207	429	3.9%	228	201
Did Not Self Identify	203	2.0%	105	98	550	4.8%	342	208	495	4.4%	308	187	417	3.7%	256	161
International	397	4.0%	230	167	522	4.6%	299	223	483	4.3%	268	215	440	3.9%	248	192
TOTAL	9,947		5,383	4,564	11,379		6,254	5,125	11,243		6,165	5,078	11,142		6,183	4,959

UNDER- GRADUATE	**% chg f09-f16**	**% chg f15-f16**
African American/Black	17.9%	0.8%
American Indian or Alaska Native	-55.8%	43.8%
Asian	14.9%	1.9%
Hispanic/Latino	93.6%	12.1%
White	-7.0%	-2.3%
Native Hawaiian or other Pacific Islander*	-83.1%	-40.9%
Two or more races	na	-0.7%
Did Not Self Identify	105.4%	-15.8%
International	10.8%	-8.9%
TOTAL	12.0%	-0.9%

GRADUATE	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	356	12.2%	144	212	317	12.2%	136	181	313	12.1%	142	171	294	11.8%	143	151
American Indian or Alaska Native	9	0.3%	6	3	4	0.2%	1	3	4	0.2%	1	3	5	0.2%	1	4
Asian	200	6.8%	106	94	194	7.5%	110	84	204	7.9%	109	95	216	8.6%	117	99
Hispanic/Latino	75	2.6%	32	43	98	3.8%	49	49	110	4.2%	58	52	105	4.2%	60	45
White	1,535	52.5%	679	856	1,303	50.1%	641	662	1,265	48.7%	639	626	1,158	46.4%	581	577
Native Hawaiian or other Pacific Islander*	9	0.3%	1	8	7	0.3%	3	4	5	0.2%	3	2	4	0.2%	3	1
Two or more races	-	0.0%			35	1.3%	18	17	38	1.5%	22	16	49	2.0%	23	26
Did Not Self Identify	232	7.9%	107	125	109	4.2%	71	38	98	3.8%	58	40	95	3.8%	56	39
International	507	17.3%	275	232	533	20.5%	294	239	559	21.5%	320	239	572	22.9%	328	244
TOTAL	2,923		1,350	1,573	2,600		1,323	1,277	2,596		1,352	1,244	2,498		1,312	1,186

GRADUATE	**% chg f09-f16**	**% chg f15-f16**
African American/Black	-17.4%	-6.1%
American Indian or Alaska Native	-44.4%	25.0%
Asian	8.0%	5.9%
Hispanic/Latino	40.0%	-4.5%
White	-24.6%	-8.5%
Native Hawaiian or other Pacific Islander*	-55.6%	-20.0%
Two or more races	na	28.9%
Did Not Self Identify	-59.1%	-3.1%
International	12.8%	2.3%
TOTAL	-11.2%	-0.2%

ALL STUDENTS	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	2,002	15.6%	885	1,117	2,181	15.6%	1,011	1,170	2,237	16.2%	1,035	1,202	2,234	16.4%	1,050	1,184
American Indian or Alaska Native	61	0.5%	36	25	24	0.2%	15	9	20	0.1%	10	10	28	0.2%	16	12
Asian	2,234	17.4%	1,183	1,051	2,475	17.7%	1,345	1,130	2,499	18.1%	1,323	1,176	2,554	18.7%	1,365	1,189
Hispanic/Latino	463	3.6%	246	217	770	5.5%	386	384	780	5.6%	392	388	856	6.3%	435	421
White	6,685	51.9%	3,641	3,044	6,336	45.3%	3,584	2,752	6,171	44.6%	3,544	2,627	5,949	43.6%	3,482	2,467
Native Hawaiian or other Pacific Islander*	86	0.7%	25	61	29	0.2%	12	17	27	0.2%	12	15	17	0.1%	8	9
Two or more races	-	0.0%	-	-	450	3.2%	218	232	470	3.4%	247	223	478	3.5%	251	227
Did Not Self Identify	435	3.4%	212	223	659	4.7%	413	246	593	4.3%	366	227	512	3.8%	312	200
International	904	7.0%	505	399	1,055	7.5%	593	462	1,042	7.5%	588	454	1,012	7.4%	576	436
TOTAL	12,870		6,733	6,137	13,979		7,577	6,402	13,839		7,517	6,322	13,640		7,495	6,145

ALL STUDENTS	% chg f09-f16	% chg f15-f16
African American/Black	11.6%	-0.1%
American Indian or Alaska Native	-54.1%	40.0%
Asian	14.3%	2.2%
Hispanic/Latino	84.9%	9.7%
White	-11.0%	-3.6%
Native Hawaiian or other Pacific Islander*	-80.2%	-37.0%
Two or more races	na	1.7%
Did Not Self Identify	17.7%	-13.7%
International	11.9%	-2.9%
TOTAL	6.0%	-1.4%

TABLE 6: FACULTY

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
ALL FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	54	5.3%	24	30	62	6.4%	30	32	69	6.8%	33	36	71	7.1%	31	40
American Indian or Alaska Native	3	0.3%	1	2	1	0.1%	-	1	2	0.2%	1	1	-	0.0%		
Asian	132	13.0%	87	45	123	12.7%	67	56	130	12.7%	68	62	132	13.3%	70	62
Hispanic/Latino	12	1.2%	5	7	23	2.4%	7	16	23	2.3%	7	16	25	2.5%	10	15
White	710	69.8%	430	280	712	73.6%	397	315	732	71.8%	414	318	707	71.1%	405	302
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.1%	-	1	7	0.7%	4	3	4	0.4%	1	3
Did Not Self Identify	-	0.0%			3	0.3%	1	2	-	0.0%	-	-	-	0.0%	-	-
International	106	10.4%	73	33	43	4.4%	29	14	57	5.6%	33	24	55	5.5%	34	21
TOTAL	1,017		620	397	968		531	437	1,020		560	460	994		551	443

ALL FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	31.5%	2.9%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	0.0%	1.5%
Hispanic/Latino	108.3%	8.7%
White	-0.4%	-3.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-42.9%
Did Not Self Identify	na	na
International	-48.1%	-3.5%
TOTAL	-2.3%	-2.5%

TENURED/ TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	19	5.0%	10	9	27	6.9%	14	13	26	6.5%	13	13	26	6.5%	12	14
American Indian or Alaska Native	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Asian	50	13.1%	31	19	68	17.4%	38	30	67	16.8%	38	29	71	17.8%	41	30
Hispanic/Latino	7	1.8%	3	4	12	3.1%	5	7	13	3.3%	5	8	13	3.3%	7	6
White	282	74.0%	177	105	273	70.0%	166	107	279	69.8%	169	110	275	68.8%	164	111
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%	-	-	-	0.0%	-	-
Two or more races	-	0.0%			1	0.3%	-	1	2	0.5%		2	2	0.5%	-	2
Did Not Self Identify	-	0.0%			-	0.0%			-	0.0%	-	-	-	0.0%	-	-
International	23	6.0%	14	9	9	2.3%	7	2	13	3.3%	8	5	13	3.3%	7	6
TOTAL	381		235	146	390		230	160	400		233	167	400		231	169
NON-TENURE TRACK FACULTY	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	35	5.5%	14	21	35	6.1%	16	19	43	6.9%	20	23	45	7.6%	19	26
American Indian or Alaska Native	3	0.5%	1	2	1	0.2%	-	1	2	0.3%	1	1	-	0.0%	-	-
Asian	82	12.9%	56	26	55	9.5%	29	26	63	10.2%	30	33	61	10.3%	29	32
Hispanic/Latino	5	0.8%	2	3	11	1.9%	2	9	10	1.6%	2	8	12	2.0%	3	9
White	428	67.3%	253	175	439	76.0%	231	208	453	73.1%	245	208	432	72.7%	241	191
Native Hawaiian or other Pacific Islander*	-	0.0%			-	0.0%	-	-	-	0.0%			-	0.0%	-	-
Two or more races	-	0.0%			-	0.0%	-	-	5	0.8%	4	1	2	0.3%	1	1
Did Not Self Identify	-	0.0%			3	0.5%	1	2	-	0.0%			-	0.0%	-	-
International	83	13.1%	59	24	34	5.9%	22	12	44	7.1%	25	19	42	7.1%	27	15
TOTAL	636		385	251	578		301	277	620		327	293	594		320	274

TENURED/ TENURE TRACK FACULTY	% chg f09-f16	% chg f15-f16
African American/Black	36.8%	0.0%
American Indian or Alaska Native	na	na
Asian	42.0%	6.0%
Hispanic/Latino	85.7%	0.0%
White	-2.5%	-1.4%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	0.0%
Did Not Self Identify	na	na
International	-43.5%	0.0%
TOTAL	5.0%	0.0%
NON-TENURE TRACK FACULTY	**% chg f09-f16**	**% chg f15-f16**
African American/Black	28.6%	4.7%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	-25.6%	-3.2%
Hispanic/Latino	140.0%	20.0%
White	0.9%	-4.6%
Native Hawaiian or other Pacific Islander*	na	na
Two or more races	na	-60.0%
Did Not Self Identify	na	na
International	-49.4%	-4.5%
TOTAL	-6.6%	-4.2%

TABLE 7: STAFF

	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
STAFF (excluding grad asst)	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	276	23.2%	81	195	277	21.5%	75	202	282	21.9%	77	205	277	21.5%	82	195
American Indian or Alaska Native	5	0.4%	2	3	1	0.1%	1		1	0.1%	1		-	0.0%	-	-
Asian	39	3.3%	17	22	45	3.5%	15	30	46	3.6%	16	30	49	3.8%	19	30
Hispanic/Latino	18	1.5%	10	8	30	2.3%	14	16	27	2.1%	13	14	27	2.1%	13	14
White	848	71.4%	350	498	921	71.5%	383	538	912	70.8%	380	532	914	70.8%	382	532
Native Hawaiian or other Pacific Islander*	-	0.0%			8	0.6%	4	4	5	0.4%	2	3	5	0.4%	2	3
Two or more races	-	0.0%			5	0.4%	2	3	10	0.8%	3	7	12	0.9%	6	6
Did Not Self Identify	-	0.0%			1	0.1%		1	1	0.1%	1		-	0.0%	-	-
International	2	0.2%	1	1	1	0.1%	1		4	0.3%	2	2	7	0.5%	1	6
TOTAL	1,188		461	727	1,289		495	794	1,288		495	793	1,291		505	786

STAFF (excluding grad asst)	**% chg f09-f15**	**% chg f14-f15**
African American/Black	0.4%	-1.8%
American Indian or Alaska Native	-100.0%	-100.0%
Asian	25.6%	6.5%
Hispanic/Latino	50.0%	0.0%
White	7.8%	0.2%
Native Hawaiian or other Pacific Islander*	na	0.0%
Two or more races	na	20.0%
Did Not Self Identify	na	-100.0%
International	250.0%	75.0%
TOTAL	8.7%	0.2%

* New Race/Ethnicity categories used in Fall 2010. In Fall 2008, Native Hawaiian or other Pacific Islander included in Asian category.
Two or More Races category available beginning in Fall 2010 reports.
SOURCES: REX Data Warehouse - .Employees and ReportStudentTerm tables.
Prepared by UMBC IRADS, February 2017

UNIVERSITY SYSTEM of MARYLAND

2016-2017

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

University of Maryland, College Park

Section I:

1. Institutional Plan

University of Maryland, College Park's diversity strategic plan entitled, "*Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*" (2010, http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf) guides our efforts until 2020 to strengthen equity, inclusion, and diversity in six key areas of Leadership, Climate, Recruitment and Retention (of outstanding faculty, staff and students), Education, Research and Scholarship, and Community Engagement. We have continued and expanded our efforts connected to: (a) increasing representation of traditionally underrepresented groups (Narrative A and Table 1 below), (b) creating a healthy campus climate that values and builds the awareness, knowledge, and skills to thrive in a highly diverse and changing community and world (Narrative B and Table 2 below), and (c) to allow for the reporting of hate-based crimes as required by state and federal requirements (Narrative C and Table 3 below).

Two relatively recent changes that support all three of these efforts outlined in this report include: (1) an additional way to report hate/bias incidents via the Office of Civil Rights and Sexual Misconduct (January 2017), and (2) the creation of a dedicated staff person (April 2017) to support the experiences of undocumented and/or DACAmented students from admissions to graduation. This newly formed position was in response to a growing need for our undocumented immigrant students to receive additional support in terms of retention, graduation, and campus climate.

A. Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

UMCP is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. In the enclosed table, we detail our major campus-wide initiatives to increase representation with each of these populations.

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

UMCP is committed to fostering dialogue and collaboration among people of different backgrounds, identities, abilities, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming. Individual colleges, divisions, and units have initiatives such as: the *Maryland Institute for Minority Education* in the College of Education, the *Center for Women in Engineering* and the *Center for Minorities in Engineering*, the new *Office of Diversity Initiatives* in the Smith School of Business, the *Critical Race Initiative* and the *Baha'i Chair for World Peace's* programming for all members of the community in the College of Behavioral and Social Sciences, the *David C. Driskell Center for the Study of the Visual Arts and Culture of African Americans and the African Diaspora*, and annual diversity educational retreats with all faculty and staff in many of our colleges including, for example, Undergraduate Studies and the College of Agriculture and Natural Resources. In addition to these college-level efforts, in the enclosed table we discuss campus-wide efforts to strengthen interactions across difference and make our community a place where minoritized populations thrive.

C. Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

Students, faculty, staff, and visitors generally report hate crimes directly to the **University of Maryland Police Department (UMPD)** and the **Office of Civil Rights and Sexual Misconduct (OCRSM)**. In January 2017, the OCRSM implemented an online reporting mechanism for hate/ bias incidents (which may or may not be considered a hate crime) to increase reporting options. All reporting of CLERY crimes known to University administrators are shared with UMPD in compliance with CLERY reporting obligations. UMPD in turn reports hate crime statistics to the state and federal government.

2. IMPLEMENTATION

TABLE 1: INCREASE REPRESENTATION

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Office of Undergraduate Admissions outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	The primary metric to evaluate progress is the number of traditionally underrepresented students that apply and are enrolled at Maryland	In the Fall 2016 semester, the new enrollment of African American, Hispanic, and American Indian first-year undergraduate students increased by more than 13% over the previous fall term, due largely to a 16% increase in total enrollment.	Efforts continue to identify and develop appropriate recruitment territories and to build relationships within those territories that will enhance the recruitment and applicant pool among underrepresented student populations.
The Graduate School including Annual Networking Reception for Diverse Students and Faculty; PROMISE AGEP programming and activities including PhD Completion Workshops, Fall Harvest Dinner and Networking Reception, Writing Retreats, Annual Research Symposium and Professional Development Conference, invited guest speakers of STEM initiatives, and other OGDI activities including bi-monthly listening sessions with URM graduate students; Spring Speaker Series; Conversations on Graduate Diversity Series; continued outreach for URM undergraduate research programs nationally and HBCU institutions.	The Graduate School tracks the last five years of URM students from application to admissions to enrollment as a primary metric to evaluate progress.	From 2015 to 2016, we have seen a 0.8% decrease in overall graduate student enrollment, but a 4.4% increase in URM enrollment. The number of American Indian or Alaska Native students increased from 11 to 15; Black or African American from 803 to 845; Latino/a or Hispanic from 414 to 425; and Two or more from 192 to 201, indicating some success in URM recruitment.	Efforts continue in the Graduate School to identify and develop appropriate recruitment methods and outreach particularly in building relationships with institutions, programs, and directors and coordinators that serve minority/URM/URG students. The Graduate School continues to build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool. We are expanding our fee waiver programs and have more UMCP faculty support for recruitment initiatives.
Academic Achievement Programs, including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and	Using Survey Monkey questionnaires and other evaluation forms, academic, personal, and behavioral	Pre and post tests; faculty evaluation; AAP Staff input, data from IRPA and Early Warning monitoring system follow-up.	Examine closely AAP students' attitudes and student's actual performance.

McNair Post-Baccalaureate Achievement Program--aimed at recruitment and retention of low-income and first-generation students	problems are identified.		
University of MD Incentive Awards Program supports the recruitment of economically disadvantaged students from Baltimore City and Prince Georges County	IAP does thorough review of students' academic performance on a semester basis and implements customized interventions accordingly. The number and quality of co-curricular experiences (e.g., internships, research, etc.) are also considered.	IAP uses retention and graduation rates as indicators of its effectiveness, impact, and success. Additionally, employment after graduation, commensurate with student capacity, is another indicator.	Refinement of intervention efforts will be made according to students' demonstrated needs. Connections between potential employers and IAP students will be enhanced.
Office of Multi-ethnic Student Education (OMSE) College Success Scholars program – aimed at retention of Black and Latino men	1st year Retention, Retention and Graduation Rates of College Success Scholars participants (compared to non-CSS participants)	CSS students have a retention and graduation rate that continues to support the University's goal to close the Achievement Gap. Cohorts 2007 to 2009 have a 3-year retention rate over 90%. CSS Cohort 2007 graduated in 5 years (95%) and the remaining students subsequently graduated with a 100% graduation rate. Cohort 2010 has a 95% retention rate after 3 years with a 55% graduation rate after 4 years, and Cohorts 2011-2014 have one-3 years retention rate of over 90%. Cohort 2015 has a 94.3% retention rate after 1 year. For contrast, UMCP Hispanic males not enrolled in the CSS program Cohort 2008, reported 3 years retention rate of 77.9% and after 6 years a 77.9% graduation rate; CSS Hispanic males, Cohort 2007 reported a 3 years retention rate of 100% and after 6 years a 100% graduation rates. UMCP Black males not enrolled in the CSS program Cohort 2008, reported a 77.1% retention rate of retention after 3years and a 72.4% graduation rate after 6 years; Black males enrolled in CSS program-Cohort 2008, reported a 100% rate of retention after 3 years and a 91.7% graduation rate after 6 years.	Additional program (personnel and material) resources will support our 100% retention and graduation rate goals as well as support our ability to increase the number of students served.
Office of Multi-ethnic Student Education (OMSE) Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color	• Total number of one hour sessions. • Total number of NEW students served.	• 1305 tutoring sessions provided. • 601 New Students • 213 Review Sessions • 17 number of subjects provided	Additional program (personnel and material) resources will support our goal of providing tutoring in subjects/courses with

	• Total number of review sessions provided. • N and % of subjects provided • N and % of tutor productivity Tutee Demographics	Student Demographics: First year (220), full time (251), part-time (16), sophomore (177), junior (111), senior (52), transfer (64), Special advanced students (7), graduate student (2), on-campus (324), off-campus (173), commuter (104), African American (42%), White (22%), Asian American (17%), Hispanic (11%), Biracial (4%), International 2.2%, American Indian (0.25%)	the most critical need as well as support our ability to increase the number of students served based on unfulfilled requests for tutorial assistance.
Student Success Initiative provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties	SSI utilizing IRPAs 6-year graduation rates to measure progress.	Since SSI began, Black males are the only cohort that has experienced a steady increase in graduation rate, from 65.0% in Fall 2011 to 74.3% in Fall 2016. During that same time the overall Black graduation rate has increased from 73.7% to 81.1%. While the graduation rates for Black males and Black students have increased by 9.3% and 7.7, the graduation rate for White students increased by only 3.4% during that same period, indicating a significant narrowing of the gap.	Identifying students in need of support earlier in their matriculation at Maryland.
ADVANCE focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives	Uses institutional data (i.e., annual tracking of advancement for gender and race differences among faculty, and a dashboard of demographics, salary, and campus service data) and participant survey data (i.e., a semi-annual faculty work environment survey, and exit interviews) to determine progress toward benchmarks. Measures such as the number of women in leadership positions and professional growth and satisfaction rates for core ADVANCE program participants are evaluated. The goals for the inclusive faculty hiring pilot program are to increase faculty diversity in tenure and tenure track roles in six colleges at the SPSS. Key metrics include an increase in diversity in who applies for,	As of 2016 there is a strong pattern of evidence that ADVANCE has made progress toward its goals. The representation of women faculty has increased and fewer women assistant professors resign pre-tenure than in 2010. Since 2009 the Engineering tenure track faculty went from 17 tenure-track female faculty to 34 tenure track female faculty – a 50% increase. Also, 9 women faculty were promoted to full in Engineering between 2009 and 2015. STEM women faculty have the same chances of positive tenure and promotion decisions and there is no significant difference in STEM men and women years to advancement from associate to full professor. Women faculty participants in our ADVANCE core activities, including peer networks, are more likely to be retained to the university than non-participants. Three-fourths of participants in our Leadership Fellows program have now become department chairs, associate deans or like campus	In addition to working towards the ongoing retention, inclusivity, and investment in women and under-represented minority faculty, the ADVANCE Program is now investing more strategically in issues of inclusive hiring, implicit bias training and the development of male and female allies. Next year, ADVANCE plans to expand the practices in the pilot to include a stronger emphasis on creating outreach strategies to enhance diversity in the initial application pool and facilitating campus interviews. ADVANCE additionally wishes to create a training video on implicit bias in hiring. ADVANCE will continue to evaluate the results of hiring outcomes.

	interviews for, is offered, and accepts faculty positions at UMCP. ADVANCE also seeks to increase faculty knowledge of the role of implicit bias in hiring, and help them identify strategies to reduce the impact of bias while serving on search committees.	leaders. Recognizing the success of the ADVANCE Program's efforts the University of Maryland Provost's office, Office of Diversity & Inclusion, Research Office and all 12 colleges committed to fund the Office with campus funds from 2015-2020. This year, ADVANCE trained faculty serving on search committees from 6 colleges (AGNR, ARHU, BSOS, CMNS, EDUC, MAPP). In total, faculty searches for 43 departments (approximately 250 committee members) have participated. The majority of faculty searches have not yet completed their hiring process, thus we are unable to evaluate hiring outcomes at this time. Preliminary data from the training pre/post surveys indicates that faculty found the implicit bias training to be helpful in assessing how bias impacts the search process.	
University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program	UHR analyzes staff and faculty composition and employment transactions to identify Problem Areas and Placement Goals.	UHR will analyze Prior Year Results (appointments, promotions, terminations) to measure progress.	Enhanced Affirmative Action efforts will be made in identified Placement Areas throughout the hiring process.

TABLE 2: POSITIVE CAMPUS CLIMATE

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Rainbow Terrapin Network Program	Number of participants who register for a Rainbow Terrapin Network training is tracked. Qualitative feedback comes through evaluative surveys at the end of the trainings.	<u>Summer and Fall 2016</u> Four 3-hour in-person trainings with similar or same content were offered. The total number of registrants was 106 across all four.	The demand for learning is much higher than our programs are able to serve, as demonstrated by a surge in registrations simply when the program format is adjusted to online. Even as

		Spring 2017 (projected) Four 1-hour recorded webinars with different content were or are being offered. The total number of registrants thus far is 326 across all four.	webinars reach many more constituents, many continue to voice a desire for in-person and more topics of education. Thus, the demand is for variety - both shorter and online trainings as well as in-person trainings and trainings on a variety of topics. We are primarily limited by the staff capacity. Within current constraints, we seek to find a balance in the tension between reach of the program and quality of learning. We also continue to gather qualitative evaluation of our sessions that feed back into key community learning needs and outcomes and future focus areas.
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center Speakers Bureau Peer Education Program	Number of students who have had a presentation by the Speakers Bureau peer educators, and the number classroom presentations and presentations for other campus groups with special attention to fraternities and sororities. Qualitative data comes from cards collected at the end of each presentation where students are invited to provide feedback on what they learned. (NB: The numbers are always higher for fall semesters as there is an emphasis on incoming students.)	Fall 2016 Number of students reached with Speakers Bureau: 1,068. Classroom presentations: 23 Campus group presentations: 9 Spring 2017 (projected) Number of students reached with Speakers Bureau: 700 Classroom presentations: 16 Campus group presentations: 8	There is little to no capacity to increase the quantity of students and classrooms/groups reached. Continuous improvement comes primarily from cycling the qualitative data back into the annual training of the peer educators.
Multicultural Involvement and Community Advocacy (MICA) works with more than 100 cultural student organizations and celebration of history/heritage theme months; Diversity education and identity-based co-curricular programming	Metrics Attendance Marketing and collateral distribution	MICA's efforts supporting history/heritage theme celebration months resulted in 39 events for APA Heritage Month , 24 for Black History Month, 42 for Latino Heritage Month, 35 for Pride Month, 4 American Indian Heritage Month, and 8 for Mixed Madness Month (multiracial/biracial). In total 152 programs were offered during '15-'16 academic year which reached over 5,000 students, faculty, staff and visitors on the UMCP campus.	

MICA's MOSAIC Diversity and Leadership Retreat is two-day overnight program that was established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership (Higher Education Research Institute, 1996), particularly aspects of the model that engage self-exploration and civility. Interactive sessions and group discussions are designed to create an environment for individuals to examine social identity and how it influences their understanding of and approach to leadership.	Metrics-MICA Learning Outcomes *-Educational Empowerment* *Critical Self-awareness/social consciousness* *-Community Advocacy* *-Intercultural/Intra-cultural Interaction* Assessments Pre-Post Surveys Goals of the retreat include developing a stronger sense of self-awareness, understanding identity and social inequity, examining how identity influences leadership, and engaging in practical conversations	Prior to the beginning of the retreat, student participants in the MOSAIC program were completed a survey (T1) using multiple choice items. After the weekend retreat, students were surveyed again (T2) with a number of multiple choice as well as open-ended questions. In T1 there were 53 respondents, and a 100% completion rate for all 46 respondents. T2 evaluation had a total of 53 respondents and a 100% completion rate for the 40 respondents. Quantitative and qualitative responses are in the process of being analyzed during the spring semester of 2017.	Efforts are underway to explore concepts for a follow-on experience to MOSAIC. Currently students transition to a diversity themed leadership development program (TLI) after their participation in MOSAIC. Assessment data suggests that we may need to expand offerings beyond the TLI track.
The MICA TOTUS Spoken Word Program is a credit-bearing performance arts-based course that promotes opportunities for students to learn about social identity and develop public speaking skills through direct engagement with their peers. Under the TOTUS program students participate in poetry slams, produce visual arts artifacts and monologue performances. All of these experiences help students to find ways of using their voice to represent an array marginalized identities with the goal of evoking dialogue and action around identity and build community across lines of difference.	Metrics- MICA Learning Outcomes *-Critical self-awareness/social consciousness* *-Culturally affirmed and sense of belonging* *-Intercultural/intra-cultural interaction* Assessments Pre-Post Surveys Journal Reflections Spoken Word Performances	87% of TOTUS students who were surveyed reported that that felt more comfortable in their ability to initiate and sustain healthy conversations and relationships with their peers who hold different beliefs and values about diversity and multiculturalism. 100% of the TOTUS students who were surveyed reported that the program enabled them to reflect more deeply about their social identities as it pertained to their race, gender, nationality, class, religion and ability. UMCP Campus Community reach: approx.3,500 people	One of the goals for TOTUS is to continue to help student participants identify and employ strategies for applying newly acquired skills to help them better navigate real world situations (i.e., managing conflict, engaging in difficult conversations, listening to understand not always with the goal of changing opinions) outside of the classroom.
The MICA Community Organizing Internship Program is an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. The overarching goal of the MICA COSI Program is to increase the leadership capacity of students pursuing their undergraduate degrees as well as equip them with tools to create culturally inclusive learning environments. COSIs serve as liaisons to identity-based student organizations and	Metrics- Internship Learning Outcomes *Academic-based learning and engagement* *Organizational management; Wellness and personal development* *Community advocacy and development* *Cross-cultural programming and engagement* Assessments	For each learning outcome COSI's were asked to identify artifacts throughout the academic year that demonstrated their competency as it relates to each outcome. Interns were given the opportunity to present their e-portfolio with members of the campus community at a MICA sponsored event. Since academic years '15-16 and 16-17, students in this internship program	Currently in the process of developing a pre-post survey for interns to help us better track changes in skill attainment over time.

communities. More specifically, COSIs applied to intern in a MICA student involvement or office management area—Asian American Pacific Islander, Latina/o/x, Black, Interfaith & Spiritual Diversity, LGBTQ, Native American Indian/Indigenous, Multiracial, Finance and Graphic Design. Other roles included providing leadership in areas such as marketing, peer education, organization management/financial planning, dialogue facilitation and event planning.	Electronic Portfolio- Artifacts/Reflection Summaries	have had wide reaching impact on the University of Maryland campus as they have assisted and implemented nearly 170 programs. UMCP Campus Community reach: approx.5,000 people.	
MICA Monologues Series The Black Monologues is intended on giving UMCP students, faculty, and staff an opportunity to address issues relating to the Black identity and experience and to reflect upon reflect upon their own identity and experiences. The learning outcomes identified for this program included audience members were whether they felt "culturally affirmed and a sense of belonging" and/or an "intercultural/intra-cultural interaction" with the performers and the rest of the audience. Data collection is still pending for Mixed, APA, & Queer Monologues programs which will occur in March and April, 2017.	Metrics- Learning Outcomes -*Critical Self-Awareness/Social Consciousness* -*Culturally Affirmed and* -*Sense of Belonging* -*Intercultural/Intra-cultural Interaction* Assessment 12 item survey Attendance	This year, 73 out of 153 audience members were surveyed using I pod touch devices. They reported being able to reflect on their own identity (55% a great deal, 36% considerably) and connect with the stories of the performers (60% a great deal, 33% considerably) through the monologues and question and answer dialogue at the end of the performance. Because of this experience, they believed that the program stimulated important dialogue surrounding critical issues of identity (61% a great deal, 38% considerably) and were willing to recommend the program to others (85% definitely would, 15% probably would). UMCP Campus Community reach: estimated 650 people.	Recruiting male performers for the monologues program is increasingly becoming more of a challenge. There is interest in exploring ways to use social media to help audience members continue the conversation after they attend the monologue program.
Nyumburu Cultural Center Black Male Initiative (BMI) Program and Black Men's Leadership Series	Six- Item Attitudinal Survey that inquired into students' success behaviors and quest for academic excellence.	In Fall 2016, data obtained from a survey administered on three dates (11/3, 11/10, and 11/17) indicated that Black/African American males were motivated by academic presentations and learned facts related to student success behaviors. (N = 70)	Marketing via social media needs constant attention.
Nyumburu Cultural Center NewsBreak (Weekly Civic Engagement Forum for Undergraduates on topics such as: Federal Elections, Campus Climate, Women Rights and shifting gender roles, socioeconomic status and income inequalities, and cross cultural communication within the African Diaspora)	Number of students participating; interest of students; student satisfaction	(N = 910) Undergraduate Students 95% of the participants felt that this program should be continued in Spring 2017. Student Testimonials:	Newsbreak should also be inclusive of more campus issues. However, students want to discuss local, regional, federal, and international topics that impact their lives. Therefore, those types of issues dominate

		"Newsbreak is a good way to keep informed about issues in the media." "I learn so much about social justice issues (e.g., Police Brutality, Immigration policies of the Federal Government, Law, and economic disparities)." **To-Be-Done:** Comprehensive Survey will be distributed towards the end of the Spring Semester, 2017, to elicit student perspectives on national political and international issues.	many of the 1-hour Newsbreak Sessions. Funding is needed to support costs.
Nyumburu Cultural Center Sisterhood of Unity and Love (SOUL)	Program assessed on measures of career awareness, safety, bonding, and awareness of popular culture issues.	Thirty Undergraduate female students have indicated positive responses on measures of career awareness, safety, bonding, and awareness of popular culture issues. Fall Semester average attendance at bi-weekly meetings has increased to 35 attendees for the first two months of the Spring Semester, 2017.	Opportunities to have more speakers will attract additional attendees to the bi-weekly and monthly meetings.
Office of Civil Rights and Sexual Misconduct Required online training on Title IX/sexual misconduct and nondiscrimination for students, staff, and faculty; in-person version and translation provided for non computer-based and limited English–speaking staff. Outreach and awareness programs, including presentations and presence at campus-wide events.	1. Training completion rates. 2. Number of presentations and outreach events provided.	**2016-2017 Online Training Completion:** Undergrads: 8,025 (91%) Grads: 2,287 (81%) Faculty: 285 (52%) Supervisory Staff: 28 (93%) Non-Supervisory Staff: 628 (63%) **In-Person Staff Training Completion:** 610 **# Outreach & Awareness Programs: 37** Campus-wide Presented/Attended: 5 Graduate Student Presentations: 6 Title IX Overview Presentations: 18 UMD Employee Obligations: 8	Improve training completion rates, particularly among faculty and non-supervisory staff. Continue to increase awareness of our office and UMCP nondiscrimination policies through outreach.
Office of Diversity & Inclusion's (ODI) Training Program for Staff, Students, and Faculty	Learning Outcomes: • Experience engaging with	• In Fall 2017, consistent stream of requests for trainings (4-10 per month)	Working towards longer term assessments especially of one-time trainings, examine long-

	colleagues on issues of diversity, equity, and inclusion • Enhanced skills and awareness around issues of intergroup engagement • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community Success measured by: • Amount of trainings/number of people requested and delivered • Satisfaction Surveys • Programs ability to respond to the depth and breadth of training needs	• Met all requests which offered flexibility in terms of scheduling • Impact Report forthcoming (June 2017) with survey reports	term efficacy Expanding the skill-based practice within the trainings Stronger series for Supervisors Need more trainers for program to be sustainable and to meet increasing need
Office of Diversity & Inclusion's (ODI) Intergroup Dialogue Program (WEIDP) which are courses in race, gender, immigration, disability, sexuality, among other topics is the largest group of cultural competency course offerings	Survey designed specifically for Intergroup Dialogue Program that each student completes at end of course. Survey provides both quantitative and qualitative data on their experience Student progress as demonstrated in the grades earned in the dialogue courses Individual debriefs with each dialogue facilitator after completion of a course to assess facilitator experience and areas where course instructors need additional professional development Annual Impact report that captures successes and areas for improvement from that academic year	Dialogue courses have had near full enrollment each semester. In Spring 2017, ODI offered eight dialogues that each reached full enrollment as well as maintained significant waitlist (250 students total on waitlist) Survey data reveals that students overwhelmingly have grown from these courses: -90% of students say they have learned about the lived experiences of different sociocultural groups from their own -88% say they have learned about the complexity of social interactions between groups. -83.5% say the course contributed to their development of skills to work effectively with individuals, groups, and teams from diverse identities and perspectives -95% of students say they would recommend other students participate in the program.	Continue to increase the diversity of students participating in dialogues through outreach and partnerships with campus colleagues (currently have partnership with School of Engineering's Leadership Engineering minor, and minor in Terrorism Studies) Consistent revisiting of academic content of dialogue courses i.e. revisions to syllabus, and improvement to facilitator training Longitudinal tracking of impact of dialogue program on students sociocultural skills
ODI's Rise Above -Isms Campaigns &	Number of people who participate in	17 programs in Fall 2016, which	Evaluation of all programs which

Programming	the week Coalition building among various identity and interest groups Access to education/information around less usual topics of exclusion	included programs on race, gender, sexuality, immigration, religion, disability, among others. Approximately 3000 people engaged in various activities over the 5 days of programming.	have less than 50 people; use of digital evaluation tech (e.g., touch devices) for larger scale events More programming outside of the physical center of campus (e.g., the Smith School)
ODI's Rise Above -Isms Mini-Grants of up to $750 for student organizations to develop programs that foster exploration of identity and dialogue across difference	Number of grant applications submitted Number of applications successfully funded	Funded proposals have impacted every population on campus including undergraduates, graduate students, faculty, staff and visitors. Collaboration with over 40 units and departments across campus Programming encompassing 10 areas of diversity including (Race, Gender, Language, Literacy, Discrimination, Disability and Immigration)	Further promotion of the grant program. Longitudinal evaluation of the grants outcomes.
ODI's Moving Maryland Forward Grants of up to $15,000 as seed money to build strategic programming, resources, infrastructure to address critical diversity and inclusion needs on campus	Proposals are judged on -Degree to which the project represents a *new* initiative -Degree to which the project addresses one or more of the goals articulated in the Diversity Strategic Plan -Potential impact (consideration of breadth and depth) and Feasibility -Ability to evaluate the project's impact both quantitatively and qualitatively -Potential sustainability/transferability	For FY 2017, 41 proposals requesting $493,997 were submitted. Eleven proposals were accepted granting $125,093. There are currently no data regarding the success of individual projects for FY 2017 as final reports where data for each grant are recorded are not due until the end of the fiscal year.	The success of the program depends on the availability of funding, the range of areas funded, and the individual success of each project. Requirements for the final reports should continue to be strengthened to increase accountability for each project.
Undergraduate Studies and ODI's Faculty Cultural Competency Course Development Grants which seek to expand cultural competency course offerings across disciplines and strengthen faculty's abilities to offer such courses	17 course proposals submitted; 16 faculty members invited to participate in training.	4 participating faculty members have had their courses for DVCC designation	Continuous follow up with faculty to ensure learning outcome assessment & continuous course improvement.

Table 3. HATE CRIME REPORTING

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
The **University of Maryland Police Department** hate/bias crime reporting mechanism. Students, Faculty, Staff, Visitors are asked to report hate/bias crimes directly to the UMPD. If the incidents are hate/bias incidents, they are still able to report through the UMPD or via their Ombuds Officer or the Office of Civil Rights and Sexual Misconduct. In compliance with Clery Act Reporting, all hate crimes are reported to the State and Federal Government.	Federal Compliance	Federally Compliant	When members of the community are not sure if something rises to the level of crime they often struggle to know where to report. We seek to strengthen understanding of the various places on campus people can report hate-based crimes.
In January 2017, the **Office of Civil Rights and Sexual Misconduct** implemented an online reporting mechanism for hate bias incidents – which may or may not be considered hate crimes.	This is newly created to increase access to reporting options and for the University to track hate bias incidents occurring on campus. Progress will be measured by number of hits to website, and reports received.	In the future, UMCP will map hate bias incidents and record the frequency, scope and content of such incidents.	N/A.

Section II: INSTITUTIONAL DEMOGRAPHIC DATA

TABLE 4. STUDENTS: UNIVERSITY OF MARYLAND, COLLEGE PARK

Undergraduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																				
-	American	43	29	72	0.3%																
-	Asian:U.S.	1,895	2,146	4,041	15.2%																
-	Black or African	1,863	1,436	3,299	12.4%																
-	Foreign	287	311	598	2.3%																
-	Hispanic:U.S.	909	728	1,637	6.2%																
-	Unknown:U.S.	768	755	1,523	5.7%																
-	White:U.S.	6,818	8,554	15,372	57.9%																
White:U.S.	-					6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%	6,123	8,052	14,175	51.7%	6,309	8,015	14,324	50.3%
Black or African American:U.S.	-					1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%	1,921	1,578	3,499	12.8%	2,033	1,636	3,669	12.9%
Asian:U.S.	-					1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%	1,940	2,512	4,452	16.2%	2,067	2,588	4,655	16.3%
American Indian or Alaska	-					17	16	33	0.1%	19	17	36	0.1%	16	20	36	0.1%	13	17	30	0.1%
Native Hawaiian or Other	-					10	11	21	0.1%	10	11	21	0.1%	9	11	20	0.1%	9	10	19	0.1%
Hispanic:U.S.	-					1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%	1,317	1,245	2,562	9.3%	1,467	1,308	2,775	9.7%
Unknown:U.S.	-					397	388	785	2.9%	282	300	582	2.2%	224	242	466	1.7%	227	257	484	1.7%
Two or More:U.S.	-					499	457	956	3.6%	571	502	1,073	4.0%	556	558	1,114	4.1%	604	601	1,205	4.2%
Foreign	-					411	448	859	3.2%	487	535	1,022	3.8%	532	587	1,119	4.1%	597	714	1,311	4.6%
Total		12,583	#####	26,542	100.0%	12,435	#####	26,658	#####	12,579	#####	27,056	100.0%	12,638	14,805	27,443	100.0%	13,326	15,146	28,472	100.0%

Graduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																				
-	American	12	13	25	0.2%																
-	Asian:U.S.	424	438	862	8.1%																
-	Black or African	458	325	783	7.4%																
-	Foreign	1,021	1,518	2,539	23.8%																
-	Hispanic:U.S.	182	157	339	3.2%																
-	Unknown:U.S.	295	302	597	5.6%																
-	White:U.S.	2,709	2,799	5,508	51.7%																
White:U.S.	-					2,276	2,436	4,712	44.4%	2,204	2,364	4,568	43.3%	2,207	2,247	4,454	41.6%	2,056	2,101	4,157	39.2%
Black or African American:U.S.	-					430	348	778	7.3%	425	334	759	7.2%	465	338	803	7.5%	503	342	845	8.0%
Asian:U.S.	-					370	351	721	6.8%	333	363	696	6.6%	365	339	704	6.6%	355	326	681	6.4%
American Indian or Alaska	-					9	5	14	0.1%	9	2	11	0.1%	7	4	11	0.1%	10	5	15	0.1%
Native Hawaiian or Other	-					3	4	7	0.1%	3	5	8	0.1%	3	3	6	0.1%	2	1	3	0.0%
Hispanic:U.S.	-					192	203	395	3.7%	215	209	424	4.0%	211	203	414	3.9%	206	219	425	4.0%
Unknown:U.S.	-					246	264	510	4.8%	277	351	628	6.0%	309	392	701	6.6%	313	404	717	6.8%
Two or More:U.S.	-					102	81	183	1.7%	98	71	169	1.6%	111	81	192	1.8%	107	94	201	1.9%
Foreign	-					1,497	1,797	3,294	31.0%	1,437	1,854	3,291	31.2%	1,463	1,949	3,412	31.9%	1,538	2,029	3,567	33.6%
Total		5,101	5,552	10,653	100.0%	5,125	5,489	10,614	#####	5,001	5,553	10,554	100.0%	5,141	5,556	10,697	100.0%	5,090	5,521	10,611	100.0%

TABLE 5. FACULTY UNIVERSITY OF MARYLAND, COLLEGE PARK

		Fall 2009			
		Male	Female	Total	%
Tenured/On-Track	Race/ Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	2		2	0.1%
	Asian/Pacific Islander:U.S.	126	51	177	12.0%
	Black/African American:U.S.	35	35	70	4.8%
	Foreign	36	20	56	3.8%
	Hispanic:U.S.	28	21	49	3.3%
	Not Reported:U.S.	30	14	44	3.0%
	White:U.S.	765	309	1,074	73.0%
	Total	1,022	450	1,472	100.0%

		Fall 2009			
		Male	Female	Total	%
Not on Track	Race/ Citizenship				
	Amer Indian/Alaska Nat:U.S.		2	2	0.1%
	Asian/Pacific Islander:U.S.	138	70	208	8.2%
	Black/African American:U.S.	45	74	119	4.7%
	Foreign	309	93	402	15.9%
	Hispanic:U.S.	25	24	49	1.9%
	Not Reported:U.S.	62	55	117	4.6%
	White:U.S.	899	728	1,627	64.5%
	Total	1,478	1,046	2,524	100.0%

		Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track	Race/Ethnicity (new)																
	Native:U.S.	1		1	0.1%	1		1	0.1%	1		1	0.1%	1	1	2	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%	147	65	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%	30	31	61	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%	23	12	35	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%	32	28	60	3.8%
	Islander:U.S.		1	1	0.1%		2	2	0.1%		2	2	0.1%		2	2	0.1%
	Two or More:U.S.	5	2	7	0.5%	3	3	6	0.4%	3	5	8	0.5%	4	5	9	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%	63	47	110	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%	674	277	951	66.7%
	Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%	974	468	1,442	100.0%

		Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Not on Track	Race/Ethnicity (new)																
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%	4	1	5	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%	200	106	306	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%	51	95	146	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%	326	138	464	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%	59	46	105	3.3%
	Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%	10	10	20	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%	192	146	338	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%	892	675	1,567	53.8%
	Total	1,601	1,139	2,740	100.0%	1,646	1,139	2,785	100.0%	1,690	1,161	2,851	100.0%	1,735	1,217	2,952	100.0%

TABLE 6. STAFF: UNIVERSITY OF MARYLAND, COLLEGE PARK

STAFF

		Fall 2009			
		Male	Female	Total	%
Staff	Race/Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	10	7	17	0.3%
	Asian/Pacific Islander:U.S.	171	232	403	7.9%
	Black/African American:U.S.	566	724	1,290	25.2%
	Foreign	24	34	58	1.1%
	Hispanic:U.S.	126	276	402	7.8%
	Not Reported:U.S.	76	88	164	3.2%
	White:U.S.	1,295	1,500	2,795	54.5%
	Total	2,268	2,861	5,129	100.0%

		Fall 2013				Fall 2014				Fall 2015				Fall 2016			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Staff	Race/Ethnicity (new)																
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	0.2%	8	5	13	0.2%
	Asian:U.S.	168	233	401	6.1%	181	239	420	6.0%	184	232	416	6.3%	178	238	416	6.3%
	Black or African American:U.S.	565	722	1,287	15.2%	567	752	1,319	15.3%	556	733	1,289	15.3%	554	769	1,323	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%	20	49	69	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%	188	361	549	6.6%
	Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%	6	2	8	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%	26	47	73	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%	243	237	480	9.2%
	White:U.S.	1,344	1,500	2,844	46.3%	1,327	1,516	2,843	45.1%	1,287	1,436	2,723	44.3%	1,273	1,493	2,766	44.3%
	Total	2,455	3,063	5,518	100.0%	2,509	3,187	5,696	100.0%	2,470	3,045	5,515	100.0%	2,496	3,201	5,697	100.0%

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2016-2017
INSTITUTIONAL PROGRAM OF CULTURAL DIVERSITY ANNUAL PROGESS REPORT

April 3, 2017

Introduction

The University of Maryland Eastern Shore (UMES) encourages, values and supports cultural diversity. As stated in our institutional mission statement, "UMES is committed to providing access to highly quality education for students from a multiplicity of backgrounds while emphasizing multicultural diversity and international perspectives". This commitment is evident in the the diversity of the student population. The UMES institutional report on programs of cultural diversity provides a summary of the University's Cultural Diversity Plan and provides information and data related to the university's efforts of achieving racial/ethnic diversity, creating an atmosphere that support positive interactions and ensures compliance with federal guidelines for supporting hate-based crimes.

Section I

Institutional Plan

The UMES Cultural Diversity Plan includes three major goals for improving cultural diversity. The following are the major goals of the UMES Cultural Diversity Plan:

***GOAL 1**: **Climate for Living, Learning and Working**:* The University of Maryland Eastern Shore is committed to fostering a campus environment of inclusion, knowledge and understanding in which faculty, staff and students learn to value diversity and to respect the individual differences that enrich the University community.

The UMES continues to provide a positive campus culture for students, faculty, staff and administrators through the promotion of its ICARE core values ("integrity, commitment, accountability, respect and excellence) and the Hawkspitality initiative. Members of the campus community continue to improve the campus climate by reviewing and responding to written comments in strategically placed lockboxes, promoting excellent customer across campus and providing opportunities for campus collaboration and fellowship through cultural awareness activities, professional development and student development and increased social and cultural exchange.

***GOAL 2: Student Access and Opportunity**:* The University of Maryland Eastern Shore is committed to ensuring equal access and opportunity for high quality education at the University of Maryland Eastern Shore (UMES) for all non-African-American students.

UMES is a diverse campus and 28.8% (2015) and 27% ((2016) of the student population identified as non African-American. Although there is a slight decline in the percentage of non American African students, the university utilizes efforts to attract, recruit and retain a diverse student population. Specific strategies are outlined in Table 1. Some of those strategies include increasing the international student population and continues to attract more students

from the Eastern Shore region. To that end, the university implemented an Eastern Shore tuition rate and achieved a slight increase in the number of students from the region.

GOAL 3: Diverse Faculty and Staff: The University of Maryland Eastern Shore is committed to building and maintaining a diverse community of faculty and staff that reflects a broad range of racial/ethnic groups, cultures, and perspectives.

The university continues to implement strategies to increase the number of African American tenured and tenure-track faculty members and non-African American staff members as well as maintain the number of university non-African American administrators. These strategies include advertising vacant positions in publications that target a diverse audience, faculty mentoring programs and ensuring diversity on search committees.

UMES has maintained its number of non-African American staff (134) and but has decreased its number of African-American faculty members by 13 or 1.1%. This decline is contributed in part to a decline in the number of faculty members from 346 to 322 or 7%.

Implementation

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

UMES Goal 2. Student Access and Opportunity and UMES Goal 3. Diverse Faculty and Staff			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Establish agreements and MOUs with community colleges in the region and the state to increase the enrollment of traditionally underrepresented students.	Number of agreements and MOUs signed	9 new MOU agreements were established	Scholarships to support transfer students; better collaboration with community colleges.
Establish dual enrollment partnerships with area high schools	Number of dual enrollment partnerships	1 new partnership was created bringing the total to 3	More collaboration with local school districts to increase the number of partnerships
Certificate and graduate programs to increase the enrollment and hiring of underrepresented students and faculty, respectively.	Number of graduate program and certificate programs	1 new graduate program was launched	Funding to support the launch of new programs
Recruitment, Retention and Success of Engineering Students: Through significant outreach, recruitment, and retention efforts over the past several years, we have increased continuously enrollments of the engineering students in the engineering program.	Engineering Enrollment Data and the rate of increase	Engineering enrollment as of fall 2016 is 160, representing 10% increase annually in the past five years.	More recruitment efforts to high schools and community colleges is needed.
Attendance to discipline-related conference such as the BEYA (Black Engineers of the Year Award) STEM Conference	The number of full time employment offers from major corporations to our graduates has increased significantly in 2017 compared with 2016.	In 2017, 6 of our graduates in engineering have received full-time employment offers from Raytheon, Boeing, Northrop Grumman, Lockheed Martin, US Navy, etc., with a starting salary at about $70,000.	Continue to develop collaborations with industry to help engineering students to receive full time employment and internships for workforce development.
Engineering Graduation. The number of	The number of graduates who	In the academic year of 2015-	Continue to develop

graduates who were eligible for graduation has also increased significantly.	applied for graduation.	2016 (two semesters), there were only 8 engineering students who applied for graduation. In the academic year of 2016-2017, we anticipate 16 engineering students who are eligible for graduation.	academic advising policy to ensure increased four- year graduation rates.
Worked with the Career Technology Education (CTE) of the Wicomico County Board of Education hosted at the Parkside High School to facilitate the growth of the pre-engineering program at CTE for the county	The number of pre-engineering students impacted.	N/A	Continue to work with Board of Education for outreaching.
Recruitment visits to SU to attract students to 3+ 2 program.	The number of transfer students for the dual-degree program.	25 students recruited	Continue to work with SU to recruit dual-degree transfer student
i) Lockheed Martin Scholarship for engineering students were utilized to support students in the merit based and need based categories.	The number of students who have received scholarships	10 students supported	Continue to work with Lockheed Martin and other corporations for scholarships.
ii) NSF grant "Ouroboros-Investigation of Dynamic Reconfigurable Optical Network-on-Chip Architectures" was awarded to an engineering faculty member at UMES from 08/25/2015 to 08/24/2017 to support HBCU undergraduate students for research in optical networks.	The number of students who have been supported by the NSF grant	12 (3 engineering undergraduates were funded every semester to conduct research under the guidance of the faculty.)	Continue to support undergraduate researchers in engineering.
iii) NASA Science Education Cooperative Agreement "AEROKATS and ROVER Education Network" was awarded to Aviation Science faculty from May 2015 to May 2020.	The number of undergraduates (aviation & engineering) funded by this grant	4 students supported	Continue to support undergraduate researchers in engineering and aviation
Recruitment and Hiring of Faculty and Staff. The search process for hiring faculty and staff in the department continues to be reviewed and monitored to ensure compliance with all regulatory federal and	The number of faculty/staff recruited.	2 international faculty/staff	Continue to develop strategies to recruit minority and female faculty/staff

State laws			
Faculty Professional Development – The Lockheed Martin Scholarship funds and other funding resources have been used to support faculty travel and to attend professional development conferences and meeting, for example, the ABET annual Symposium, and ASEE annual conference, BEYA STEM conference, and the AABI aviation accreditation annual conference.	The number of faculty/staff supported for professional development	8 faculty and staff members in the department to participate in professional development. The effort is to ensure retention of highly qualified faculty in the department and to ensure their academic progress and success.	Continue to secure funding to support faculty development.
PGA Golf Management Career Day held once each semester. Traditionally underrepresented students are targeted for attendance through social media and obtained through various high school golf programs, The PGA Junior Tour, and community golf programs.	Acceptance rates into program following participation	Fourteen participants have enrolled in the PGA Golf Management Program to date. Six total career days have been held with 32 participants. This equates to a 43.75% enrollment from events to date. Of the 14 enrolled, 8 were traditionally underrepresented students that translates in 57.14%.	More potential students register for the event than actually attend. We are working to convert registration into attendance.
UMES-First Tee Tour in conjunction with The National First Tee will target traditionally underrepresented students. The First Tee is a youth development organization introducing the game of golf and its inherent values to young people.	Acceptance rates into program following participation	This program is in the final planning stages with The National First Tee. We hope to have dates by April 2017. Current PGA Golf Management students will participate in some of the events.	As events are held and data collected, the program will be evaluated for improvement.
PGA Golf Management provides opportunities for undergraduate students to network, participate in national conferences, join study groups, social activities and encourages peer to peer support and mentoring. These professional preparation opportunities help socialize students within our discipline, promote academic success and prepare them for careers.	Retention and academic success	UMES PGA Golf Management ranks 3rd in retention among the other 18 PGA Golf Management Universities and was also ranked 2nd in perceived sense of community, 4th in career prep elements and 1st in program/alumni connection in the PGA of America commissioned PGA Golf Management Universities Performance Assessment conducted by Texas A & M University.	We continue to work diligently in these areas and look for new ideas and methods to enhance retention.
Recruit – Faculty 1. Advertise on websites that are	Number of offers made to UR faculty	1. Pharmacy – 68% UR faculty 2. Physical Therapy – 22% UR	Physical Therapy program

frequented by underrepresented (UR) groups 2. Leverage network of existing faculty	Number of offers accepted by UR faculty	faculty 3. Kinesiology – 75% UR faculty 4. Rehabilitation – 75% UR faculty	
Recruit – Staff 1. Advertise on websites that are frequented by UR groups 2. Leverage network of existing faculty	Number of offers made to UR staff Number of offers accepted by UR staff	1. Pharmacy – 63% UR staff 2. Physical Therapy – 75% UR staff 3. Kinesiology – 0% UR staff (only one staff position) 4. Rehabilitation – 100% UR staff (only one staff position)	
Recruit – Students 1. Presentations at pre-health professions clubs 2. College Career Fairs 3. Open Houses 4. Articulation Agreements with colleges/universities with UR groups	Number of offers made Number of offers accepted Number of students enrolled in the program	1. Pharmacy – > 85% UR students 2. Physical Therapy – 15% UR students 3. Kinesiology – > 80% UR students 4. Rehabilitation – > 85% UR students	Physical Therapy program
Retain – Faculty 1. Mentor programs 2. Professional development 3. Sunshine committee	Attrition rate Retention rate	We have lost 3 UR faculty across all programs since July 2015	Incentives to attract new faculty
Retain – Staff 1. Professional development 2. Sunshine committee	Attrition rate Retention rate	We have lost one UR staff across all programs since July 2015	Incentives to attract new staff
Retain – Students 1. Academic and non-academic support 2. Faculty mentors 3. Peer tutors 4. Center for Access and Academic Success	Attrition rate Retention rate	The School has a 85% retention rate across all programs	
Advertising in media outlets that target specific populations of faculty and staff	Number of diverse applicants in pool	Data not available	Consistent collection of data for position searches
Established working relationships with campus Deans and relevant faculty to increase enrollment of students from China.	Number of partnerships with Chinese universities Number of international students from China	Data not available	Engage dedicated international recruitment personnel to increase international student enrollment and/or utilize recruitment services and accommodate

			Center for International Education director to participate directly in recruitment efforts
Recruitment and outreach to geographic markets in which underrepresented students are heavily concentrated to provide access to college	Yield percent of applicants, admits, and enrolled students	Fall 2016 – 50% Fall 2015 – 55%	

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

UMES Goal 1: Climate for Living, Learning and Working			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Curricular Initiatives that Promote Cultural Diversity in the Classroom – In the Engineering Seminar class for seniors, we promote cultural awareness among students and encourage students to incorporate cultural awareness in their engineering design.	The number of engineering courses that is defined to assessment cultural diversity	1	Continue to develop curriculum to promote cultural diversity and awareness in classroom
Cultural Affairs among faculty – We organized a faculty cook-out event so that all faculty in the department eat together with foods provided by faculty in December 2016.	The number of cultural awareness event among faculty and staff	1	Continue to organize and host cultural awareness event in department
Cultural Affairs among students – The NSBE (National Society of Black Engineers) UMES Chapter organized a cultural event in Spring 2017.	The number of student event organized by student chapters	1	Continue to promote student led cultural awareness event on campus and in the department.

PGA Golf Management Speaker Series utilizing 5 key aspects of role modelling which underpin the learning process (Spouse 1996) Befriending, Planning, Collaborating, Coaching and Reflecting. In addition, we work to procure speakers who look like our students, i.e. young African American males and/or females that students are able to identify with. Shadowing or Kinesthetic Learning allows the student to carry out physical activities rather than listening to a lecture or to reinforce lectures. Doing helps students gain a better understanding of materials and exposes them to cultural awareness.	Student engagement, post speaker student questionnaire and testing Student engagement, skill assessments and internship placement	Positive feedback and enthusiasm from students as well as positive test scores 100% engagement, positive skill assessments and 100% internship placement	Continue to seek dynamic, culturally diverse speakers Continue to look for ways to employ shadowing and kinesthetic learning to create positive interactions and cultural awareness
Mathematics and Computer Science Club that provides activities that creates awareness of historical, cultural, and milestones in the areas of mathematics and computer sciences. Faculty host holiday celebrations in which they share food and personal cultural highlights. This provides a sense of pride and sharing among faculty with diverse origins.	i. Number of students participating in the monthly club meetings. ii. Number of capstone projects generated from club activities iii. Number of expository or research projects generated from club activities. iv. Number of faculty participating in the holiday celebrations.	a. Student Satisfaction Surveys suggesting that the club activities were beneficial to understanding the wide range of outlets and impacts in mathematics and computer science. b. Faculty mention during faculty meetings and faculty/chair evaluations that activities that bring them together to understand one another assists them in working better on other professional curriculum and research projects.	More funding to take students and faculty on trips to NIST, NSA, NASA, etc. to expose students to mathematics and computer science expertise in industrial.
Course work- didactic and experiential Co-curricular activities – interprofessional activities; student	Success on student outcomes 1. Recognize different cultural norms 2. Be respectful of different cultures	Students achieve a 70% or higher pass rate on student outcomes	Need to develop assessment tools to document professional growth for co-curricular activities

organization cultural awareness days	3. Incorporate a patients' belief and practices into health and wellness care plans		
Hosting special interest awareness days such as National Day of Silence, World AIDS days, Veteran's Day, Black History Month, Latino Heritage Month and Women's History Month	Number of program/activity participants	Data not available	Develop data collection instruments and surveys to acquire feedback
Securing external funding to augment student engagement opportunities and support special interests such as LGBTQ, women,	External funding secured to support initiatives	Acquired : Morehouse HBCU_CFU Behavioral Health Expansion Mini-grant $7500 Submitted: Drug free community support grant $625K/ 5 years	Increase funding to support special initiatives
International activities and study abroad opportunities	Number of participants in study abroad	18 students have participated in study abroad activities in Brazil, China, Kenya and Dominican Republic	Additional resources to support international travel and activities

Table 3: Report Hate-Based Crimes

UMES has a process for reporting hate-based crimes Timeline: Ongoing			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Strategies and Initiatives 1. Crime Prevention and Safety Awareness Programs *Programs are designed to inform UMES students about the various serves offered for crime prevention and to enhance safety awareness.*	Number of crime prevention awareness seminars Number of informational documents disseminated	5 session were conducted Disseminated six times	Additional crime prevention sessions Increased communication mechanisms
2. Campus-wide crime prevention services <u>Silent Watch Program</u>	Number of incidences reported	Incidence reports have increased from 0 to 1.	Increased comfort with reporting hate-

This program is designed to provide individuals with an anonymous mechanism to report crime incidences. Campus reporting processes 1. Reports to University Police The UMES Police Department encourages anyone who is the victim of, or witness to, any crime to promptly report the incident to the Police. A report to the police can empower the complainant by exercising her/his legal rights and can aid in the protection of others. UMES staff will encourage the complainant to promptly file a police report and will assist the complainant in notifying the police if requested. The police will then advise the complainant of the investigative and legal process: • Investigations of on-campus cases are conducted by the UMES Police Department. • Investigations of off-campus cases are usually conducted by the Princess Anne Police Department or other law enforcement agency where the incident occurred. 2. Voluntary confidential reporting Police reports are public records under Maryland Law, so the UMES Police Department cannot hold reports of crime in confidence. To make an anonymous report, we encourage visiting the UMES Police Department website, www.umes.edu/Police, to access anonymous crime reporting under the	Number of incidences reports	Incidence reports have increased from 0 to 1.	based crimes

Silent Watch Program. THIS FORM IS STRICTLY CONFIDENTIAL. The UMES Police Department also has an anonymous crime reporting Tip-line at **410-651-8484 (ext. 8484 if on campus) From** a mobile device text: UMES TIP to 50911. 3. Reports to other campus security authorities (CSA) We also recognize that some may prefer to report to other individuals or University offices. The Clery Act recognizes certain University officials and offices as Campus Security Authorities. The Act defines these individuals as an "official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. An official is defined as any person who has the authority and the duty to take action or respond to particular issues on behalf of the institution." 4. Pastoral and Professional Counselors According to the Clery Act, pastoral and professional counselors who are appropriately credentialed and hired by University of Maryland Eastern Shore to serve in a counseling role are not considered Campus Security Authorities when they are acting in a counseling role. As a matter of policy, the University encourages pastoral and professional counselors to notify those whom they are counseling of the voluntary, confidential options available to them.			

Appendix

Section II: Institutional Demographic Data

UNIVERSITY OF MARYLAND EASTERN SHORE
Institutional Program of Cultural Diversity Progress Report Data
Academic Year 2009-2010 thru 2016-2017

Table 4: UMES Student Enrollment* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	3,439	80.6%	1,331	2,108	2,860	68.9%	1,225	1,635	3,026	70.2%	1,308	1,718	2,738	72.6%	1,184	1,554
American Indian or Alaskan Native	8	0.2%	5	3	7	0.2%	4	3	7	0.2%	6	1	9	0.2%	7	2
Asian	63	1.5%	31	32	66	1.6%	37	29	67	1.6%	35	32	47	1.2%	23	24
Hispanic/Latino	63	1.5%	26	37	85	2.0%	40	45	115	2.7%	53	62	113	3.0%	57	56
White	591	13.9%	270	321	620	14.9%	293	327	597	13.8%	294	303	510	13.5%	252	258
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	2	0.0%	0	2	2	0.0%	0	2	1	0.0%	0	1
Two or More Races	NA	NA	NA	NA	461	11.1%	197	264	454	10.5%	193	261	336	8.9%	133	203
Did Not Self-Identify	102	2.4%	39	63	50	1.2%	21	29	43	1.0%	20	23	15	0.4%	8	7
Total	4,266	100.0%	1,702	2,564	4,151	100.0%	1,817	2,334	4,311	100.0%	1,909	2,402	3,769	100.0%	1,664	2,105

*Foreign students are not included

Table 5: UMES Faculty* Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	120	39.7%	60	60	130	36.6%	68	62	134	38.7%	67	67	121	37.6%	62	59
American Indian or Alaskan Native	2	0.7%	1	1	4	1.1%	2	2	1	0.3%	1	0	2	0.6%	1	1
Asian	22	7.3%	13	9	36	10.1%	22	14	40	11.6%	24	16	43	13.4%	26	17
Hispanic/Latino	7	2.3%	4	3	10	2.8%	6	4	9	2.6%	5	4	10	3.1%	5	5
White	148	49.0%	82	66	166	46.8%	84	82	155	44.8%	78	77	137	42.5%	69	68
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	1	0.2%	1	0	1	0.3%	1	0	1	0.3%	1	0
Two or More Races	NA	NA	NA	NA	5	1.4%	3	2	4	1.2%	2	2	5	1.6%	2	3
Did Not Self-Identify	3	1.0%	0	3	3	0.8%	2	1	2	0.6%	1	1	3	0.9%	2	1
Total	302	100.0%	160	142	355	100.0%	188	167	346	100.0%	179	167	322	100.0%	168	154

*Foreign faculty is not included

Table 6: UMES Staff* Profile Fall 2009-Fall 2016 by Race/Ethnicity

Race /Ethnicity	2009-2010				2014-2015				2015-2016				2016-2017			
	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female	Number	Percent	Male	Female
African American/Black	400	74.3%	158	242	400	74.6%	175	225	403	74.8%	183	220	396	74.2%	174	222
American Indian or Alaskan Native	3	0.6%	0	3	3	0.6%	1	2	3	0.6%	1	2	3	0.6%	1	2
Asian	4	0.7%	1	3	9	1.7%	4	5	8	1.5%	4	4	8	1.5%	4	4
Hispanic/Latino	7	1.3%	3	4	12	2.2%	6	6	11	2.0%	7	4	11	2.1%	6	5
White	119	22.1%	69	50	104	19.4%	55	49	108	20.0%	59	49	107	20.0%	60	47
Native Hawaiian or Other Pacific Islander	NA	NA	NA	NA	0	0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More Races	NA	NA	NA	NA	4	0.7%	2	2	4	0.7%	2	2	5	0.9%	3	2
Did Not Self-Identify	5	0.9%	3	2	4	0.7%	4	0	2	0.4%	2	0	4	0.7%	2	2
Total	538	100.0%	234	304	536	100%	247	289	539	100.0%	258	281	534	100.0%	250	284

*Foreign staff and Graduate Teaching/Research Assistants are not included

2016-2017

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

For the 2016-2017 Programs of Cultural Diversity Report, University of Maryland University College submits the below progress report.

Section I: Institutional Goals and Implementation Strategies

- **Table 1: Reporting of Institutional Goal 1**

Goal 1: Efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Detail all Implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Expanded the use of external marketing to reach previously under-represented populations Job posts have been included in magazines, periodicals, and online job sites that reach previously under-represented populations Applicant tracking has been enhanced to collect veteran and disability status	Demographics of staff and faculty Demographics of applicant pool	[See Data Tables Attached]	Disability hiring Improved tracking of current vets and individuals within the University

- **Table 2: Reporting of Institutional Goal 2**

Goal 2: Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff—including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Hold monthly diversity events (UMUC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMUC community. Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO. All new hires receive diversity briefing from Chief Diversity Officer during onboarding. Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace • BEHS 220 – Diversity Awareness • BEHS 320 – Disability Studies • BEHS 453 – Domestic Violence	# of attendees to diversity events and programs # of participants in online modules # of new hires that have received briefing from Diversity and Equity Team # of students who have completed the courses	655 Attendees/12 Diversity Events 514 Participants 262 new hires(staff) BEHS 220 – 720 Students BEHS 320 – 309 Students BEHS 453 – 550 Students	Expand online training options to reach students that are located across the globe

- **Table 3: Reporting of Institutional Goal 3**

Goal 3: Efforts and procedures for the reporting of hate-based crimes consistent with federal requirements.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Instituted the Response Emergency Assessment Crisis Team(REACT) to respond to any incident that occurs on campus or where individuals feel at-risk Campus security are trained in EEO/Title IX and appropriate responses Hate-based reporting procedures are designed to include Campus Security, Fair Practices Officer, Chief Diversity Officer, and the President's Office	% of Calls received and resolved % Staff trained	100% of issues have been resolved and referred for appropriate services 100% of security personnel are trained on current protocols	

- **Table 4: Reporting of Institutional Goal 4**

Goal 4: Efforts and procedures for maintaining formal institutional diversity communications and marketing plan.			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Diversity marketing plan has been maintained to ensure that the diversity message is appropriately shared throughout the university	N/A	N/A	

Monthly diversity posters and flyers are developed to promote national recognitions and relevant diversity messaging Internal website has been developed and maintained to provide staff and faculty with resources related to diversity, culture, and inclusion	# of Diversity posters distributed N/A	15 Diversity posters were designed, developed, and distributed N/A	

- **Table 5: Reporting of Institutional Goal 5**

Goal 5: Develop and maintain Diversity Councils			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Support the grassroots volunteer-led diversity councils to ensure that staff and faculty are able to contribute to shaping the climate for diversity and inclusion throughout the university	# of meetings (monthly)	12 meetings held including Stateside, Asia, and Europe diversity councils	

- **Table 6: Reporting of Institutional Goal 6**

Goal 6: Maintain relationship with UMUC Community through Community Outreach/Recreational Programs			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Outreach and Athletics • UMUC Virtual Dragons Dragon Boat Team • UMUC Tigers Softball Team • UMUC Cycling Dragons	# of participants	• 38 Virtual Dragons • 25 Tigers Softball • 15 Cycling Dragons	

- **Table 7: Reporting of Institutional Goal 7**

Goal 7: Ensure that all UMUC buildings and structures are inclusive and welcoming			
Detail all Implementation Initiatives, Strategies, and campus processes for the reporting of hate-based crimes.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved / Indicators of Success**	**Areas where continuous improvement is needed**
Work with ADA compliance officer to ensure all policies, codes, and regulations are being met Establish and maintain all quiet rooms for use for prayer, reflection, meditation, etc. Maintain and manage lactation rooms with appropriate resources and necessities	N/A	N/A	

Section II

Table 8: Student Demographic Data

TABLE 8: Separate *Comparison* Table for Students																
	Baseline: 2009-2010				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/ Black	13908	35	5202	8706	14477	30	6250	8227	15079	30	6716	8363	16628	29	7780	8848
American Indian or Alaska Native	196	0.5	87	109	218	0.5	114	104	234	0.5	117	117	296	0.5	141	125
Asian	2104	5	1131	973	2487	5	1392	1095	2599	5	1455	1144	3349	6	1832	1519
Hispanic/ Latino	2529	6	1196	1333	4712	10	2578	2097	5301	11	2969	2332	6726	12	3851	2875
White	15354	39	7834	7520	19519	41	11270	8249	20084	40	11539	8545	22648	39	13486	9162
Native American or other Pacific Islander	79	0.2	32	47	303	0.6	154	149	361	0.7	182	179	426	0.7	231	195
Two or more races	478	1	209	269	1659	3	750	909	1880	4	843	1037	2415	4	1207	1208
Did not self identify	4929	12	2010	2919	4531	9	2160	2371	4710	9	2250	3497	5069	9	2077	2522
Total	**39577**	**100**	**17701**	**21876**	**47906**	**100**	**22668**	**23201**	**50248**	**100**	**26071**	**25214**	**57557**	**100**	**30605**	**19343**

Table 9: Faculty Demographic Data

TABLE 9: Separate *Comparison* Table for Faculty																
	Baseline: 2009-2010				**2014-2015**				**2015-2016**				**2016-2017**			
	#	**%**	Male	Female	**#**	**%**	Male	Female	**#**	**%**	Male	Female	**#**	**%**	Male	Female
African American/ Black	159	8	87	72	412	16	212	200	478	17	245	233	583	17	294	289
American Indian or Alaska Native	13	0.6	10	3	21	0.8	14	7	19	0.7	13	6	23	0.7	15	8
Asian	75	3	62	13	207	8	132	75	205	7.3	124	91	287	8	170	117
Hispanic/ Latino	27	1	16	11	71	3	45	26	89	3	55	34	134	4	75	59
White	828	38	478	350	1773	68	998	775	1891	67	1049	842	2286	65	1262	1024
Native American or other Pacific Islander					1	0	1		1	0	1		3	0.01	3	
Two or more races					12	0.5	8	4	20	0.7	14	6	33	0.9	17	16
Did not self identify	1091	50	612	479	102	4	51	51	108	4	55	53	155	4	79	76
Total	**2193**	**100**	**1265**	**928**	**2599**	**100**	**1461**	**1138**	**2811**	**100**	**1556**	**1255**	**3504**	**100**	**1915**	**1589**

Table 10: Staff Demographic Data

TABLE 10: Separate *Comparison* Table for Staff																
	Baseline: 2009-2010				**2014-2015**				**2015-2016**				**2016-2017**			
	#	**%**	Male	Female	**#**	**%**	Male	Female	**#**	**%**	Male	Female	**#**	**%**	Male	Female
African American/Black	270	26	62	208	334	30	87	247	335	29	95	240	3389	26	113	276
American Indian or Alaska Native	3	0.3	2	1	4	0.4	2	2	4	0.3	2	2	5	0.3	2	3
Asian	85	8	29	56	68	6	27	41	67	5	26	41	96	7	27	69
Hispanic/Latino	32	3	9	23	40	4	16	24	52	4	19	33	77	5	33	44
White	401	38	144	257	483	44	168	315	474	41	161	313	586	40	215	371
Native American or other Pacific Islander	1	0.1		1	1	0.1		1	1	0.1		1	6	0.4	4	2
Two or more races	2	0.2		2	20	1.8	6	14	27	2.4	7	20	44	3	19	25
Did not self identify	236	23	88	148	140	12	49	91	186	16	69	117	256	17	87	169
Total	**1030**	**100**	**334**	**696**	**1090**	**100**	**355**	**735**	**1146**	**100**	**379**	**767**	**1459**	**100**	**500**	**959**

University of Maryland Center for Environmental Science

Cultural Diversity Planning (Draft)

Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to "conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education." This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The UMCES Strategic Plan, *Focus on the Future,* defines UMCES' commitment to cultural diversity and future goals and plans through 2018. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation's next generation of environmental scientists.

The core values pf UMCES as stated on page 4 of the Strategic Plan are:

- *Commitment to environmental discovery, integration, application, and education that epitomizes our institutional responsibility to serve society.*
- *Adherence to the highest standards of academic independence in the pursuit of discovery and knowledge.*
- *Engagement in translational science in partnership with scientific colleagues, other units in the USM, agencies and stakeholders.*
- *Responsiveness to the needs of colleagues, sponsors, governments, and stakeholders.*
- *Maintenance of an atmosphere of egalitarianism with no barriers based on status and authority, enhancing shared governance and a commitment to diversity.*

UMCES Plan to Enhance Cultural Diversity

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

Hiring Procedures

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
    - Train/ help search committees recruit
    - attract diverse applicants
    - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *$20,000 per year*

Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date**: March 2018
- **Cost**: none for study. Up to 40,000 per year for program implementation.

Engage students from underrepresented groups in UMCES environmental sciences programs.

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA).
- **Timeline**: Ongoing
- **Cost***:* No additional cost

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

Administrative Coordination and Accountability

- Develop and implement annual reporting to the campus community on the state of the cultural diversity effort.
- Develop and conduct a Campus Climate Survey to establish baseline for assessment
- **Completion Date:** *April 2018 (implement with first progress report to USM).*
- **No Cost**

Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
    - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people
    - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *June 1, 2018 (necessary for Middle States accreditation review).*
- **No Additional Cost**

Student Organizations

- Copies of this plan will be shared with the UMCES Graduate Student Council organization. They will be asked to review the documents and to provide feedback on plans for cultural diversity.
- Planned program events to expose students to artistic expression and intellectual perspective representing diverse cultures
- **Timeline:** *Ongoing*
- **No Additional Cost**

Faculty and Administrative and Support Staff Development

- Explain to new faculty and staff the importance of cultural diversity to the mission of the University and related challenges and opportunities in the classroom during new faculty and staff orientation programs.
- Copies of plan will be shared with the UMCES Staff Council for review, feedback and new diversity initiative ideas.
- **Timeline:** *Ongoing*
- **Cost: No additional Cost**

Alumni Programs

- Determine ways to engage alumni in the cultural diversity initiative.
- Design an alumni survey to assist with understanding the perceptions and interests of minority groups among its alumni and share this information with the campus community
- **Timeline:** *March 2018*
- **No Additional Cost**

Designated gifts & grants that support cultural diversity

- **Timeline:** *Ongoing*
- **No Additional Cost**

Goal 3: Efforts and process for the reporting of hate-based crimes consistent with federal requirements.

Administrative Coordination and Accountability

- Develop and implement policy, process, and procedure with local police organizations where UMCES campuses are located for the reporting of hate-based crimes.
- **Completion Date**: December 2017
- **No Cost**

Conclusion

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

Morgan State University
Cultural Diversity Report

Submitted to:
Maryland Higher Education Commission

September 2017

INTRODUCTION

By action of the 2017 Maryland Legislature, Morgan State University has been designated as ***Maryland's Preeminent Public Urban Research University*** with the responsibility of addressing the needs of residents, schools, and organizations within the Baltimore Metropolitan Area. The University is located in a residential area of northeast Baltimore, a city with a population of 620,961. Demographics for Baltimore City include the following: 63% of the residents are African American; 28.0% are White; 4.2% are Hispanic, 2.3% are Asian, and 2.1% are two or more races, 0.4% are Native American or Native Hawaiian. For 150 years, Morgan State University has been an important part of the higher education system in Baltimore City, the State of Maryland, and the nation. Throughout its history, Morgan has served the community with distinction while meeting the educational needs of an increasingly diverse society.

I. Institutional Plan to Improve Cultural Diversity

Morgan's motto, "Growing the Future, Leading the World," underlies the development of the University's 2011-2021 Strategic Plan. The strategic plan focuses on a core set of goals that will build a transformative educational environment enriched by diverse perspectives. Such an environment will ensure a supportive atmosphere that promotes student success, enhances Morgan's status as a doctoral research university, and facilitates the University's contribution to community development. Morgan State University serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering and preparing high-quality, diverse graduates to lead the world. A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society.

Morgan State University embraces cultural diversity in its broadest sense. Morgan's diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Morgan's *Strategic Plan for Enhancing Cultural Diversity at Morgan State University* (Diversity Plan) was developed by the University community and approved by the Board of Regents at its May 3, 2011 meeting. As Maryland's public urban university, Morgan is one of the nation's premiere historically black colleges and universities (HBCUs). As such, achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. To that end, the Diversity Plan sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 6) Community Engagement. (See Table 1).

An assessment plan with goals, objectives, anticipated outcomes, measurements/benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in monitoring the initiatives and outcomes related to the diversity goals. (See Table 1). The Office of Diversity & Equal Employment Opportunity, the Office of Assessment in Academic Affairs, and the Office of Institutional Research will use the timelines in the assessment plan to collect, analyze, and report data on the goals and six core areas of the Diversity Plan.

Table 1: Summary of Strategic Plan to Enhance Cultural Diversity

Major Areas	***Goals***	***Measure/Benchmark***	***Responsibility***
Students	Undergraduate (UG): Goals 3-5 Graduate (GD): Goals 14-17 Non-Traditional (NT): Goals 18-21	Number of UG-students (All) Number of GD-students (All) Number of NT-students (All)	• Institutional Research • Admissions • Registrar's Office • Deans • Office of Student Disability Support Services • Dept. & Program Offices • Graduate School
Faculty and Staff	Tenure-Track: Goals 1-2 Faculty & Staff: Goals 30-33	Number of faculty (All) Number of Staff (All) Climate Survey (All)	• Institutional Research • Human Resources • Dept. & Program Offices • Academic Affairs-Faculty Affairs, Faculty Development • Diversity & EEO Office
Curricular	General Education Program (GEP): Goal 29 Exchange Program (EP): Goal 28 Study Abroad: Goals 26-27	Curricular Initiatives Assessment of GEP Study Abroad data	• Academic Affairs • College of Liberal Arts • Office of Assessment • Int'l Student/Faculty Services
Socio-economic	Economic Disadvantaged: Goal 6	Number of undergraduate students with family income above national mean	• Institutional Research • Financial Aid Office
Disability	Students with Disabilities: Goals 9-13	Professional development initiatives Workshops, Seminars Academic Support Lab Feedback Surveys	• Student Disability Support Services • Center for Career Dev. • Office of Assessment • Facilities Management
Community Engagement	Climate: Goals 22-25	Community Initiatives Feedback Surveys	• Center for Global Studies • Int'l Student/Faculty Services • Division of Academic Affairs • President's Office • Academic Outreach & Engagement

Morgan continues to demonstrate success in a number of areas listed below. (See Tables A-1 through A-4 provided in the Appendix).

- The total number of undergraduate international students increased by 231% from 219 in AY 2010 to 724 in AY 2017 (Table A-1).
- The total number of graduate international students increased by 128% from 100 in AY 2010 to 228 in AY 2017 (Table A-2).
- The total number of Hispanic students enrolled at the undergraduate level increased more than 273% from 59 in AY 2010 to 220 in AY 2017 (Table A-1).
- The total number of Hispanic students enrolled at the graduate level increased 411% from 9 in AY 2010 to 46 in AY 2017 (Table A-2).
- The total number of White or Caucasian students enrolled at the graduate level increased 30% from 99 in AY 2010 to 129 in 2017 (Table A-2).

In comparison to AY 2011, the percent of students enrolled from urban districts declined by 7%. The university awarded the same number of STEM degrees (66) to women at the undergraduate level in AY 2016-2017 as in AY 2010-2011. The university awarded 158 STEM bachelor's degrees to underrepresented minority students in AY 2017 which is a 42% increase from 111 in AY 2011. The total STEM bachelor's degrees awarded at the university increased by 25% in AY 2017 (210) from 168 in AY 2011.

At the state level for AY 2014, the most recent data available, Morgan is 1st in the number of bachelor's degrees awarded to African Americans in engineering, architecture, journalism, and physics; 1st among all campuses in the number of doctorates awarded to African Americans; and 2nd among campuses in the number of bachelor's degrees awarded to African Americans (IPEDS Completions Data 2013-2014). At the national level, Morgan is ranked 3rd in architecture; 4th in engineering; 13th in communication and journalism and 15th in family and consumer science in bachelor's degrees awarded to African Americans. Morgan is ranked 4th in masters degrees awarded to African Americans in architecture. At the doctoral level Morgan is ranked 2nd in engineering and 11th in total number of doctoral degrees awarded to African Americans (Diverse Top 100 Producers 2013-2014).

Morgan State University remains committed to recruiting and retaining a diverse student body and workforce. However, resources (e.g. human and fiscal) are challenges to diversity. There is concern that the University lacks the required resources as compared to other campuses in Maryland with the same Carnegie designation as a Doctoral Research University. Morgan will continue to seek grants and funding sources at the state and national level to support and fulfill the mission and goals of its Diversity Plan.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

On an annual and ongoing basis, Morgan State University employs a variety of strategies and initiatives to foster an inclusive community and to recruit diverse and underrepresented students, faculty, and administrative staff.

ADULT AND NON- TRADITIONAL STUDENTS

Consistent with its strategic plan goals to diversify its student body, the University has invested heavily in new online degree programs to attract non-traditional students. Specifically, during the 2016-2017 academic year the university has received approval from the Maryland Higher Education Commission (MHEC) to offer online degrees in the following degree and post-baccalaureate certificate programs:

- Masters in Community College Administration, Instruction and Student Development (M. Ed)
- Masters in Business Administration (MBA)
- Masters in Social Work (MSW)
- Master of Public Health – Executive Health Management (MPH)
- BS in Nursing/Master of Public Health (RN to BSN to MPH)
- Bachelor of Science in Applied Liberal Studies (BS)
- Post Graduate Certificate in Urban Sustainable Communities
- Post Graduate Certificate in Urban Journalism

The BS in Applied Liberal Studies, in particular, is designed for students whose academic interests are broad and interdisciplinary and whose career interests require diverse and multidisciplinary exposure. Thus, adult, transfer, veterans, EMT personnel, and other non-traditional students will be well served by earning a bachelor's degree in Applied Liberal Studies and having an opportunity to select courses in their particular areas of interest that helps them advance in their chosen job, career, or profession.

Converge Consulting has been retained to assist Morgan Online as well as the departments offering online degree and certificate programs to develop a messaging matrix and marketing strategies to attract non-traditional students. An example of the Message Matrix developed for Morgan Online targeting The Non-Traditional Student is reflected below.

Converge Consulting Message Matrix for Morgan Online

A Premier Historic Institution Grounded in Research and Community	Discover the value of community as a student of Morgan Online. Designated Maryland's Preeminent Public Urban Research University, We've supported high academic, research and professional achievement for more than 150 years.
Where Affordability and Convenience Meet	We designed Morgan Online for you to study anywhere, anytime to earn a credential without breaking the bank. We offer financial aid and scholarships for adult and traditional learners.
Diverse Online Offerings to Propel You to Your Professional Future	Select from our certificate programs and undergraduate and graduate degrees to gain the skills you need to succeed.
Year Round Courses that Enhance Your Life and Workforce Skills	Explore a variety of online non-credit and career training programs. Programs that promote degree attainment and job advancement.

TRADITIONALLY UNDERREPRESENTED STUDENTS

Goals 3-5, 14-17, and 18-21 of the Diversity Plan are designed to increase the numerical representation of traditionally underrepresented students at Morgan State University. Goals 3-5 and 14-16 are designed to recruit, admit, retain and graduate greater numbers of Caucasian, Hispanic, and Asian undergraduate and graduate students. Goal 17 is designed to increase the percentage of international students enrolled at Morgan. Goals 18-21 are designed to recruit, admit, and retain a greater number of non-traditional students (over the age of 25). Examples of strategies utilized by the University include: 1) hiring a diversity admissions officer; 2) open house in fall and spring semesters to engage parents, diverse students, and schools in the recruitment process; 3) campus tours to invite diverse students from different geographic areas to experience campus life; 4) overnight programs that target underrepresented and international students; and 5) enhance monitoring and review of applications from underrepresented

students. Examples of targeted programs that address underrepresented student recruitment, retention, and graduation are outlined below.

Summer Bridge Programs
Morgan offers several summer bridge programs designed to increase student academic success and retention. Some examples include, but are not limited to the following:

Morgan State University's **Center for Academic Success and Achievement** (CASA) sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also, since 2010, CASA has required students to engage in a common reading experience related to a social issue.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its **PACE (Pre-Accelerated Curriculum in Engineering) Program.** PACE is a five week comprehensive and intense summer program that gives students a significant advantage in both academic and personal development. Academically, the program reinforces fundamental subject matter that will increase the probability of a successful freshman year. Students take Physics, Chemistry, Mathematics, English and Computer Science courses. Also, students take part in a research rotation and participate in a science fair. This on-campus program also allows students to become acclimated to college life, bond with professors, peers, tutors and instructors.

International Diversity at Morgan
The Division of International Affairs in addition to several University initiatives contribute directly to international diversity at Morgan.

Division of International Affairs. The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 30 international relationships in Brazil, Tanzania, China, South Africa, Ghana, Ethiopia, Finland, France, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Dubai and Trinidad and Tobago. Morgan currently enrolls approximately 950 international students from over 60 countries. Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- The Center for Global Studies and International Education
- The Office of Study Abroad & Scholar Exchange
- HBCU-Brazil (Alliance) Program
- The Office of International Student and Faculty Services
- The Fulbright Program

The ***Center for Global Studies and International Education (CGSIE)*** is the institution's arm for facilitating the university-wide efforts to internationalize the curriculum across disciplines, in a fashion that is consistent with the President's vision of *"Growing the Future and Leading the World!"* To achieve this goal, CGSIE serves as a gateway to the globalization of the local and regional communities and their minority populations. As well, the Center works collaboratively with academic departments to enhance

student and faculty development through workshops, study abroad, internships, exchanges and other relevant international education programs.

Our Commitment to Internationalization: Globalization requires that institutions of higher education graduate globally- competent citizens and professionals. Morgan State is committed to doing this by broadening the scope of student, faculty, and staff awareness of the world in which they live, through travel, experiential and service learning, and collaborative international research at home and abroad. In a post 9/11 world, and for national security reasons, this undertaking becomes even more urgent.

The ***Office of Study Abroad & Scholar Exchange*** is charged with helping students fulfill their study abroad goals, by working with them to find a study/ intern/ volunteer abroad program that meets their needs and interests. As well it supports the exchange of visiting scholars who participate in work-and study-based exchange visitor programs. This exchange of visitors promotes interchange, mutual enrichment, and linkages between research and educational institutions in U.S. and foreign countries. Particularly at Morgan State, it helps to diversify our research interests and increase mutual understanding between the people of the United States and the people of other countries through educational and cultural exchanges.

The ***Office of International Student & Faculty Services*** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include:

- Immigration information workshops
- Orientation programs for new international students
- Employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications
- Assistance with preparing and/or filing initial petitions to include H-1B petitions, program extension, SEVIS school transfer in/out, preparation of depended forms, reinstatement, and other regulatory compliance processes
- Advising services to the International Student Associations and the Morgan State community at large on all immigration-related matters
- SEVIS reporting to safeguard student status by providing the U.S. Department of Homeland Security with timely and accurate updates of enrollment activities.
- Collaboration with other university international stakeholders to facilitate the infusion of global themes throughout the formal and informal curriculum
- Facilitation of inter-cultural programs and activities with the primary aim of exposing the Morgan community to the importance and advantage of being aware and sensitive to the diversity of cultures in our campus and the wider community.

The Fulbright Program - Morgan State University has long been the Fulbright leader among historically Black colleges and universities. Morgan students have received a total of 140 Fulbright-related grants for study, research, and/or teaching in 44 different countries. Fulbright Scholars from Morgan have often stressed not only the academic advantages of studying in a foreign milieu, but the personal and cultural rewards as well, the enlightenment gained from close contact with new languages and ways of life. The Director of the Fulbright Program is fully committed to ensure that Morgan Students are successful in their international academic pursuits.

English as a Second Language (ESL) Program. The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences which will empower our students that are learning English as a second language to become successful students in the mainstream classroom and productive members of our community at home and beyond. Begun in the summer of 2013, the ESL

Program consists of three interrelated components: language instruction, cultural immersion and educational field experiences. Additionally, in December 2015, the ESL Program secured a contract with the Saudi Arabian Cultural Mission to become a primary ESL program for King Abdullah intensive English scholarship recipients from Saudi Arabia. The ESL Program is now administered by the Division of International Affairs.

Intervention and Support Services for Students

Morgan's 2011-2021 Strategic Plan includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of Morgan State University's ***Office of Student Success and Retention*** (OSSR) is to work in collaboration with the various schools, colleges, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The Office of Student Success and Retention manages new student and parent orientation, placement testing, Starfish Retention Solutions' Early Alert and Connect systems, first-year advisement, financial literacy, alumni mentoring, and academic recovery among other programs and services. The work of the OSSR has helped to promote a nine point increase in retention rates, from 67% in 2010 to 76% in 2016. The OSSR has secured grants from the Bill & Melinda Gates Foundation, the Lumina Foundation, and the Maryland Higher Education Commission. Morgan State University's Office of Student Success and Retention has been selected as national winners of the 2017 Hobsons Education Advances Award for Student Success and Advisement, the 2016 Association of Public and Land-grant Universities (APLU) Turning Points: From Setback to Student Success Award, and the 2015 Association of Public and Land-grant Universities (APLU) Project Degree Completion Award. These prestigious national awards serve as evidence of the effective student success model at Morgan State University, a model which includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to promote degree completion.

The Office of Residence Life & Housing (ORL&H) sponsors the ***Academic Enrichment Program*** (AEP). This program offers tutorial/study sessions through workshops, seminars, individualized tutoring, and computer tutorial for students residing in a residence hall. The AEP tracks the grades of resident students and provides support as needed. New and returning students who have a G.P.A. below 2.0 are mandated to receive tutoring services. Additionally, a component of the AEP is the International Student ConneXion. This program provides a host of academic and campus engagement support services for Morgan's international student population.

TRADITIONALLY UNDERREPRESENTED FACULTY AND ADMINISTRATIVE STAFF

Morgan remains committed to recruiting and retaining a diverse workforce. (See Tables A-3 and A-4). Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today's college-age population and Morgan's degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, 461 full- time instructional faculty at Morgan, 56% (260) are males and 44% (201) are females. African-American males comprise twenty-three percent (108) of full-time instructional faculty at Morgan. The 101 African American female faculty represent 22% of the full-time instructional faculty. White faculty (71) comprises 15% of the full-time instructional faculty at Morgan.

The **Office of Diversity and Equal Employment Opportunity (EEO)** continues to provide sensitivity/cultural competency training and diversity activities. These activities are designed to: 1)

address cultural diversity among students, faculty, and staff; 2) educate the university community about laws governing equal opportunity; 3) reduce discrimination complaints; and 4) create an environment that promotes the recruitment and retention of underrepresented faculty, staff and students. Additionally, meetings are held with search committees as needed to provided tips on how to avoid engaging in discriminatory behavior during the selection process, recognizing and avoiding bias and prejudice, structuring a job-based interview, and asking appropriate interview questions.

The **Office of Faculty Development**, a unit under the auspices of the Division of Academic Affairs, provides opportunities for faculty to explore issues around diversity and cultural competency/sensitivity through faculty institutes, conferences, workshops, seminars, and trainings. These experiences foster dialogue and collaboration among faculty of diverse backgrounds, orientations, and perspectives and serve to promote retention of underrepresented faculty. Additionally, orientation sessions for new faculty integrate attention to diversity issues. The Office of Faculty Development also provides faculty with mini-grant opportunities to: 1) support curricular development in all disciplines, with particular attention given to issues of diversity and cultural competency; 2) develop interdisciplinary, and cultural diversity initiatives; and 3) promote faculty development. Additionally, promotion and tenure training is provided to support and retain underrepresented faculty.

III. Efforts to Create Positive Interactions and Cultural Awareness

Morgan State University utilizes ongoing cultural training programs, curricular initiatives, and community partnerships to create positive interactions and cultural competence and awareness within the University community. Examples of the initiatives related to the aforementioned processes are the focus of this section.

CURRICULAR INITIATIVES

The new **Center for Excellence in Teaching and Learning** (CETL) at Morgan State University is a unit under the auspices of the Division of Academic Affairs. The overall goal of the Center is to enhance the quality of teaching through the delivery of innovative and socially inclusive, active learning environments that promote greater student retention and success. The Center provides opportunities for faculty and graduate teaching assistants (TAs) to receive training and mentorship related to teaching and learning and scholarship and research that is grounded in the best practices to address the professional growth and development of the University's culturally diverse faculty. The Center's programs and services comprise, but not limited to, new faculty and TAs workshops, faculty institutes and conferences, online resources, and consultations focused on course redesign and student assessment.

The **General Education Program** establishes a number of significant goals and high expectations for Morgan students. Students who complete the program are expected to exhibit the following outcomes as it relates to cultural competence and awareness:

- Demonstrate integrated knowledge of the heritage, culture, social structures, and accomplishments of autochthonous African cultures and African-American Civilization;
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures and accomplishments of one Non-Western Civilization; and
- Demonstrate integrated knowledge of the political, social, and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup and intra-group relations, and of learning, work habits, and career choices.

The College of Liberal Arts offers a minor in the area of **Women's and Gender Studies**. These courses provide students with the opportunity to explore gender and sexuality, while paying particular attention to

how those constructs are affected by race, religion, class, and nationality. The program in Women's and Gender Studies works collaboratively with the University at large, as well as with local and national organizations by engaging in varied academic and advocacy initiatives.

The **Division of Academic Affairs** collaborates with deans, chairs, faculty, and student organizations to ensure curriculum diversity at the undergraduate and graduate levels. Examples of data collected include, but are not limited to, the following:

- Study abroad initiatives
- Diversity or multicultural initiatives
- Diversity of educational experiences available to faculty and students
- General Education Program and curriculum diversity initiatives
    - Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world;
    - Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people; and
    - Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.
- First year experiences related to diversity
- Service and community-based learning experiences
- Internship opportunities in diverse settings
- Capstone experiences and projects

The **Office of Study Abroad and Scholar Exchange** hosts a ***study abroad fair*** for Morgan students in the Fall and Spring semesters to build an awareness of study abroad opportunities for our students around the world. Over 200 students signed a commitment to study abroad before they complete their academic programs. Within the most recent reporting period, a total of 89 students studied abroad and participated in cultural immersion programs in Brazil, China, Costa Rica, Cameroon, Italy, South Korea, Spain, Japan, and India.

The **Center for Continuing and Professional Studies (CCPS)** is designed to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The CCPS coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, Maryland, nationally, and internationally. Some of the CCPS' programs include the following:

The ***Bernard Osher Scholarship Program***, supported by a 1 million endowment from the Bernard Osher Foundation, provides scholarships to non-traditional adult students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree. During the 2016-2017 academic year, scholarships were awarded to 33 Osher Scholars, 23 females and 10 males. Since the inception of the program, scholarships have been awarded to adult students across disciplines in the eight schools and the James H. Gilliam, Jr. College of Liberal Arts. Seventy adult students have graduated from Morgan State University.

Recently awarded by the Crankstart Foundation in Fall 2016, the ***Crankstart Reentry Scholarship Program*** provided additional scholarships to 10 adult, non-traditional students, between the ages of 25-50 to return to the University after a gap of 5 years or more to complete a bachelor's degree. Eight females and two males received Crankstart Reentry Scholarships for the Spring 2017 semester.

The ***Improved Opportunities for Parents (IOP) Program*** is designed to assist adult individuals, especially student-parents, in obtaining a bachelor's degree. Twenty student-parents, 14 females and six males received IOP funds during the 2016-2017 academic year with nine students graduating from MSU.

As an accredited academic institution, MSU's CCPS offers ***Continuing Education Units and Professional Development Hours*** (PDHs) to a variety of ethnic groups from around the country. Through partnerships with organizations such as, American Contract Compliance Association, Blacks in Government, Ministerial Interfaith Group, Women of Color in STEM, Black Engineer of the Year Award (BEYA) STEM Global Competitiveness, and Grandparents and Caregiver training opportunities are provided for African American, Asian, Native American, Hispanic, and Caucasian individuals seeking professional development.

Recognizing the essential role that diversity plays in the global society, CCPS offers ***non-credit courses*** that welcome individuals regardless of age, ability, color, cultural background, ethnicity, gender identity, national origin, race, religious affiliation, sexual orientation, or socio-economic class. Through a partnership with ed2go, anyone may enroll in online non-credit classes focused on workforce readiness, professional development and personal enrichment activities.

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses. Twenty-four ***summer programs*** are operating on campus this year, offering classes and workshops in science, technology, engineering, mathematics (STEM) fields, history, transportation, wrestling, football, volleyball and art. Many of the programs focus on recruiting students from diverse linguistic, cultural and economic backgrounds with the goal of encouraging talented individuals from historically underrepresented groups to attend Morgan State.

The ***Alpha Sigma Lambda Continuing Education National Honor Society*** is dedicated to the advancement of scholarship and recognizes high scholastic growth in an adult student's career. It further acknowledges the accomplishments of adult students from culturally diverse backgrounds pursuing baccalaureate degrees. Thirty adult students were inducted into Alpha Sigma Lambda Continuing Education National Honor Society highlighting their academic achievement during the 2016-2017 year.

The CCPS offers courses tailored to meet ***workforce development and training*** needs of individuals and organizations. Several options are offered for course delivery, including face to face, blended and through specialized intensive institutes. These training programs prepare individuals, including adults with disabilities, to launch a career or advance an existing one by developing new skills and knowledge for today's competitive job market.

UNIVERSITY-BASED OUTREACH INITIATIVES

The **Office of Diversity & Equal Employment Opportunity** (EEO Office) is charged with the day-to-day implementation of the non-discrimination policies of Morgan State University. One of the major responsibilities of the EEO Office is to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements in this regard. The EEO Office also collaborates with all units at the university (e.g. colleges, schools and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The Office of Diversity & Equal Employment Opportunity (EEO) will continue to expand educational efforts relative to diversity and is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

The **Office of Student Disability Support Services** (SDSS) a unit under the auspices of Academic Affairs is dedicated to assisting all students with disabilities to accomplish their scholastic and career

goals by supporting their academic and advocacy skills. The Office of Student Disability Support Services is committed to providing all services and operating programs in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. Students with a physical or mental impairment that substantially limits a major life activity register with SDSS for accommodations. Through the provision of reasonable accommodations, it is the goal of SDSS to support the academic success of student with disabilities by continuously working to eliminate the physical, technical, and attitudinal barriers that can impede progression to graduation. Reasonable accommodations at the university include, but are not limited to, housing, dining, mobility, classroom and learning support services (i.e. note-takers, interpreters, technology, etc.) and testing services for course examinations and quizzes. The Office of Student Disability Support Services oversees all sign language and transcription services for students with hearing impairments. Morgan State University has a large population of international students with hearing impairments requiring interpreting services which serves to create collaboration between SDSS and various offices throughout campus including The Office of International Students and Faculty Services. The Office of Student Disability Support Services also provides outreach to local high schools and participates in orientation events on-campus to share information on reasonable accommodations for students with disabilities at Morgan State University. Collaboration efforts are made with all departments on campus as well as with faculty to ensure students with disabilities are supported.

Lesbian, Gay, Bisexual, Transgender, Queer, Ally (LGBTQA) Advisory Council
The LGBTQA Advisory Council was established by the University President, Dr. David Wilson, in 2013 to assess and make recommendations for improving the campus climate and resources for LGBTQA students, faculty and staff. In addition, its charge was to promote personal, physical, and emotional safety while identifying ways to create educational and social opportunities and inclusion of issues of sexuality and gender identity and expression in recruitment, accommodations, academic and social programming at Morgan State University. The LGBTQA Advisory Council continues to work on its Sustained Inclusivity Action Plan focused on facilitating LGBTQA inclusion within nine (9) areas at the University: Institutional Infrastructure and Policy; Academic Affairs; Student Affairs; Recruitment, Retention and Alumni Efforts; Housing and Residence Life; Campus Safety; Counseling and Health; Academic and Community Outreach; and Faculty and Staff Support. Through these efforts, the LGBTQA Advisory Council has made significant strides over the last year to ensure that issues of sexual orientation and gender identity and expression are included in the framework of diversity at Morgan State University, strengthen the University's commitment to gender identity and expression within the University community by providing trans-inclusive programs and services; assessing University policies and procedures to ensure specific attention to the development of trans –sensitive policies and procedures to support LGBTQ people.

Morgan State University also has a "***Safe Space***" program which offers strategies for preparing students, faculty, and staff to be effective allies to the LGBTQ community by placing a safe space symbol in a visible location in a person's office. This allows the LGBTQ community to identify those persons with whom they can talk without fear of repercussion. As Morgan State University continues to expand its borders, the University is poised to offer sustained commitment to LGBTQA awareness as we continue our efforts to inculcate global perspectives to "grow the future and lead the world."

COMMUNITY RELATIONS AND PARTNERSHIPS

Morgan continues to serve as a catalyst for positive change in the community. The University works with local, regional, national, and international governmental and private entities to fulfill its Diversity Plan. Examples of community initiatives include, but are not limited to, the following:

- The ***Morgan Community Mile Initiative*** is a university-community partnership that involves residents, businesses, public agencies, and other stakeholders in making the community a better

place. The five priority areas for the initiative are: 1) health and safety; 2) youth and education; 3) environment; 4) live-work-spend in the community; and 5) strengthening university/community relations.

- Morgan's ***Upward Bound Program*** provides first-generation, low-income high school students with access to postsecondary education as full participants. The Upward Bound is designed to enhance the academic and personal skills of qualifying Baltimore City Public School Students (BCPS) while preparing them while in high school for college admission, retention and graduation.

- During the third week of November every year, Morgan celebrates ***International Education Week (IEW)***. This campus wide celebration is led by the Division of International Affairs. IEW is an opportunity to celebrate the benefits of international education and exchange worldwide. Originally, this initiative was a joint venture between the U.S. Department of State and the U.S. Department of Education which was created to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences. Morgan State students, faculty, staff and neighboring communities are encouraged to attend and to participate in the week of events. The theme for 2016 was *"One Human Family: Unity in Diversity."*

- The International Student Organizations, led by the Office of International Student and Faculty Services hosts the ***FEVER Program***. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.

The University's ***Office of Community Service*** was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural and recreational needs of the under-represented, the educationally "at-risk" and the homeless residents in the Baltimore metropolitan area. By organizing multidimensional, holistic programs, which involve university students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural and recreational problems of Baltimore's inner city population. While each of the community service programs vary in size, structure, and focus, they share the same goal of improving the educational challenges of Baltimore's urban population.

IV. Other Central Diversity Initiatives

In recognition of the growing religious diversity among the faculty, staff and students within the University community, the University chapel offers chaplain services for various ministries to include: Episcopal-Anglican; Muslim; Lutheran; Baptist; Roman Catholic; Intervarsity; and Apostolic.

V. Hate Crime Reporting

Campus-based hate crime incidents are reported to and investigated by the University's Police and Public Safety Department. In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University publishes an annual Campus Security and Fire Safety Report. The report includes data on all campus-based hate crime incidents. Copies of the report are made available in hard copy and are posted on the University's website.

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Table A -1: Undergraduate Students Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	5761	92.9	2509	3252	5269	84.3	2303	2966	5318	84.4	2324	2994	5236	82.9	2286	2950	4891	76.9	2109	2782
American Indian or Alaska Native	12	0.2	4	8	21	0.3	10	11	17	0.3	4	13	16	0.3	6	10	10	0.2	4	6
Asian	46	0.7	25	21	86	1.4	37	49	70	1.1	40	30	40	0.6	27	13	58	0.9	41	17
Hispanic/Latino	59	1	20	39	182	2.9	78	104	208	3.3	92	116	226	3.6	91	135	220	3.5	89	131
White	102	1.6	49	53	126	2.0	75	51	127	2.0	69	58	114	1.8	54	60	120	1.9	70	50
Native Hawaiian or other Pacific Islander	0	0	0	0	7	0.1	3	4	6	0.1	4	2	5	0.1	3	2	5	0.1	4	1
Two or more races	0	0	0	0	213	3.4	75	138	222	3.5	88	134	215	3.4	93	122	190	3.0	81	109
International	219	3.5	122	97	277	4.4	174	103	303	4.8	205	98	416	6.6	338	78	724	11.4	622	102
Did not self-identify	0	0	0	0	71	1.1	28	43	31	0.5	13	18	51	0.8	28	23	144	2.3	69	75
Total	6199	100	2729	3470	6252	100	2783	3469	6302	100	2839	3463	6319	100	2926	3393	6362	100	3089	3273

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Table A-2: Graduate Students Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	792	77.1	294	498	932	72.0%	359	573	962	68.9	344	618	887	63.1	318	569	847	63.8	307	540
American Indian or Alaska Native	2	0.2	1	1	0	0.0	0	0	0	0.0	0	0	1	12.5	0	1	0	0.0	0	0
Asian	24	2.3	14	10	20	1.6	10	10	26	1.9	14	12	25	1.8	12	13	27	2.0	11	16
Hispanic/Latino	9	0.9	7	2	25	1.9	12	13	36	2.6	16	20	53	3.8	22	31	46	3.5	14	32
White	99	9.6	45	54	130	10.1	53	77	129	9.2	55	74	132	9.4	61	71	129	9.7	58	71
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0	0.0	0	0
Two or more races	0	0	0	0	35	2.7	13	22	37	2.7	13	24	40	2.8	13	27	40	3.0	13	27
International	100	9.7	51	49	144	11.1	83	61	197	14.1	109	88	260	18.5	141	119	228	17.2	116	112
Did not self-identify	1	0.1	0	0	8	0.6	3	5	9	0.6	4	5	8	0.6	3	5	10	0.8	3	7
Total	1027	100	412	615	1294	100	533	761	1396	100.0	555	841	1406	100	570	836	1327	100	522	805

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Table A-3: Faculty Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	324	59.3	175	149	225	43.6	126	99	236	43.3	123	113	301	46.5	154	147	339	48.6	173	166
American Indian or Alaska Native	11	2	8	3	3	0.6	1	2	2	0.4	1	1	2	0.3	1	1	3	0.4	2	1
Asian	28	5.1	22	6	25	4.8	18	7	24	4.4	18	6	34	5.2	26	8	35	5.0	27	8
Hispanic/Latino	5	0.9	4	1	4	0.8	3	1	4	0.7	4	0	9	1.4	6	3	10	1.4	7	3
White	113	20.7	73	40	87	16.9	52	35	74	13.6	41	33	97	15.0	56	41	102	14.6	63	39
Native Hawaiian or other Pacific Islander	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.2	1	0	1	0.1	1	0
Two or more races	7	1.3	3	4	9	1.7	4	5	8	1.5	3	5	14	2.2	7	7	12	1.7	6	6
International	57	10.4	33	24	70	11	43	27	60	11.6	35	25	79	14.5	46	33	92	13.2	57	35
Did not self-identify	2	0.2	1	1	137	7.8	67	70	125	8.7	65	60	150	10.9	68	82	104	14.9	52	52
Total	1096	100	533	563	1746	100	800	946	1443	100	665	778	1373	100	618	755	698	100	388	310

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Table A-4: Staff Comparison

	Baseline: AY-2010				AY-2014				AY-2015				AY-2016				AY-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	962	87.8	463	499	1047	72.6	465	582	955	69.6	418	537	950	69.8	416	534	1051	70.5	469	582
American Indian or Alaska Native	3	0.3	1	2	6	0.4	3	3	6	0.4	3	3	6	0.4	2	4	4	0.3	2	2
Asian	16	1.5	6	10	21	1.5	7	14	24	1.7	10	14	24	1.8	8	16	24	1.6	10	14
Hispanic/Latino	10	0.9	4	6	22	1.5	11	11	30	2.2	14	16	40	2.9	16	24	43	2.9	18	25
White	64	5.8	40	24	59	4.1	32	27	57	4.2	34	23	54	4.0	30	24	72	4.8	43	29
Native Hawaiian or other Pacific Islander	2	0.2	0	2	2	0.1	1	1	1	0.1	0	1	1	0.1	0	1	1	0.1	0	1
Two or more races	12	1.1	5	7	30	2.1	10	20	27	2	8	19	24	1.8	7	17	31	2.1	12	19
International	25	2.3	13	12	131	9.1	71	60	123	9	63	60	124	9.1	62	62	133	8.9	65	68
Did not self-identify	0	0	0	0	102	19.8	54	48	117	21.5	61	56	113	17.4	59	54	131	8.8	62	69
Total	546	100	319	227	516	100	294	222	545	100	298	247	648	100	354	294	1490	100%	681	809

ST MARY'S COLLEGE of MARYLAND
The Public Honors College

St. Mary's College of Maryland
Cultural Diversity Report

2017

Introduction

Cultural diversity is a foundational tenet of St. Mary's College of Maryland (SMCM) as emphasized in its mission statement, which states that "We foster… a community dedicated to honesty, civility, and integrity. We are committed to diversity, access, and affordability." Among the College's core values are: "the power of a diverse community", "social responsibility and civic-mindedness", and "civility and respect for self, others, and the environment." Additionally, promoting and embracing cultural diversity and cultural competence is essential to the success of the institution as a public honors college; hence, inclusion, diversity and equity (IDEs) is a prominent theme that recurs throughout the 2016-19 Strategic Plan (See Appendix A).

Being a champion of this theme, Dr. Tuajuanda C. Jordan, President of the College, commissioned five workgroups (beginning in January 2015) comprised of faculty, staff, and students to address inclusion, diversity, and equity (IDEs) issues on the institutional level. The initial charges of these groups were described in 2015 and 2016 reports (see Appendix B). Notably, in late Fall 2016 (November 2016), the College hired a senior-level administrator, Dr. Kortet Mensah, as its inaugural Associate Vice President of Diversity and Inclusion/Chief Diversity Officer (AVPDI/CDO) to spearhead the efforts of the workgroups and coordinate campus-wide IDEs initiatives such as those outlined in the Strategic Plan.

During 2016-2017, through the collaborative efforts of the AVPDI/CDO, members of the IDEs workgroups and various other campus members, SMCM continued to demonstrate its commitment to recruiting and retaining a diverse student and employee population, which was evident in various policies reviews and additions, recruitment strategies, curricular offerings, co-curricular and professional development opportunities, and assessment efforts.

I. St. Mary's College of Maryland's Cultural Diversity Plan

SMCM's 2016-19 Strategic Plan highlights its focus on serving a diverse student and employee population through infusing inclusion, diversity, and equity (IDEs) into various aspects of the College. An abbreviated summary of IDEs-related objectives in the plan follows:

- **Goal 1 (Objective 1 – 3):** Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community. This will be partially accomplished through increasing diversity among the student body (Objective 1); diversifying course offerings related to wellness, diversity, leadership, and financial literacy (Objective 2); and enhancing the academic and social integration of students in the campus environment (Objective 3).

- **Goal 2: (Objective 4):** Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location. This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion on which we were founded (Objective 4). In so doing, the campus will inventory its learning opportunities (via course offerings and workshop/training opportunities) for diversity-related content and pedagogical strategies as well as create a system for developing additional opportunities/offerings and a long-term plan for institution-wide IDEs efforts.

- **Goal 3 (Objective 1 – 2):** Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines. Toward this end, the College will increase its efforts to recruit/hire a diverse employee population (Objective

1) along with expanding efforts to create an inclusive environment that values and optimizes the strengths of a diverse workplace while supporting employees' professional excellence, personal well-being, and ability to thrive on campus (Objective 2).

- **Goal 4 (Objective 3-4):** Graduate prepared, responsible, and thoughtful global citizens. To accomplish this, the College will promote inclusion, diversity, and equity (via increased IDEs initiatives and professional development opportunities) to engage students in (and assist employees in working with each other and students while) challenging and abating injustice consistent with the St. Mary's Way (Objective 3 – 4).

- Increase the four-year graduation rate for underrepresented (racial/ethnic and first-generation college) students. Note: Although this objective is not explicitly listed in the Strategic Plan, the College is committed to supporting efforts aimed at enhancing retention and graduation rates of this student population.

Note: Refer to Appendix A for a more detailed listing of IDEs-related objectives in the Strategic Plan.

II. Recruitment and Retention of a Diverse Student Body, Faculty, and Staff

As documented in the College's annual Managing For Results (MFR) report to the Maryland Department of Budget and Management and the annual Performance Accountability Report (PAR) to the Maryland Higher Education Commission, SMCM has established a strong record of high retention and graduation rates for historically underrepresented students among Maryland's public colleges and universities. Guiding these successes are the College's current strategic goals for recruitment of underrepresented minorities (25%), out-of-state students (10%), first-generation students (20%), and students who received Pell Grants (20%). The recent performance on these goals and related recruitment strategies, which are articulated in the College's MFR and PAR documents, are described below and can be found in Appendix C (Tables 1 – 5).

As important as it is to attend to the diversity of our student body, St. Mary's College is equally committed to having a diverse employee population (faculty and staff). Hence, the College has set a goal, published in the MFR and PAR, to strive for diversity in the faculty and staff so that the composition reflects the aspired diversity of the student body. After having met and exceeded the previous faculty goal of 15% of full-time faculty belonging to minority groups, this goal was revised in 2016 to be even more aspirational and closer to the student target. The current goals are for 20% of full-time faculty and 28% of full-time staff to be from minority groups. Strategies for accomplishing these goals are outlined below and progress toward these goals over the last five years can be seen in Appendix C (Tables 6 - 7).

A. Recruitment

1. Recruitment of a diverse student body

St. Mary's College's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups as well as being sensitive to the needs of first-

generation college students and those from diverse socio-economic circumstances. Toward that end, in FY17, the Office of Admissions in partnership with other campus members engaged in multiple marketing strategies, attended college fairs, and maintained partnerships with organizations/programs connected to supporting underrepresented students' college matriculation. These efforts include:

Targeted Marketing Strategies:

- Aligned geographical recruitment territories with counselors' strengths and knowledge.
- Ensured that electronic and print communications included a wide range of students representing diverse cultures, in order to help all students envision themselves at SMCM.
- Continued to increase the clarity of admissions and financial aid materials and processes as well as provide financial support (in form of a fee waiver) in efforts to increase the ease and cost of applying to the College. These efforts are particularly important for helping more students from underrepresented communities feel confident and comfortable applying and enrolling at SMCM.

In-Person Events: College Fair Attendance, Campus Visits, and Receptions:

- Attended 25 college fairs including: 14 college fairs at predominately African American and Hispanic high schools, 10 College Bound Foundation college fairs, and *Mi Futuro Hispanic College* fair at the University of Baltimore (specifically for minority students, many of these students noted English as their second language, ESOL).
- Hosted multiple campus visits, which included school bus trips for students from underrepresented areas (e.g., cities and rural areas).
- Held several receptions/open house events on and off campus, namely in Baltimore. One such reception involved 26 prospective students and their families gathering at the Aquarium in Baltimore during which they interacted with the Admissions staff and the College's President, Dr. Tuajuanda C. Jordan.

Partnerships

- Bolstered partnership with College Bound, a foundation that works with students from Baltimore City to remove barriers and create access to college. As a strong supporter of SMCM, they help identify and recruit students who have the potential to thrive at the college. Toward this end, Admissions staff visited College Bound's headquarters and hosted the College Bound Foundations administrators (on SMCM's campus) to strategize about methods for identifying and recruiting potential students.
- Collaborated with the College's DeSousa Brent Scholars Program to identify and recruit students who would be a good fit for St. Mary's College. The DeSousa-Brent Scholars Program, is a SMCM program that provides a highly structured college experience to promote the success of students from diverse populations (e.g., low income, racially/ethnically underrepresented, first-generation, and/or from rural or urban high schools).
- Partnered with the Strive For College Program to support the recruitment of students are first-generation students.
- Increased articulation agreements with Maryland's community colleges for the purpose of recruiting from and enhancing relationships with these institutions, especially those that serve a large population of students from underrepresented backgrounds.
- Maintained partnership with Ruffalo/Noel-Levitz to implement financial aid modeling that provides appropriate aid to students who enroll at the College.

Staffing and Admission Decision Model

- Continued implementing a "Holistic Admissions Decision Framework" that extends beyond GPA and SAT scores to include the student's family background and personal qualities that highlight an applicant's fit and future success at St. Mary's College.
- Expanded diversity of staff composition and their professional development regarding diversity issues. Recent new staff hires include professionals who were first-generation college students and from under-represented backgrounds.

As a consequence of these recruitment efforts, the College was able to recruit a first-year class that exceeded the target for the percentage of minority students for the fourth year in a row, and once again nearly met the target for those receiving Pell grants (only 1/2 a percentage point below). Additionally, the College continues to attract a significant portion of its entering class from first-generation college students. Although the percentage dropped slightly to 18% (after three years at 19%, just below the target of 20%), current estimates indicate that first-generation students will represent an increased proportion of the FY18 incoming class (24%). Refer to Table 1 (Appendix C) for more details.

2. Recruitment of a diverse faculty and staff

Several strategies were implemented in FY17 to work toward attracting and retaining diverse faculty and staff, which is also a prominent aspect of the Strategic Plan. Strategies include:

- Advertising in national venues that reach a broader, more diverse group of applicants and enhance our ability to develop the widest candidate pool possible. Search committees also placed ads in journals and newsletters having a predominantly minority readership, and identified and inquired with top doctoral programs for candidates of color.
- Utilizing an advertising format that includes an introduction to the College and an updated Equal Opportunity (EEO) Statement that explicitly states St. Mary's College's mission of embracing diversity and inclusion. Additionally, all advertisements, announcements, and letters soliciting applications include a brief statement of the College's policies on non-discrimination, our status as an affirmative action/equal opportunity employer, and our goal of attracting candidates with interests in serving students from underrepresented groups.
- All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.
- Faculty and senior administrator advertisements require applicants to include their commitment to diversity in their application materials.
- Search committees are educated on best practices in recruiting a diverse pool of candidates, which include anti-bias materials, mindful search committee composition, advertising placements, and other Human Resources training. They are also required to ensure that the list of candidates who are selected for phone and on-campus interviews is diverse, which is accomplished by working with their Vice Presidents to identify and implement steps to ensure diversity of the list. At least a third of all finalists brought to campus to interview are expected to be well-qualified underrepresented minorities.

Additionally, the Office of Human Resources (HR) updated the Affirmative Action Plan (AAP) to provide statistical data detailing the representation of underrepresented minorities by job group. The data enabled the College to establish specific, metric-based goals to attract, employ, advance and retain diverse and qualified individuals without discrimination based on gender, race, ethnicity, disability or status as protected veterans.

In keeping with the Strategic Plan, the College also engaged in multiple initiatives to: (1) enhance hiring practices, (2) develop policies and statements that affirms the College's commitment to non-discrimination and employment of international employees, (3) develop professional development training/programming and mentoring opportunities, as well as (4) examine employee compensation and benefits. Moreover, the College hired a recruiter, who is responsible for increasing the College's access to diverse candidates and candidates for hard to fill positions. Both this recruiter and the Director of HR attained certification as diversity recruiters.

Early indications are that these strategies have been successful; for example, 46% (6 of 13) of new tenure-track faculty members beginning in Fall 2017 are members of a minority group.

B. Retention

St. Mary's College gauges its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates, as detailed in Tables 3 - 5, Appendix C. These data are monitored regularly as we measure our institutional effectiveness in reaching the established targets in each area.

1. Strengthening Retention and Graduation of a Diverse Student Body

In the previously mentioned reports (MFR and PAR), a target rate was set to retain at least 90 percent of students of all characteristics from the first to the second year, a measure that is the foundation for the end goal of degree completion. The first-to-second year retention rate for minority students has been fairly close to and in some years better than the rate for the overall student population (see Table 2, Appendix C). Also, after a one-year decline in FY16, the overall six-year graduation rate (Fall 2011 cohort graduating by 2017) returned to previous higher levels (78%) in FY17, although not quite reaching the target of 80%. Six-year graduation rates for Hispanic students (79%), first-generation students (74%), and Pell grant recipients (68%) remain strong and at or near individual targets. Moreover, while the specific target for the first to second-year retention rate was not met in FY16, the rate has remained high and relatively stable for the past five years. Early estimates indicate that this rate will increase for the entering class of Fall 2016 returning in Fall 2017.

Four-year graduation rates for FY17 (Fall 2013 cohort graduating by 2017), as seen in Table 3 (Appendix C) were lower than previous years, both overall and in almost all groups. This is likely an anomaly regarding the Fall 2013 cohort, as most four-year rates are projected to rebound in the coming years. Six-year graduation rates for minority students and for African-American students in particular continue to be low this year, below targets and below the overall six-year rates for all students.

Recognizing that students from diverse backgrounds have varying needs, St. Mary's College has taken a multimodal approach to supporting our goal of maximizing retention and graduation rates. For example,

the College has instituted the use of a national risk analysis tool, the Student Interest Survey, to identify at-risk students and intervene with appropriate and targeted support. Additionally, the Beacon Student Success module, which is a comprehensive early-alert system, was implemented on a pilot basis in Fall 2016. This module coordinates communication with students among the faculty and staff most centrally involved with them as well as allows us to identify students who may be at risk and help design interventions that can be implemented early in the students' career. We also train faculty academic advisers in intrusive advising, which includes meeting early and often with students to identify potential concerns when they are more readily addressable. Professional staff also provide academic and career advising, while peer mentors in first year seminar classes and student teaching assistants in a variety of courses provide additional academic support to enhance student success.

Similarly, in efforts to intervene early, St. Mary's College is investigating expanding course offerings outside the traditional fall and spring semester schedule (e.g., expanded summer offerings, a winter or J-term) to provide opportunities for students to make up missing credits and still graduate in a timely fashion. This plan is based on recent analysis indicating that far fewer students of color, particularly African-American students, enter the College with advanced placement credits placing them at a disadvantage in achieving four-year graduation.

The DeSousa-Brent Scholars Program, another avenue for supporting underrepresented students, selects students who are from diverse backgrounds (e.g., low income, racial/ethnic, first-generation, rural or urban high schools). Many are students of color coming from Baltimore and Washington DC. The program provides a highly structured college experience to promote student success. Students are eligible to attend a two week summer bridge program before their first year, have intensive advising (meeting every 3 weeks), are enrolled in the same first year seminar as other DeSousa-Brent Scholars (to facilitate cohort building), and in second semester enroll in a leadership seminar where they must carry out a campus-wide leadership project. Funding from the state has allowed us to expand the DeSousa-Brent Scholars program from its initial focus on the first year to a four-year, developmentally appropriate program designed to support students through graduation. Data in Table 4 (Appendix C) suggests that DeSousa-Brent scholars continue to be successful compared to the overall student population, especially over the past three years; however, there was a decline in these students' retention and graduation rates for FY17. To preemptively address these issues, the program instituted various academic and social programs geared toward providing additional support, particularly for sophomores through seniors (e.g., leadership development, graduate school preparation, selecting a major, fall retreat to remain engaged during mid-semester, degree audits, stress/time management, social programs to build community with other students in the program, etc.).

The five STEM degree programs (math, computer science, biology, chemistry and physics) have developed Emerging Scholars Programs (ESP), which incorporate a seminar approach to enhance the student experience in gateway courses in each field. The ESP model invites students, many of whom are from underrepresented groups, to participate in an evening (non-remedial) seminar as an adjunct to their introductory course sequence. The seminars support the students by providing challenging but low stakes (participation only) grading and socially supportive environment as students work through difficult problems in groups. These seminars are held in an informal atmosphere, which also opens up lines of communication between the students and their instructors. Additionally, social activities are held to help students create social networks that support their interests in STEM fields. The ESPs have generally been successful at improving outcomes for populations who historically struggled with these

introductory courses. For example, from 2010-2014, 75% of under-represented minority students who participated in the Computer Science ESP were retained in the discipline, as compared to 31% of minority students who had not participated.

The STEM Navigator Scholarship Program, described in previous reports, provides financial, academic and social support to students who are members of historically underrepresented groups in STEM fields and who intend to major in one of these fields at St. Mary's College. The program matches students with a mentor in their chosen field, and facilitates field trips with other Navigators. Students participate in the ESP in their chosen field, and attend enrichment workshops on summer research opportunities and graduate school. Outcomes to date suggest that the program is successfully enhancing retention in science and math. The first four cohorts of students included 25 students (11 transfer students and 14 first-time students), 96% of whom have either graduated with a STEM degree or are still enrolled in a STEM program as of Fall 2017. The one student who is not currently enrolled is on a medical leave of absence and has expressed intention to return.

Finally, with the current economic climate there is growing concern about the affordability of college, particularly for groups who find it more difficult to graduate in the traditional four years (but are successful at completing within six years). College research has found that students from the lowest socioeconomic groups have been the most vulnerable to the cost of rising tuition. Hence, St. Mary's College worked with State policy makers to reset the state's funding formula, which was approved during the 2017 General Assembly session, to include State support for health care and wage increases to help maintain affordability, and to establish a performance based funding incentive based on achieving six-year graduation rates. Another avenue of support for these students include the use of the Beacon software to help us engage a "success network" for each student (consisting of certain faculty and professional staff members, academic advisers and peer advisers). This network should facilitate the identification of students' needs earlier and the opportunity to connect them with resources to help them persist through graduation.

According to analysis shared in the MFR, performance measures reveal that students receiving need-based aid in their first semester are successfully persisting at the College, as shown in Table 5 (Appendix C). While the specific performance targets were not all met this year, students receiving need-based aid performed on a level comparable to the overall student population with regard to first-to-second year retention, four-year graduation, and six-year graduation.

2. Faculty and Staff Retention

Retention is also critical for maintaining a diverse faculty and staff. All faculty and staff participate in orientation and other essential onboarding processes, which are tailored to the particular needs of the faculty and staff involved, and are designed to provide the employee with information on job expectations, resources, and opportunities. The College's Staff Senate also continue to fine-tune its recently instituted mentoring program for staff; these changes included examining ways to infuse diversity-focused efforts geared towards further supporting the success of staff at the College.

Faculty mentoring programs begin at the start of the academic year and extend throughout the first and second years. Every effort is made to provide all pre-tenure faculty with intensive pedagogical, scholarly, and profession-focused mentoring, as well as active cohort support groups. This intentionally connects

faculty of different perspectives to enhance the support toward successful teaching, research, and contributions to the College. To further enhance the mentoring program, in 2016 – 17, Academic Affairs piloted a new research-driven model for Faculty Mentoring Cohort for all new tenure-track and full-time visiting faculty. This new model involves a three-semester program that matches small groups of incoming faculty with at least two established faculty to widen networks of psychosocial support, mentoring advice, and peer group networking, which are key factors to better retention and professional success for underrepresented groups in academia.

The College has also committed to a positive work environment and as such has administered the COACHE Survey for faculty in Spring 2017. The COACHE data analysis investigated the relative satisfaction of minority faculty and non-minority faculty; results were sent to the Provost in late July 2017 and will be analyzed and shared with the campus community in Fall 2017.

III. Efforts to Promote Positive Interactions and Cultural Awareness

St. Mary's College is committed to providing learning opportunities (in and outside the classroom) that enhance each member's ability to positively interact with diverse individuals while creating a strong sense of community in which all members thrive and are successful. This commitment is evident in course offerings, diversity-focused professional development of employees, campus-wide diversity trainings, and social support for underrepresented groups, which enables campus members to meaningfully contribute to an educational and work environment that embraces IDEs.

A. Curricular Initiatives Promoting Diversity in the Classroom

The focus on cultural diversity at St. Mary's College extends throughout the curriculum, and the addition of curricular offerings is a goal within the new Strategic Plan. Most departments in the Humanities and Social Sciences already offer significant coursework designed to expand students' understanding of cultural diversity, including courses such as "Native American Culture and History," "African American Culture," "Cross-Cultural Psychology," and "Sociology of Race and Ethnicity." Students can select electives in such a way as to support further inquiry in these areas within their disciplinary majors; we also offer cross-disciplinary majors in Asian Studies and Latin American Studies, as well as minors in both these areas and also in African and African Diaspora Studies.

The College's Core Curriculum includes two requirements that are key to enhancing cultural diversity as a component of the educational experience. One of these is a course in International Languages and Cultures — a subject explicitly taught at St. Mary's College in such a way as to embed language study in a study of culture. The second requirement is called "Cultural Perspectives," and includes classes designed to help students better recognize the ways their own culture shapes their thinking and the ways in which culture more generally shapes an individual's world view. Courses might examine theories of race and ethnicity, explore the experiences of people and societies in various cultures, or investigate diverse issues related to both globalization and the variability of experiences within particular cultures.

Valuing the continual development of its employees, the College assembled a team of faculty and staff, named Teaching and Learning Workgroup, to develop a plan for a new Center for Inclusive Teaching and Learning. This Center will provide professional development opportunities for faculty and staff to employ high impact classroom practices with a diverse student population (e.g.,

neurodiverse/neurodivergent students, students from underrepresented groups). The team sponsored a workshop (for the College's Teaching Excellence Workshops series in August 2017) that focused on strengths-based approaches to addressing students' varying needs in the classroom. They will also present a report outlining plans for the Center to the Provost, Dr. Michael Wick, in late Fall 2017.

Another new initiative the College embarked on was convening a group of faculty (named Social Justice Workgroup) in Spring 2017 to develop learning outcomes and summarize strategies (e.g., classroom and institutional) needed to support a social justice requirement in the curriculum. This requirement would entail students taking a class during their first/second year (as a lower-level experience) and another class in their third/fourth year (as an upper-level experience). This group will pilot the lower level social justice learning outcomes in certain sections of CORE 101 (first year seminar) in Fall 2017 and produce a report in January 2018. The efforts of the Social Justice Workgroup are an extension of the curriculum proposal submitted by the Education and Training Workshop, which was one of the five workgroups originally commissioned by President Jordan (see Appendix B).

B. Cultural Training Programs and Co-curricular Initiatives Promoting Diversity Outside of the Classroom

The College's Strategic Plan also includes initiatives to expand existing efforts to promote diversity and inclusion within the co-curriculum. During 2016-17, the College community engaged in several trainings/workshops and film screenings that explored diversity-focused issues as well as continued its efforts to support historically underrepresented students via social support and student organization opportunities.

1. Cultural Training Programs

To enhance employees' ability to support students from diverse backgrounds, the College provided and/or paid for external training opportunities for faculty and staff. These trainings included campus members increasing their knowledge and skills in working with multicultural, underrepresented and underserved students (e.g., students of color, LGBTQIA, neurodiverse, varying physical and psychological functioning, etc.) as well as ways to address sexual assault issues. These efforts were spearheaded by staff in the Wellness Center and Disability Support Services, and the Title IX Coordinator. Specifically, the Wellness Center staff participated in trainings that examined the role of multiculturalism, social justice, personal biases and prejudices in determining best practices for holistic health care of diverse students, especially those from underrepresented and underserved populations. Disability Support Services also held trainings for faculty and staff to help them support the successful application, enrollment and retention of students with varying ability levels (e.g., neurodiverse students, students with physical and psychological challenges, etc.). And, the Title IX Coordinator held several training sessions with faculty, staff, and students to address: general Title IX knowledge, options and resources; bystander intervention; and the College's new civil rights adjudication model.

Moreover, the Education and Training Workgroup (refer to Appendix B), in collaboration with the AVPDI/CDO, have implemented a two-stage, campus-wide diversity training program that includes an online diversity training module followed by several in-person group sessions to discuss ways to apply the training's contents. The combined program captures three key aspects of social justice/change (e.g.,

awareness raising, knowledge acquisition, and skill development/application). The campus embarked on the two-step training process in Summer 2017 and will continue through Fall 2017.

2. Co-curricular Initiatives

The College provided several opportunities to enhance campus members' ability to support and engage with diverse individuals. These opportunities included community conversations and events (e.g., lectures, speaker series, film screenings, etc.) that examined various diversity issues (e.g., racial climate on campus, microaggression, LGBTQ issues, sexual assault/violence, bystander intervention, relationship violence, etc.).

Moreover, to explore campus members' views about the College's climate and related needs, the College implemented an assessment protocol via the Thrive Analysis, which included various rounds of in-person interviews/focus groups and electronic surveys. Results from these sessions will be utilized to create a formal instrument to capture students' sense of thriving and belongingness/inclusion; a similar process is underway to develop an assessment protocol and formal instrument for the faculty and staff.

To provide targeted support to students, the College's student program MAPP (Multiculturalism, Advocacy, Partnership and Programming), mentioned in previous reports, engaged students in leadership development to better understand issues involving diversity, inclusion, social identities, social justice, facilitation skills and conflict resolution. Students in this program, called Navigators, used their training to orchestrate a number of campus events regarding challenging diversity-related issues/events. Additionally, several of the Navigators were trained in Summer 2017 to facilitate the in-person sessions for the campus-wide DiversityEdu training.

Another avenue for supporting students and promoting positive interactions on campus involves the LGBTQ Student Services, which provides programming and resources for gender and sexual minority students on-campus, as well as educates the entire campus community on these issues. It hosts annual events (e.g., National Coming Out Day, Trans Day of Remembrance, Pride parades, Lavender Graduation, etc.) and sponsors the Rainbow Room, which serves as an LGBTQ resource room for the entire campus. Additionally, beginning in August 2016, diverse offices across campus collaborated to address the inclusion of transgender students' chosen names in various campus systems thereby offering a new service to trans students.

Campus clubs and organizations, many of which are student-run, help support the intellectual and social growth of students once they matriculate at St. Mary's College. Several of these organizations focus on the needs of traditionally underrepresented students and/or celebrate diverse cultures and identities. Among these organizations are: Active Minds (mental health awareness), American Sign Language, Asian Pacific American, Association of Computing Machinery-Women and Minorities (ACM-WAM), Augsburg-Canterbury Fellowship (Episcopal religious group), Black Student Union, Best Buddies, Cultural Dance, Feminists United for Sexual Equality, Gambian Culture Club, International Club, Intervarsity Christian Fellowship, Jewish Student Union, Latinos Unidos, Minority Association of Pre-Medical Students, National Alliance on Mental Illness (NAMI), Newman Society (Catholic religious group), St. Mary's Triangle and Rainbow Society (LGBTQ student group), Transgenda, Women in Leadership and Development (WILD), and Women In Science House. The Wellness Center's staff in collaboration with

other offices (e.g., Title IX, Disability Support Services, etc.) also provide support groups for diverse students (e.g., students of color, LGBTQIA, students with autism, etc.).

St. Mary's College promotes diversity through a variety of campus programming including Heritage Months and Weeks. Annual lectures, film series, gallery exhibits, and musical performances are promoted on campus to expand the College community's understanding of diversity. By example, the College hosts the annual Martin Luther King, Jr. Prayer Breakfast, which brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

V. Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes and bias-motivated incidents may be violations of the College's Student Code of Conduct or Employee Handbook as well as violations of law. The College encourages anyone who is the victim or who witnesses a hate crime or a bias-motivated incident to report it to the Office of Public Safety, the Office of Human Resources or the Title IX Coordinator (for crimes or bias-motivated incidents based on gender, gender identity or sexual orientation). Any crimes that are reported to the College that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013 ("VAWA"), are reported to the St. Mary's County Sheriff's Office ("Sheriff's Office"). In accordance with Title IX and the Memorandum of Understanding between the College and the Sheriff's Office ("MOU"), if the victim of sexual violence elects not to pursue criminal action or chooses to remain anonymous, the Sheriff's Office will not conduct an investigation until such time the victim requests a criminal investigation be initiated.

The Sheriff's Office may take the lead on investigating hate crimes. Depending on the circumstances, the College may also conduct its own investigation (e.g., allegations of violations of the College's Policy Against Sexual Misconduct or allegations of violations of the Code of Conduct or Employee Handbook). Where appropriate, the College will defer investigation until the Sheriff's Office has conducted its investigation in accordance with the MOU. Criminal charges may only be instituted by the State's Attorney. The College may also pursue a disciplinary action against a student or an employee of the College, including sanctions up to and including probation, suspension, expulsion, or termination of employment.

At the end of each month, Public Safety completes a hate crime report as part of its Uniform Crime Report ("UCR"). Hate crimes also are reported annually as required by the Clery Act and the Violence Against Women Act (VAWA).

In addition, the College has implemented a Bias Response Team to assist individuals or targeted groups with options to address bias-motivated incidents and to develop community responses. See Appendix B for more information regarding the College's Bias Response Team.

V. Conclusion

St. Mary's College remains committed to the pursuit of an inclusively diverse and equitable campus community, which aligns with the foundational concepts of tolerance that were set forth by the original

Maryland colonists. We celebrate our success but recognize that our mission to ensure that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's capacity to support students with the need-based financial aid they often require. As the College Foundation's endowment recovers from the economic recession, the student financial need continues. Fulfilling the financial needs of the changing student body remains a challenge and the College is dedicated to exploring means to bridge the gaps in access. High retention and graduation rates are documented strengths of St. Mary's College leading to recognition and support from the Governor and legislators. During the 2017 General Assembly session, the College worked with State policy makers to reset the state's funding formula, which was approved to support efforts intended to further boost retention and graduation rates.

The College recognizes that promoting cultural diversity is essential to the mission of the institution and to its long-term sustainability. President Jordan is firmly committed to improving the College's ability to recruit, retain and enhance the success of a diverse student and employee population. Toward that end, the College has implemented new approaches and programs to recruit and retain underrepresented minority students, faculty, and staff, which is an integral component of the 2016-2019 Strategic Plan.

Appendix A: St. Mary's College of Maryland's Strategic Plan

Inclusion, Diversity and Equity (IDEs) is a prominent theme that recurs throughout St. Mary's College of Maryland's 2016-19 Strategic Plan. Namely, the IDEs related goals/objectives focus on recruiting and retaining a diverse student and employee population, which include:

- **Goal 1:** Attract intellectually ambitious students who thrive in and respect a diverse, collaborative learning community.
    - Objective 1: Increase the diversity of the student body, including out-of-state and international students.
        - Metrics:
            - Increase out-of-state enrollment (students originating from outside of Maryland) of the incoming class to 13%
            - Increase international student population of the incoming class (FTFY) to 3%
            - Increase the number of students from underrepresented minorities of the incoming class to 31%.
            - Increase the first-generation (first to earn a baccalaureate degree) population of the incoming class (FTFY) to 20%

    - Objective 2: Provide opportunities that promote academic collaboration, intellectual growth, and lifelong wellness within and beyond the formal curriculum.
        - Metric: Establish course on wellness, diversity, leadership, and financial literacy (1 each)

    - Objective 3: Enhance the academic and social integration of students in the campus environment.
        - Metrics:
            - Increase satisfaction with academic experience by 30%
            - Increase satisfaction with social experiences by 20%
            - Increase access to support for help with managing non-academic responsibilities by 50%
            - Increase use of academic support services by 30%

- **Goal 2:** Engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location.
    - Objective 4: Promote a community and academic environment that embodies the principles of diversity and inclusion on which we were founded.
        - Metrics:
            - Create inventory of coursework for diversity content, currently used pedagogical strategies that focus on diversity, and regular offerings of workshops/trainings that promote inclusivity.
            - Establish system that supports development of courses/experiential learning activities with a primary diversity focus
            - Incentivize departments to offer experimental diversity courses
            - Develop long-term plan for promoting diversity across the entire institution

- **Goal 3:** Attract and retain a diverse staff and faculty who achieve excellence across the liberal arts in the teaching, scholarship, creative works, and practice of their disciplines.
    - Objective 1: Increase the diversity of staff and faculty, and provide an inclusive environment that optimizes the strengths of a diverse faculty and staff.
        - Metric: Increase underrepresented (gender and racial/ethnic) minorities in new hires to 30%

    - Objective 2: Develop holistic initiatives that support professional excellence and personal well-being, creating a work environment where employees thrive.
        - Metric: Establish a baseline of employee needs for the first year.
            - Baseline includes needs of faculty and staff as indicated in the Thrive survey, Planning & Facilities housing survey, and COACHE survey.

- **Goal 4:** Graduate prepared, responsible, and thoughtful global citizens.
    - Objective 3: Promote inclusions, diversity, and equity to engage students in challenging and abating injustice consistent with the St. Mary's Way.
        - Metrics:
            - Increase college-wide IDE initiatives (by 50% AY 2016 and AY 2017, by 25% AY 2018)
            - Faculty and staff participating in two approved IDE-related professional development activities per year (100% by AY 2016)
            - Increase IDE webpage traffic (50% AY 2017 over AY 2016 baseline)

    - Objective 4: Promote responsible citizenship through leadership, environmentally responsible engagement and stewardship, and an appreciation for the community.
        - Metric: Faculty advisors trained to coach and mentor IDE student leaders (5 faculty AY 2017)

- Increase the four-year graduation rate for underrepresented (racial/ethnic and first-generation college) students
    - Note: Although this objective is not explicitly listed in the Strategic Plan, the College is committed to supporting efforts aimed at enhancing retention and graduation rates of this student population.

Appendix B: Inclusion, Diversity and Equity (IDEs) Workgroups

In January of 2015, President Jordan commissioned five working groups (all comprised of faculty, staff, and students) to address diversity and inclusion issues on the institutional level. Collectively, the groups represent the establishment of the College's Inclusion, Diversity, and Equity (IDEs) initiative.

- Education and Training is tasked to develop and implement campus-wide education and training for diversity and inclusion, which includes long-term curricular, co-curricular, and professional development structure to deepen campus members' understanding of cultural diversity, enhance their cultural competency, and reinforce the College's ethos of inclusivity.
- Campus Culture, Policies and Programming is charged to develop and implement an assessment protocol that examines the College's climate, policies and procedures, and curricular and programming needs. Results from the assessments will inform strategies to address the College's needs.
- Civility and the Embodiment of Our Ethos is tasked to develop and implement processes for instilling our ethos, *The St. Mary's Way*, into all aspects of the campus community (via curricular and co-curricular programming) and to ensure that the College community regularly tends to these ideals.
- Title IX is charged to develop and implement procedures to increase transparency and the sense of safety for students who report sexual misconduct.
- Hate and Bias, in an effort to increase the sense of campus safety, is tasked to develop and implement policies and processes for responding to hate and bias incidents (see Appendix D) .

The ongoing work and progress of the IDEs Work Groups is communicated regularly to faculty, staff, and students by means of the IDEs web site (http://www.smcm.edu/inclusion-diversity-equity-initiative/). The site features IDEs updates and events, and maintains a record of significant cultural diversity communications from the president and other community members.

Appendix C: Data Tables

Table 1. Characteristics of entering students, Fall 2012 to Fall 2016

Characteristics	FA12	FA13	FA14	FA15	FA16
Entering first year class who are minorities (Goal: 25%)	17%	27%	33%	27%	31%
Entering first year class from outside of MD (Goal: 10%)	15%	10%	6%	8%	7%
Entering first year class from first-generation households (Goal: 20%)	15%	19%	19%	19%	18%
Entering first year class receiving Pell Grants (Goal: 20%)	12%	23%	18%	21%	19%

Source: MFR Goal 2 (2017)

Table 2. First to Second Year Retention Rates, FA11 – FA15 cohorts

Student Group	FA11-FA12	FA12-FA13	FA13-FA14	FA14-FA15	FA15-FA16
All Minority	86%	84%	81%	86%	84%
African- American	79%	78%	82%	82%	86%
Hispanic	93%	86%	87%	86%	82%
All students (Goal: 90%)	87%	90%	86%	86%	87%

Source: Office of Institutional Research

Table 3. Four and Six Year Graduation Rates by Entering Cohort and Graduating Semester

Four Year Graduation Rates					
Student Group (Goal)	**FA09-SP13**	**FA10-SP14**	**FA11-SP15**	**FA12-SP16**	**FA13-SP17***
All Minority (59%)	59%	57%	54%	63%	51%
African-American (51%)	54%	41%	49%	48%	49%
Hispanic (70%)	55%	68%	71%	67%	48%
First-Generation (65%)	63%	58%	68%	79%	60%
Pell recipients (58%)	41%	56%	66%	76%	57%
All students (70%)	67%	65%	70%	72%	67%

Six Year Graduation Rates					
Student Group (Goal)	**FA07-SP13**	**FA08-SP14**	**FA09-SP15**	**FA10-SP16**	**FA11-SP17***
All Minority (74%)	69%	80%	84%	68%	65%
African-American (71%)	70%	77%	83%	56%	56%
Hispanic (80%)	65%	79%	86%	82%	79%
First-Generation (78%)	73%	84%	77%	69%	74%
Pell recipients (68%)	64%	78%	65%	69%	68%
All students (80%)	79%	81%	78%	73%	78%

Source: MFR Goal 2 (2017)

*Data is preliminary pending Summer 2017 graduation.

Table 4. DeSousa-Brent Scholars Performance Metrics – Four Most Recent Cohorts

First-to-Second Year Retention Rates				
Student Group	**FA12-FA13**	**FA13-FA14**	**FA14-FA15**	**FA15-FA16**
DeSousa-Brent Scholars (Goal: 88%)	85%	80%	93%	88%
All students (Goal: 90%)	90%	86%	86%	87%

Four-Year Graduation Rates				
Student Group	**FA10-SP14**	**FA11-SP15**	**FA12-SP16**	**FA13-SP17 (Prelim)**
DeSousa-Brent Scholars (Goal: 70%)	50%	48%	63%	60%
All students (Goal: 70%)	65%	70%	72%	67%

Six-Year Graduation Rates				
Student Group	**FA08-SP14**	**FA09-SP15**	**FA10-SP16**	**FA11-SP17 (Prelim)**
DeSousa-Brent Scholars (Goal: 80%)	77%	83%	67%	48%
All students (Goal: 80%)	81%	78%	73%	78%

Source: Office of Institutional Research

Table 5. Persistence and Graduation of Students Receiving Need-Based Aid at Entry

Measure	2013	2014	2015	2016	2017
First-to-second year retention (Goal: 90%)	91%	86%	86%	84%	NA
Four-year graduation rate (Goal: 70%)	63%	64%	71%	75%	66%
Six-year graduation rate (Goal: 80%)	71%	84%	76%	72%	75%

NA = not yet available

Table 6. Percent Minority Full-time Faculty and Staff, Fall 2012 through Fall 2016

	FA12	FA13	FA14	FA15	FA16
Percent minority of all full-time tenured or tenure-track faculty (Goal: 20%)	14%	17%	17%	18%	16%
Percent minority of all full-time (non-faculty) staff (Goal: 28%)	25%	24%	23%	24%	24%

Source: MFR Goal 2 (2017)

Table 7. Percent Minority Among Newly Hired Faculty and Staff, AY 2012-13 through 2016-17

	2012-13	2013-14	2014-15	2015-16	2016-17
Full-time faculty (tenure-track or visiting)	20% (3/15)	17% (3/18)	0% (0/4)	22% (4/18)	6% (1/18)
Executive staff	100% (1/1)	33% (1/3)	50% (1/2)	0% (0/1)	100% (1/1)
Other administrative staff	4% (1/26)	21% (5/24)	28% (5/18)	11% (3/28)	NA
Total faculty and administrative staff (Goal: 30%)	**12%** (5/42)	**20%** (9/45)	**25%** (6/24)	**15%** (7/47)	NA

Source: Office of Institutional Research
NA = not yet available

Appendix D: St. Mary's College of Maryland Bias Response Protocol

"Founded on the site of Maryland's first capital, the College stands as a living legacy to the ideals of freedom and inclusiveness." The first words of the St. Mary's College of Maryland mission statement clearly articulates the importance of creating space for a variety of intellectual freedoms while at the same time striving for a learning environment that is free of violence, harassment and discrimination. Achieving our aspirations requires embracing the responsibility to recognize and respond to bias-related incidents that impact our campus and the surrounding community.

This protocol was developed to provide the St. Mary's College community with information on the process for reporting a bias-motivated offense and resources available for anyone who is a target of such an offense.

Whom can I report to?

If you are the target of or a witness to any bias-motivated incident, we encourage you to immediately contact the Office of Public Safety. Public Safety will begin the process of collecting critical information and they will also share with you the numerous support resources available to you including Counseling Services, LGBTQ Student Services, and the Dean of Students Office. They may also notify the Student Affairs on-call professional to assist you with any follow-up that may be requested.

If you choose, you may also report information anonymously through the Department of Public Safety Silent Witness website: http://www.smcm.edu/publicsafety/reporting/silent-witness-form/ Because it is anonymous, follow-up by a staff member is very limited. However, reporting these incidents will allow us to understand the types of bias-related incidents that are occurring in our community and assist us in working to ensure they do not continue to occur.

You may also choose to speak with a member of the Bias Response Team privately to explore your options for reporting and/or resolving any bias-related incident.

Bias Response Team Membership & Meetings

The Bias Response Team will consist of a cross section of the St. Mary's College community (faculty, staff, administrators, and students) who serve to: (1) provide direct support to any individual(s) affected by a bias incident or hate crime, (2) document the incident for information gathering and archival purposes, and (3) coordinate responses to incidents of bias that take place on our campus and/or between St. Mary's College affiliated individuals (e.g. employees, students). The Team will meet periodically throughout the academic year to review reported bias incidents and/or to receive relevant training.

Members (2016 – 2017)

Leonard Brown, Jr., Dean of Students
Conor Burke, Student
Katie Gantz Associate Dean of Faculty
Clint Neill, Assistant Director of Student Activities
Melvin McClintock, Assistant Director of Human Resources and AA/EEO Officer,
Kortet Mensah, Associate Vice President of Diversity and Inclusion (Ex-Officio)

What happens after I report?
Depending on the nature of the incident, a formal or informal investigation will be conducted. Formal investigations will be handled by the Office of Public Safety. Informal investigations will be handled by the Dean of Students. Once the investigation is completed, the target of the incident will be contacted to discuss available options for further action. If there is no specific target, the Bias Response Team will work with the targeted group to figure out appropriate next steps.

A member of the Bias Response Team will be in touch with the target of the incident as a follow up to the initial report. The group member will work to ensure resources are made available to the target and assist the target in navigating the different options that may be available to them. The Bias Response Team will assist as much or as little as requested.

In some cases, due to the nature of the incident and/or the impact of the incident on the broader community, the College may deem it necessary to put out an institutional response. This decision would be discussed with the victim(s) of an incident and no identifying information would be shared publically.

Definition of Bias-related incident
St. Mary's College views bias-related incidents as discrimination and harassment. St. Mary's College of Maryland does not discriminate or condone discrimination on the basis of race, sex, gender/gender identity & expression, color, religion, creed, age, genetic information, disability, national or ethnic origin, sexual orientation, or marital status.

Although the expression of an idea or point of view may be offensive or inflammatory to some, it is not necessarily a violation of our Code of Student Conduct or law. While St. Mary's College embraces the free exchange of ideas essential to an academic community of inquiry, we will not tolerate personal threats, real or perceived, or behavior that violates the law or our Code of Student Conduct.

Resources for faculty and staff
Faculty or staff who feel they have been a target of or a witness to a bias-related incident should contact the Office of Public Safety. Public Safety will follow a similar process of information gathering as listed above.

You should also contact Melvin McClintock the Assistant Director of Human Resources/AA/EEO Officer by calling (240) 895-4309 to explore your options for reporting and/or resolving any bias-related incident.

Support & Partners
The Bias Response Team will provide direct support by guiding any targeted individuals or witnesses through the process for reporting bias-motivated incidents. The Bias Response Team members will also connect individual(s) to campus resources as additional sources of support. In addition, members will partner with individuals affected by bias incidents and when appropriate hate crimes to identify appropriate responses for address.

Documenting Reports
The Dean of Students will maintain summary reports of bias incidents and hate crimes for information gathering and archival purposes. Through record keeping, the Bias Response Team will be better

equipped to identify any patterns of bias and discrimination that exist on campus which will inform the College's efforts towards incident response and diversity education. The names of targets, witnesses, and perpetrator(s) will be excluded from these records for privacy purposes. In addition, documentation will allow the group to evaluate effectiveness of responses with the purpose of improving the College's response and education around incidents of bias and discrimination. Data collection will be coordinated with Public Safety to ensure compliance with the Clery Act with regards to hate crimes occurring on college campuses.

Coordinating Responses

The Bias Response Team will work in conjunction with other campus resources to coordinate responses (e.g. Academic Affairs, Residence Life, Counseling Services) to bias incidents/hate crimes. Responses to bias incidents will be both proactive and responsive. It is our aim that all responses are educative in nature, educating the community on what constitutes bias and the impact bias has on a community. The Bias Response Team will NOT be involved in the investigative aspects of bias incidents. St. Mary's College Office of Public Safety and/or the Office of Human Resources (and when applicable The Sheriff's Office) will continue to be the primary investigators.

Maryland Independent Colleges and Universities Association

MICUA

Maryland Independent College and University Association

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Stevenson University

Washington Adventist University

Washington College

Cultural Diversity Report

2017

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INTRODUCTION

• Statutory Requirement

The Maryland General Assembly passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland Higher Education Commission (MHEC). In addition to the campus data, the MICUA report includes an analysis of best practices used by independent institutions to enhance cultural diversity. As defined in statute, "cultural diversity" means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. As noted in *Maryland Ready: The 2013 Maryland State Plan for Postsecondary Education*, "The State believes that colleges and universities are uniquely and better positioned to help students develop cultural competency than many other entities, given the diversity that exists on most campuses."

• MICUA Diversity at a Glance

All institutions of higher education are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The figures for students are disaggregated by race and ethnicity. Based on 2016 IPEDS enrollment data, 35 percent of undergraduate students enrolled at MICUA member institutions are students of color. Hispanic students are the fastest growing population at MICUA colleges and universities. Between 2007 and 2016, Hispanic undergraduate student enrollment increased by 145 percent, while African American undergraduate student enrollment grew by 27 percent. In comparison, total undergraduate student enrollment grew by only 2 percent at MICUA institutions. Based on IPEDS graduation rates, more than half of the MICUA State-aided institutions have eliminated the graduation gap between students of color and the general student population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 24 percent of full-time faculty members at MICUA institutions are minority and 8 percent are African American or Hispanic.

- **MICUA Commitment to Diversity**

All MICUA member institutions are actively engaged in efforts to create a welcoming and inclusive campus community, serve culturally diverse students, and hire culturally diverse faculty and administrators. As required by law, the *MICUA 2017 Cultural Diversity Report* is a summary of the many programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity during the 2016-17 academic year. The report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices. Many of the examples provided in this document are ongoing, multi-year practices and programs that have proven effective. Other examples reflect new initiatives and emerging trends.

- **MICUA Cultural Diversity Survey**

In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on programs that promote and enhance cultural diversity. All 13 MICUA member institutions that receive State Sellinger funds responded in writing to the following survey questions in spring 2017:

1. Does the mission statement of the institution demonstrate a commitment to providing an inclusive learning environment for underrepresented ethnic groups? (Include relevant statements.)

2. Does the institution include diversity goals in its long-range strategic plans? If so, list those goals.

3. Has your institution established an office of diversity and multicultural affairs and/or assigned staff to coordinate programming and oversee the range of issues related to diversity? Describe these efforts.

4. Is cultural literacy a component of the institution's general education requirements or elective programs? (Please describe.)

5. Describe how the institution's print and electronic promotional materials reflect populations with varied ethnicity, race, national origin, age, and gender groups.

6. Describe campus activities and organizations that recognize and celebrate diverse populations, such as clubs, lectures, exhibits, workshops, food tastings, fashion shows, dance performances, films, etc.

7. Provide examples of campus efforts to recruit and support a diverse student population, such as community outreach, college preparation, tutoring, mentoring, financial assistance, intervention services for at-risk students, and college and career advising. Include student support services, orientation programs, first-year seminars, and academic

support designed to assist culturally diverse students.

8. Describe financial aid programs or scholarships designed to promote cultural diversity.

9. How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?

10. Describe efforts the institution has made in the past year to recruit diverse faculty, as well as mentoring and professional development programs designed to support culturally diverse faculty members at the institution.

11. How is cultural diversity reflected in the institution's leadership? Describe efforts the institution has made to recruit diverse administrators. Include mentoring and professional development programs in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions.

12. Describe how the institution assesses its performance in promoting cultural diversity.

13. What program would you like to implement to enhance cultural diversity if resources were available?

EXISTING PRACTICES AND PROGRAMS

• Mission Statements

All MICUA member institutions are committed to providing a diverse learning environment and community. MICUA colleges and universities value diversity highly and include it in their mission statements. Listed below are several examples of mission statements adopted by MICUA institutions.

The mission of **Capitol Technology University** is to "educate individuals for professional opportunities in engineering, computer and information sciences, and business." The University provides "relevant learning experiences that lead to success in the evolving global community." In its values statement, the University describes itself as "an organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefits a diverse community of learners."

Goucher College is dedicated to "a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking." The College's principal objectives are "to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, a sense of social responsibility, and a system of personal and professional ethics." The College believes these goals are best achieved "in an environment that responds to students both as individuals and as members of multiple groups."

Hood College's mission statement commits to providing an inclusive learning environment for underrepresented ethnic groups. The College's mission statement, newly revised in June 2016, states, "Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement."

Johns Hopkins University's *Roadmap on Diversity and Inclusion* describes the University as "an intellectual community that draws an extraordinary constellation of individuals from across the country and around the world, each of whom brings a unique background and perspective."

It states that "university leadership must commit to and be vigilant in fostering and developing the channels through which various perspectives can be sought and leveraged, enriching the excellence and effectiveness of our work." The University aims "not only to have our students learn facts, figures, and critical thinking but also to inspire a greater sense of the complexities of a multicultural world and a clearer understanding of how to engage and grapple with diverse groups and ideas."

Diversity and inclusion are explicit and central components of **Loyola University Maryland's** mission statement, core values, and strategic planning. The mission statement reads, "Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms … Loyola also seeks to encourage all of its constituents to respect, value, and welcome the inherent value and dignity of each person as a gifted contributor to the community as a whole."

Maryland Institute College of Art's (MICA) newly revised mission and vision statements describe the institution's role in providing "transformative art and design education for a diverse and ever-changing world." The College "seeks to serve students of all backgrounds, throughout the nation and across the globe. Our student body is a universe of multiplicity, and our curriculum strives to be correspondingly multi-dimensional, intersectional, and flexible." Further, MICA is "integral to the city's fabric as a socially engaged anchor institution … As such, we interact with our urban setting imaginatively and responsibly, for the mutual benefit of our diverse student body and Baltimore's communities."

In its mission statement, **McDaniel College** is described as "a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility."

Mount St. Mary's University includes diversity as part of its mission statement and "strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and

moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens." As part of its Inclusive Excellence mission, the University "will make conscious decisions to create a nurturing and welcoming campus climate where similarities and differences are respected and supported by ensuring the active participation of the entire campus community. Campus-wide initiatives will enhance the understanding and appreciation of the diversity of our campus, local, and global community."

The mission statement of **Notre Dame of Maryland University** states that the University "educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility."

The **St. John's College** diversity statement states the aim of education is the liberation of the human intellect. "This is an education for all, regardless of a person's race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability or sexual orientation." Students and teachers also learn from their differences and discover their shared humanity by "reading great books and struggling together with the fundamental questions that they raise."

Stevenson University's mission statement describes the University as "an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference … The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world."

Washington Adventist University regards diversity as a crucial factor. Based on its mission statement, the University "admits students of any race, gender, age, disability, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, age,

disability, color, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school- administered programs."

The mission statement of **Washington College** reflects its commitment to challenging and inspiring "emerging citizen leaders to discover lives of purpose and passion." The College offers a campus environment that welcomes diversity in thought, identity, and opportunity, and is committed to providing opportunities to engage with diverse students, faculty, and staff. The College "welcomes people of all backgrounds and beliefs who wish to participate in a diverse educational community." The College also "strives to be a place where all students, faculty, administrators, and staff are able to live, study, and work in an atmosphere free from bias and harassment."

• Strategic Plans and Goals

Many MICUA colleges and universities identify and highlight diversity in their strategic plans and goals. MICUA members create welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities. For example, **Goucher College's** goals developed in 2016-17 include strategies to "create a culture that is transparent, student-centered, collaborative, and data-driven; improve the student experience and the value of a Goucher degree; focus communication and align practice with what is distinctive about Goucher; and become more affordable while maintaining quality."

Hood College includes several references to diversity and support for underrepresented populations in its strategic plan for 2017-20. These strategies include initiatives "to increase recruitment efforts of undergraduate and graduate international students; recruit more diverse board members, faculty and staff; increase recruitment and strengthen support services for veteran and active military students and their families; conduct comprehensive review of shared governance policies, processes and practices; and strengthen understanding and participation in shared governance by all constituents."

At **Johns Hopkins University,** the **School of Nursing's** strategic plan includes the following aims: "cultivate a welcoming and inclusive campus environment with opportunities to learn and work in a diverse range of settings; recruit and retain a diverse faculty, staff and student body;

ensure that our students acquire the knowledge, experience and competencies to succeed in a diverse and interconnected world; and enhance pathways for underrepresented minority faculty and staff to move into leadership positions." Likewise, the **School of Medicine** strives to "create a culture where diversity, inclusion, civility, collegiality and professionalism are championed, valued and exhibited through actions, incentives and accountability."

Mount St. Mary's University shares similar goals in its plans. In its Institutional Diversity goals, the University pledges to "enhance the campus climate for inclusion; recruit and retain a more diverse student body, faculty, and staff; and prepare all of our students, faculty, and staff to thrive personally and professionally in a world that is diverse, global, and interconnected."

In its 2015-20 strategic plan, **Notre Dame of Maryland University** states, "We will provide a dynamic and diverse campus culture where students experience and are empowered by campus citizenship and opportunities for personal and professional success." Additionally, one of University's sub-goals is to provide students with opportunities to develop connectedness, empowerment in relationships, and respect for diversity.

Washington College, in its long-range strategic plan, commits to "increase the racial, ethnic, religious, sexual orientation, national origin, and socio-economic diversity of the student body; support and recruit excellent teacher-scholars and staff committed to the distinctive character of a Washington College education; and increase the racial, ethnic, and gender diversity of faculty and staff."

- ## Leadership to Foster Diversity

Most MICUA member institutions have established offices of diversity and multicultural affairs to demonstrate their commitment to enhancing cultural diversity on campus and have assigned staff to coordinate programming, work with students, and oversee the range of issues related to campus diversity. Also, many colleges and universities have created committees, workgroups, and task force groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives to build an inclusive environment.

In 2016, **Goucher College** reorganized its offices and structures to better support its diversity, racial equity, and inclusion initiatives. The College's Center for Race, Equity, and Identity

(CREI) has now been in existence for two years, with an Assistant Dean of Students – Race, Equity, and Identity, Assistant Director for LGBTQIA Students, international student advisors, and multiple student interns. The College's Assistant Dean of Students supervises the Center's operations, programmatic efforts, and advocacy for students of color, first-generation students, socioeconomically disadvantaged students, LGBTQIA students, and international students.

In June 2016, **Hood College** restructured several positions within the Division of Student Life, including the positions of Director of International Student Services and Multicultural Affairs and Assistant Director of Student Engagement. Also in 2016, the College established a Task Force on Transgender Inclusivity to explore, review, and recommend best practices and policies that will affirm and support transgender students, faculty, and staff at the College. For example, all single-occupancy bathrooms were designated as gender neutral facilities last summer.

In 2016-17, **Johns Hopkins University's** student affairs division added a new position, the Associate Dean of Diversity and Inclusion. The Associate Dean oversees several areas, including multicultural affairs, LGBTQ life, gender equity, and campus ministries. In addition, the JHU Social Justice and Equity Collective, comprised of several offices and departments (Office of Multicultural Affairs, Center for Africana Studies, Center for Social Concern, and Urban Health Institute) has provided insightful programmatic offerings to highlight social justice issues and activism. In November 2016, the University's **Bloomberg School of Public Health** formed the Diversity Advocate Network, comprised of at least one faculty member from each department who serves as liaison between Dean's office, departments, and search committees with the goal of ensuring implementation of the School's Faculty Diversity and Inclusion plan.

Loyola University Maryland has adopted a multi-office, multi-position approach to institutional diversity and is in the process of establishing the President's Council for Diversity, Equity, and Inclusion. The University will hire a senior leader to establish and implement an overall strategic plan. The approach includes ALANA (African, Latino, Asian, Native American) Services, the Center for Community Service and Justice, and the Women's Center. The University has also implemented a multi-position approach through the positions of Assistant Vice President for Human Resources and Title IX Coordinator, Assistant Vice President for Student Development and Title IX Deputy, Associate Vice President of Student Life for

Inclusion and Community Development, and Assistant Director of Interfaith and Ecumenical Ministries.

In 2016-17, **Notre Dame of Maryland University** restructured and elevated its existing Director of Student Leadership and Inclusion position to an Associate Dean for Inclusion and Community Standards. This position will allow the University to enhance programming, generate education on issues of diversity and inclusion, and provide oversight to the range of issues relevant to community members.

In August 2016, **Stevenson University** hired a new Assistant Vice President to provide leadership and oversight for the University's Office of Multicultural Experience. In February 2017, the University opened the Center for Diversity and Inclusion, which is a physical space where open conversations about diversity routinely occur. In fall 2017, the President's Working Group, including the President, Vice President for Human Resources, Vice President for Student Affairs, Assistant Vice President for Multicultural Experience, and Director of Talent Management, was established to coordinate University-wide diversity initiatives.

Washington Adventist University's Office of Diversity is led by the Vice President for Ministry and has a Diversity Steering Committee to provide vision and guidance. The responsibility of the Committee is to serve as an advisory group, facilitate and coordinate initiatives, develop programs, and support training and conflict resolution. Three action teams (administrative, student, and academic) serve as the voices of the Committee and help ensure accountability.

• Inclusion of Cultural Diversity in the Curriculum

Most MICUA member institutions include cross-cultural components in their general education requirements. Students satisfy these diversity requirements by taking courses in areas such as ethnic studies, nonwestern civilizations, foreign languages, diversity, and inclusion. In course syllabi and school honor codes, diversity of thought and opinion are promoted and protected. Described below are a few examples of undergraduate and graduate courses and programs that promote diversity.

Capitol Technology University values and incorporates diversity into the curriculum. One of the University's assessment principles states: "Graduates will be able to demonstrate an understanding of different cultures and values." The curriculum is examined and taught using a global lens, and students are encouraged, and in some cases required, to address cultural diversity in course assignments. The Department of Business and Information Sciences, for example, incorporates global and cultural diversity topics throughout the program. Case studies are used to examine topics and issues associated with cultural diversity. Textbooks are examined to ensure they include diversity issues appropriate to the topic of study. Additionally, the University's library offers monthly programs that feature diversity topics, including special displays, literature recommendations during Black History Month, and guest speakers on Women in Science.

During the 2016-17 academic year, all incoming undergraduate students at **Johns Hopkins University** were required to participate in a two-hour "Identity and Inclusion" program. This interactive workshop was developed to help students reflect on their identities and learn about the importance of diversity and inclusion within the Hopkins community. During the workshop, students spoke with fellow students about their campus experiences, learned more about the University's diversity resources, and explored opportunities to enhance their learning around identity, inclusion, and social justice. At the graduate level, the University's **School of Education** places teacher candidates in high-needs professional development schools with diverse enrollments in the Baltimore-Washington corridor. The School offers multicultural education and culturally responsive teaching courses for its Master of Arts in Teaching, Ed.D., and Ph.D. programs. These courses explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis, teacher candidates determine the best way to positively impact students, regardless of ethnicity, gender, socioeconomic status, or sexual orientation. In addition, the University's **Carey Business School** offers courses that cover cultural literacy issues, themes, and topics, including Teamwork and Diversity in a Global Environment, Global Business, and Managing in a Diverse and Global World.

Maryland Institute College of Art (MICA) includes cultural literacy as a component of the institution's general education requirements in both the liberal arts and in the Foundation/First

Year Program. MICA's Foundation program has historically had a focus on cultural literacy and experiential learning. For example, in the core course "Elements of Visual Thinking," one of the course learning outcomes is to "expose students to the value of collaboration, teamwork, and community in a local, regional, national and global context." Over the past two years, the Foundation Program has undergone extensive review and redevelopment, resulting in a new program called the First Year Experience (FYE), launched for incoming students in fall 2017.

McDaniel College's general education requirements are part of the "McDaniel Plan." To meet the learning goals for "Global Citizenship," students must "develop an understanding of the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens." To fulfill this requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus. In addition, McDaniel's Global Fellows Program, launched in 2012, is a curricular/co-curricular program that provides a formal opportunity for students from all academic backgrounds to deepen and broaden their understanding of global issues, develop heightened intercultural competencies, and cultivate new skills. In May 2016, the College graduated its first cohort of 12 students who completed these requirements, thereby earning the "Global Fellows" distinction on their academic records. There are currently over 60 McDaniel College students participating in the Global Fellows Program.

Washington Adventist University has discussions on a regular basis regarding the importance of embedding diversity into the curriculum. For example, the Department of Biology and Chemistry consistently addresses issues of diversity in both disciplines. The Department of Education offers the elementary education and special education dual certification program, and instruction in diversity is embedded in course objectives and activities. All teacher candidates are required to complete a course on exceptionalities, which focuses on recognizing and planning for diverse needs of students in a variety of classroom learning experiences. In addition, the program requires teacher candidates to take coursework in working with diverse students.

• Publications and Promotional Materials

MICUA member institutions develop and disseminate publications and electronic materials to reach students, prospective students, faculty and staff, alumni, and the community. To create a

welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups. In addition, information related to events and services for diverse populations is featured in newspapers, student handbooks, and institutional websites.

Students of color make up more than half of the population of **Capitol Technology University,** which features its diverse student body in all print and electronic promotional materials. The University's newsletter, *Capitol Chronicle,* includes photos and articles on diverse, accomplished alumni and faculty who have made significant contributions to the University and to their fields. The University posts diverse photos and articles on its various social media accounts including Twitter, Facebook, and Instagram, among others, to create an inclusive online community.

Diversity and inclusion are guiding principles in **Loyola University Maryland's** print and electronic promotional materials. These include the website, videos, advertisements, social media channels, *Loyola* magazine, and admission materials for undergraduate and graduate students. Examples can be found throughout the University's website and YouTube channel. For example, the "Humans of Loyola" campaign is a student-run social media initiative that highlights diverse groups in the campus community. "Strong Truths Well Lived" is a television commercial representing Loyola's diverse campus community. Campus Ministry launched "Stories in Solidarity," a Facebook page that includes student and community member stories about their commitment to racial justice. "A Hound's Life" is a student blog that features diverse undergraduate writers.

Johns Hopkins University's Carey Business School strives to demonstrate diversity and to accurately reflect the School's diverse population in its publications. The Marketing and Communication Office considers factors such as gender, ethnic background, age, sexual orientation, national origin, and beliefs when representing the Carey community. This includes representing diversity in both written content and imagery. In addition, the School's website is optimized for users with disabilities and complies with standards established by the Americans with Disabilities Act (ADA). Likewise, the University's **Paul H. Nitze School of Advanced International Studies (SAIS)** produces print materials that profile women, underrepresented

minorities, foreign students, and older mid-career professionals. During the upcoming year, SAIS plans to place advertisements with HBCU Connect and the Association of Professional Schools of International Affairs (APSIA).

Diversity and inclusion are explicit and guiding principles in **St. John's College's** materials, including the College's website and print publications. *The College* magazine features stories and profiles on a range of students and alumni, reflecting their diversity. Recruitment materials and videos on the College's admissions portal also feature students from diverse backgrounds.

Washington College is excited about the changing demographics of the students it recruits, as well as the diverse intersecting social and cultural identities that make up its community of students, faculty, staff, alumni, and supporters. Promotional materials are designed to reflect these broadly diverse populations, and the College Relations and Marketing team works to accurately reflect not only the varied backgrounds of its students, but to showcase their unique strengths, achievements, and outcomes. The Global Education Office works closely with College Relations and Marketing to create specific promotional materials for international exchange partner schools to help attract visiting exchange students to campus. The College also works to have male/female, international/domestic, and racial diversity in its stories and images in ways that accurately reflect the campus population.

- ## Activities and Organizations

MICUA member institutions take a holistic approach to promoting diversity on campus through a combination of student organizations, cultural celebrations, workshops, lectures, and special events to create an inclusive and supportive environment. These events are usually free and open to the public and college community. The following are some noteworthy current examples.

Capitol Technology University has several clubs and organizations that support culturally diverse students. The National Society of Black Engineers is active at the regional and national levels in its mission to encourage minorities to pursue engineering and technical-related degree fields at the undergraduate and graduate levels. The University hosts a chapter of the Society of Women Engineers, the largest nonprofit education and service organization representing women students and professionals in engineering and technical fields. In addition, Capitol's oSTEM student group unites LGBT students and their allies who are studying in STEM fields.

Johns Hopkins University's Krieger School of Arts and Sciences builds diversity through education and collaboration. The School's departments and programs host seminars and lectures that feature diverse topics and speakers. The "HCIE–Different Together Forum" featured Councilman Bill Henry and brought together individuals, committees, departments, and units on the Homewood campus that are involved with or interested in working to improve diversity and inclusion on campus. The "JHU Forum on Race in America," which began in 2015, is an ongoing discussion on race and racism, and their effects on American culture. The "Philosophy and Center for Africana Studies Conference on Race, Recognition, and Respect" featured prominent race and identity scholars in philosophy and other humanities disciplines.

During the 2016-17 academic year, the President's Task Force on Diversity, Equity, Inclusion, and Globalization at **Maryland Institute College of Art (MICA)** charged the Program and Engagement Sub-Committee with the development and delivery of programs that address issues around diversity. For example, the "Baltimore Rising" exhibit in the Lazarus Center brought together a broad survey of works by 15 artists—most with significant ties to Baltimore—who address the social, economic, political, and racial issues that propelled the City to the national spotlight in 2015. An artists' panel titled "Can Artists Ignite a Revolution?" was held on campus in November 2016. This event focused on the role of the arts in revolution, featuring photographer J. M. Giordano, visual artist and musician Paul Rucker, and multidisciplinary artist and educator Joyce J. Scott. Also over the past year, multiple MICA student clubs and organizations hosted events promoting diversity, including Asian Student Alliance events highlighting Asian food and culture, as well as an event celebrating the Lunar New Year; MICA's Jewish student organization, OY!, which hosted a community Sukkot building and cultural lesson, as well as traditional dreidel games; and the Queer Trans Non-Binary group, which organized a day of remembrance open mic night.

Stevenson University offers a variety of resources to enhance diverse campus life. During the 2016-17 school year, the University hosted a day-long conference for LGBTQAI+ student leaders in the Baltimore area. The Office of Multicultural Experience collaborated with various campus constituencies to develop programming for National Hispanic Heritage Month, which included a fiesta sponsored by the Organization of Latin American Students. In addition, the University's annual fall symposium brought together representatives of law enforcement,

forensics employers, and minority and women employee organizations to focus on diversity and inclusion in law enforcement agencies and forensics professions.

In April 2017, **Washington Adventist University** held a week of diversity celebrations, involving various student clubs and organizations and featuring the cultural heritage of one club per day, including food from that particular culture. Throughout the year, Campus Ministries held a weekly convocation featuring speakers and presentations on a variety of topics. For example, during Black History Month, students presented an engaging and informative series of programs and skits that highlighted significant events in Black history. The campus also celebrated Latino Heritage Week with several speakers and programs. In spring 2017, the University focused on women's issues and provided opportunities for members of the campus community to sign petitions to end violence against women.

- **Support Team: Recruitment, College Preparation, Intervention, and Community Outreach**

A support team is essential to effectively implement diversity plans and must include campus staff dedicated to recruitment, community outreach, college preparation, and intervention services for at-risk students. MICUA members take action before, during, and after students apply and are admitted to their institutions, providing students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

As part of its mission to educate a diverse community of learners, **Capitol Technology University** provides internal programs and engages in meaningful external partnerships to recruit and retain diverse students. In 2013, the University secured a five-year, $655,000 grant from the National Science Foundation to support its efforts to recruit high-ability, high-need STEM students. Capitol was a founding member of First Generation College Bound and has maintained a board seat since 1990. Capitol also maintains active ties with College Bound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. The University offers the Capitol Institute for Student Success, a free program for at-risk entering freshmen that provides developmental coursework in mathematics and English during the summer months. In addition, Capitol sponsors an annual STEM career expo for high

school juniors and provides bus transportation to the event. The expo features hands-on STEM experiments and highlights academic and career opportunities available in the STEM fields.

Goucher College expanded its diversity recruitment efforts this year. The College conducts in-person student recruitment in 32 states and provides on-campus enrollment assistance for students and families. The College held the Maryland Scholars Program orientation for admitted applicants in April, in conjunction with "Got into Goucher Day." Goucher continues to offer the Goucher Video Application (GVA) as an option in the admissions process. Fifty-two percent of students who applied with the GVA self-identified as minority. In addition, Goucher offers numerous community outreach opportunities through courses, student clubs, and organizations. Weekly signature programs supported by Student Leaders for Civic Action provide opportunities for students who are interested in para-professional roles, including Animal Welfare, which provides monthly volunteer opportunities in local animal shelters and rescue groups such as the Baltimore County Humane Society; the Environment Justice Initiative, which provides volunteer opportunities for environmental beautification and clean-ups in Baltimore parks and waterways; and Baltimore City's Project PLASE, which provides volunteer opportunities for recovering perishable food from Goucher's dining halls for people in need. Also, the highly popular Goucher Prison Education Partnership (GPEP), which began in 2012, enrolls more than 60 students incarcerated at Maryland Correctional Institution for Women and the Maryland Correctional Institution–Jessup, who are taught by Goucher faculty, volunteer students, and professors from other institutions.

Hood College ensures its campus reflects the surrounding population through the recruitment of students from urban areas such as Baltimore and Washington, D.C. Hood recruiters also maintain contact with guidance offices and college advisors at high schools in these areas. Once students are on campus, those who identify as minority members are encouraged to join Multicultural Buddies, a peer mentoring program comprised of current students who help first-year students with their adjustment to campus. International students at Hood can join a similar program called International Buddies, and participants are assigned host families who play a vital role in their transition. Hood recruits international students through the Davis United World College (UWC) Scholars Program. Hood enrolls 2-3 new UWC Scholars with outstanding credentials and potential each year. These students receive a full scholarship for four years. The

College's Center for Academic Achievement and Retention offers general studies and mathematics support for students who need assistance in improving basic reading, writing, and mathematics skills. First-year students who need to sharpen these basic skills can also join the First Year Seminar pilot program.

Each college, school, and division at **Johns Hopkins University** provides unique programs to promote diversity among students, faculty, and staff. The University's **Whiting School of Engineering** houses the majority of its community outreach programs in the Center for Educational Outreach (CEO). The CEO serves 2,500 kindergarten through twelfth grade students and teachers in Baltimore to develop community partnerships and increase exposure to and interest in STEM for underserved communities and schools. In 2015, Whiting entered into a 10-year partnership with Barclay Elementary/Middle School to develop a project-based curriculum that emphasizes critical thinking and engineering. For Whiting's graduate students, the Office of Graduate Admissions provides fee waivers or reduced fees for applicants from select organizations which serve underrepresented and minority populations. The School has also started attending and recruiting at the California Forum for Diversity, Graduate Horizons (graduate school mentoring for Tribal Nation students), and the EOP STEM Diversity Expo, which focuses on students with disabilities and veterans. Likewise, the University's **School of Nursing** has a strategic recruitment plan that includes visiting diverse colleges and universities, including historically Black colleges, and hosting exhibits at various conferences. Exhibits have been held at regional and national conferences of the National Black Nurses Association, the Hispanic Nurses Association, and the Annual Biomedical Research Conference for Minority Students, among others. Faculty members attend and incorporate information about the School's programs into conference visits to attract underrepresented minorities.

Loyola University Maryland continues to provide a diverse and inclusive campus environment by offering an array of programs and student groups which form a solid support network. First-year students are paired with upper-class students through the ALANA Mentoring Program to supplement biweekly academic and career enrichment workshops offered to all students in areas such as time management, study tips, and different learning methods. ALANA Services' pre-fall Multicultural Awareness Program assists first-year students in acclimating to campus life through academic enhancement, intercultural exploration, social adjustment, and community

service. ALANA Services coordinates the Ignatius Scholars Program for 30 first-year students who identify as first-generation, demonstrate significant financial need, or come from a diverse background. This program, which offers assistance with the academic and social transition to college life, is made possible through ALANA Services' collaboration with the Academic Advising and Support Center and a grant from the Maryland Higher Education Commission.

Maryland Institute College of Art (MICA) prides itself in creating many levels of support services, programs, and activities for diverse students. In April 2017, MICA hosted its second annual "In/Depth" weekend, the primary purpose of which is to build a pipeline for underrepresented students into the College. This year's program focused on Baltimore area high school sophomores and juniors. MICA's Diversity Mentor Network, now in its 25th year, has evolved to mirror the growing population of diverse students, expanding to provide first-year Hispanic/Latino, Asian, Native American, International, and LGBTQIA students with upper-class mentors. MICA also provides a wide variety of supportive resources and programs, including orientation sessions which focus on gender identity/sexuality and building inclusive communities. MICA's Community Arts and Services program places students into numerous Baltimore communities to bring art and art education to underserved populations. MICA also provides sessions on global travel and work opportunities for both domestic and international students and internship orientations designed to specifically support international students and their immigration needs.

The Office of Admissions at **McDaniel College** has created a seven-year strategy for new student recruitment that includes work with community-based organizations in multiple states, diversity based campus visit programs and bus tours, and peer mentors, trained by the Director of Diversity and Multicultural Affairs. In 2016, McDaniel and the Howard County Public School System (HCPSS) announced the Teachers for Tomorrow (T4T) program to provide full scholarships, tuition, and room and board to a select group of students who have committed to work in HCPSS for three years after graduation. T4T was created to increase the diversity among HCPSS teachers and the overall workforce, while providing college access to academically talented students with limited resources. In addition, McDaniel's Student Academic Support Services (SASS) Office partners with students, faculty, and staff to promote students with disabilities to be independent, self-advocate, and achieve their full academic potential. The

College also offers the First Year Program to provide support for new first-year students and transfer students. Every new student is assigned a peer mentor to support the transition into McDaniel during the first year. In summer 2016, the College established the EDGE Experience to further assist students with their acclimation to McDaniel. During the academic year, participants in the program meet periodically with upper-class students, faculty, and staff in order to continue their academic and social development.

This year, **Mount St. Mary's University** continued its ongoing efforts to promote diversity on campus through initiatives such as the Native American Scholarship Program and Third Century Scholars Program. All students are assigned academic advisors and mentors who serve as first-year seminar professors and coordinate small bi-weekly classes to maintain ongoing contact between advisors and students. Further, the Mount's Career Center provides ongoing career development guidance for all students.

In August 2016, **Notre Dame of Maryland University** fully launched its new Academic Pathways Program (APP). This program is designed for students who are motivated in their academic work but may need additional support at the start of their college career. The University's Trailblazers Program provides ongoing, vital support to help first-generation students in the Women's College reach their personal and academic goals. The University welcomes diverse students to campus by embedding diversity and inclusivity initiatives into student leader training, summer orientation, Welcome Week, and NDMU 100 (First Year Seminar). All staff who participate in these activities are required to complete diversity awareness training. Counselors in the Counseling Center are provided clinical training and supervision throughout the year to develop multicultural competencies and sensitivities. The training broadens the counselors' understanding of the roles that a student's culture, identity, ethnicity, race, gender, and other aspects of diversity play in the counseling process.

St. John's College encourages diversity of students and thought on campus. The Admissions Office acts on the campus' commitment to diversity by offering fly-in programs, organizing special tours for prospective students, and hosting the Summer Academy, an on-campus summer college experience for high school students. The College also exposes students to diverse populations by offering opportunities to engage with and give back to the greater Annapolis community. For example, St. John's students lead tutoring programs at the Stanton Community

Center and at Bloomsbury Square Community Center for kindergarten through eighth grade students. St. John's also sponsors a Dr. Martin Luther King, Jr. dinner, a Fannie Lou Hamer award event, and a "MLK Lift Every Voice" concert to further celebrate diversity.

Stevenson University values on-campus diversity, organizes events and programs to foster an inclusive environment, and offers social support for all students. For example, Safe Space Training provides attendees with an overview of the LGBTQ+ experience by focusing on proper pronoun usage; LGBTQ+ first impressions; core vocabulary; differences between gender identity, sexual orientation, and biological sex; heterosexual privilege; student and faculty/staff scenarios; and allyship. Stevenson's Office of Academic Support provides tutoring services from diverse tutors and staff and has collected donations from the community to create an on-campus food pantry for students with food insecurities. The University also actively recruits diverse students through the Coordinator of Multicultural Recruitment in Undergraduate Admissions, community outreach events with organizations that serve diverse students, and scholarships for students in diversity-based organizations. Stevenson extends its support of diverse students with workforce preparation during the annual Diversity Career Expo. The Expo highlights diversity recruiting initiatives of various employers; allows students to have candid conversations around diversity recruiting; creates pathways for employers to meet with diverse, capable Stevenson students; and facilitates connections between students and potential employers.

In 2015, **Washington College** launched George's Brigade. This program works with high-performing students whose families would otherwise not have the resources to pay for higher education. Students who are selected to participate have their full financial needs met, including tuition, room, board, and comprehensive support programs to help them succeed from initial enrollment through graduation. The College has introduced test optional admissions and has spread its recruitment efforts across the globe, enrolling students from 35 states and 40 nations, including a substantial number of students from China and India. A recent development within the College's Enrollment Management division is a newly created position, Assistant Director of Admissions and Multicultural Recruitment, which holds significant responsibility for oversight and coordination of institutional efforts to recruit and enroll students from backgrounds underrepresented at the College.

Many courses at **Washington Adventist University** have embedded service components to reinforce the importance of diversity within the community. The University has expanded its campus-wide "Service Day" to two full days (fall and spring) and formed a committee with academic department chairs to link service assignments to academic course objectives. Individual departments utilize their specialty areas to serve the community, such as the Department of Nursing, which includes clinic-based service activities in underserved local areas in many of its courses. Students in biology and chemistry courses, along with pre-service education majors, serve in diverse local elementary schools. Social work majors and students in campus ministry programs also participate in community service projects. The University's Office of Enrollment Management sponsors a day on campus for eighth grade students from a number of schools in the community, giving more than 200 students, the majority of whom are students of color, an introduction to college life and the college application process.

- ## Targeted Financial Aid Programs

In 2016, MICUA and its member institutions launched the Guaranteed Access Partnership Program (GAPP), designed to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford an independent college or university. Through this program, MICUA institutions match up to the maximum amount ($18,400 for the 2017-18 academic year) of the State's Guaranteed Access (GA) grant, for up to four years. This means that students who complete the FAFSA, show financial need, and attend a MICUA member institution may be eligible to receive up to $36,800 per year, or $147,200 over four years toward their bachelor's degree.

The following examples illustrate the types of scholarships and grant programs offered by MICUA member institutions to support diversity efforts.

Goucher College established the Education Opportunity Program (EOP) in 2006 to provide first-generation, socioeconomically disadvantaged students from Maryland with a four-year financial aid award exclusive of loans. The College offers financial aid to EOP participants through the Alston EOP and the need-based Feinblatt Scholarship. The College also provides several endowed scholarships for multicultural students: the Bell Scholarship funds Asian students or American students of Asian descent; the Brady Scholarship funds international

students; the Demere Scholarship aids international students who intend to return to their home country following their Goucher studies; the Hearst Scholarship is awarded to economically disadvantaged students from urban schools in Baltimore; and the Waitzer Scholarship provides need-based financial aid to international students from non-western countries in Africa, Asia, Latin America, and the Middle East. These scholarships are made possible through gifts from alumni, foundations, employees, and others who understand the value of a Goucher education.

Johns Hopkins University's Applied Physics Laboratory introduces students to postsecondary education early by sponsoring Maryland Mathematics, Engineering, Science Achievement (MESA). This STEM initiative, for Grades 3 through 12, targets students who are traditionally underrepresented in STEM fields, such as minority and female students, and offers annual scholarships to students planning to major in STEM at a two-year or four-year institution. The University's **Paul H. Nitze School of Advanced International Studies (SAIS)** offers several types of financial aid options, awarded on the basis of need and merit. For example, the Abraaj Fellows Program is open to students from all nationalities and backgrounds for partial or full scholarship support to pursue the Master of Arts in Global Policy.

Loyola University Maryland offers a strong need-based grant assistance program to support a diverse campus climate. Full-time students who demonstrate financial need are eligible for between $200 and $38,275 from the Loyola Grant, the amount of which is dictated by need and the availability of funds. The competitive Marion Burk Knott Scholarships are four-year, full-tuition scholarships for incoming Catholic freshmen residing in the Archdiocese of Baltimore who show academic merit and demonstrate financial need. A list of privately-funded scholarship opportunities is maintained on the website of Loyola's ALANA Services and, in collaboration with the Office of Financial Aid, these opportunities are promoted to the students they are designed to serve.

McDaniel College offers many financial aid opportunities for underserved and underrepresented students. McDaniel makes competitive scholarships available for CollegeBound and CollegeTracks students, which has resulted in greater awareness of the College and an increase in applications from Baltimore area students. To encourage students with various collegiate experiences to attend the institution, transfer scholarships are offered, ranging from $8,000 to $18,000 annually. International student scholarships are also available on a competitive

academic basis; these awards range from $10,000 to full tuition. Current full-time undergraduate McDaniel students who have exhausted all sources of aid, demonstrate financial need determined by the FAFSA, have completed at least 15 credits at McDaniel, and have a minimum 2.0 GPA can receive support through the McDaniel Opportunity Award. Also, McDaniel College Grants, which range from $2,000 to $27,000, are available to students who demonstrate financial need.

Mount St. Mary's University offers multiple scholarships and grant opportunities for minority students and students with financial need. In 2007, the University established the Third Century Scholars Program to recruit and assist low-income, underrepresented Washington, D.C. metro area students who want to serve and lead in their communities. The program provides students with scholarships as well as mentoring and social support. The University also established the Native American Scholars Program to recruit students from the St. Labre Indian School in Montana. Each student receives a Presidential Scholarship matched by St. Labre, as well as guidance and support in adjusting to college life. The University's Center for Student Diversity maintains a rotating list of scholarships available for minority students on its website and "Scholarship Board," making financial aid opportunities easily accessible for students.

To create an on-campus community reflective of the multicultural world off-campus, **St. John's College** provides both need-based and merit-based scholarships. Approximately 70 percent of students at St. John's receive need-based financial aid. Many need-based awards are granted through the Hodson Trust. For instance, the Hodson Trust Scholarship provides four-year grants to students who demonstrate academic promise and financial need, and the Hodson Trust Internship Program funds student internships both in the U.S. and abroad, exposing students to different cultures and career fields. The Ertegun Education Fund, created with a donation by an alumnus' widow, offers need-based financial aid to students of Turkish heritage or who are from Turkey, and the College offers its own need-based financial aid for international students of all ethnicities. The College's need-based financial aid program enables students and families from all economic backgrounds to afford the College.

- ## Student Leadership

Diverse students are involved in all aspects of campus life and in key leadership positions at MICUA member colleges and universities. Student leadership opportunities provide strategies to

create an inclusive community, address the challenges of underrepresented minorities, and prepare students to be successful in post-graduate life. Some examples of particularly effective leadership programs are described here.

Students of color make up 55 percent of **Capitol Technology University's** student body and most of its student leadership positions. Each fall semester, the Department of Student Life and Retention holds a student club fair to recruit students for positions in student clubs and organizations. In addition, the student life team provides leadership training for all resident assistants; presidents and vice presidents of student clubs and organizations (such as NSBE, SWE and oSTEM); and members of the Student Leadership Advisory Board.

Out of more than 65 student organizations at **Hood College**, students of color comprise nearly one fourth of the executive leadership positions, including presidents, executive board members, and committee chairs. The Student Government Association, House Forum/Councils, Resident Assistants, Orientation Assistants, Admissions Ambassadors, Class Councils, and various committees use a nomination or application recruitment method. Each year, one or more first-year students are elected to positions on boards, such as the Campus Activities Board, Student Government Association, House Councils, and various committees on campus. The Student Government Association recently amended its constitution to include a Diversity Chair, who is a voting member on the executive board.

Johns Hopkins University's Krieger School of Arts and Sciences and **Whiting School of Engineering** continue to support the graduate-level Diversity Fellows Program. This program provides graduate students with an opportunity to engage in campus life through leadership and service, with a focus on diversity and professional development. In addition, graduate student groups work to implement programming to attract minority students to STEM fields and to expose students to the variety of career paths in STEM fields inside and outside of academia. The Office of Multicultural Affairs supports the development of diverse student leaders by engaging in ongoing training and debriefing activities for student groups such as the Mentoring Assistant Peer Program mentors, Students Empowering and Educating for Diversity educators, and Men of Color Hopkins Alliance.

At **Loyola University Maryland,** students of color are deeply involved in campus leadership, including the Student Government Association executive leadership team and leadership positions in ALANA-related clubs and organizations such as the Black Students Association. Diversity Peer Educators (DPE) work closely with ALANA Services staff to address issues related to diversity, multiculturalism, and race on campus. DPEs strive to promote diversity education and awareness through discussions, film presentations, and other programs focusing on race, gender, sexual identity, and physical and mental disabilities. Loyola's MOSAIC program is an initiative for women students of color that provides resources, support, and encouragement. MOSAIC focuses on developing an inclusive environment that fosters sisterhood and continuous support while involving, informing, and inspiring women. In addition, the University's Women's Leadership Workshop provides a unique opportunity for 15 women from each class year to develop and explore their leadership potential under the guidance of three to four professional faculty and staff from the Loyola community.

Students of color at **McDaniel College** are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and other student-led organizations on campus. The College's Office of Student Diversity and Inclusion works with students to develop leadership skills and meets monthly with the presidents of the organizations that fall under its umbrella. Students have also been instrumental in the development of the College's Global Bridge program, which runs with the support of a team of student mentors, most of whom were in the U.S. less than five years before arriving at McDaniel.

Maryland Institute College of Art (MICA) has created a program called iLead, which promotes student leadership opportunities in campus offices, clubs, and organizations. As an outgrowth of the iLead program, the percentage of minority applicants to student leadership positions has outpaced the percentage of minority students enrolled at MICA. MICA's Office of Diversity and Intercultural Development has hired over 15 student leaders, the majority of whom are students of color, who serve as peer mentors for other students of color, LGBTQIA students, transfer students, and international students. Likewise, diverse students are represented in other student positions on campus including the Student Activities Office, Residence Life, and the Joseph Meyerhoff Center for Career Development.

Mount St. Mary's University's Center for Student Diversity, along with other offices, strives to encourage leadership involvement among all students through various campus clubs and organizations. The campus has a commitment to student leadership, and students are involved in everything from academic clubs to athletics and ministry. Out of 429 student leaders in the area of Student Life, 27 percent identify as students of color. The Center houses seven culturally based clubs, two gender support initiatives, and a peer educator program, all of which are led by students of color.

St. John's College encourages students to participate in campus leadership opportunities. All student clubs are initiated and run by students. Many students of varied backgrounds are members of the Student Committee on Instruction and are awarded positions as mathematics, laboratory, and language assistants.

At **Washington Adventist University,** students of color are highly involved in leadership positions. The University encourages students to expand their leadership potential by providing opportunities for leadership in small groups, as well as with larger clubs, and the Student Association. The Student Association is comprised of students from various racial and ethnic groups, as representative of the institution's diverse student body. An annual Student Leadership Retreat is held in August of each year that includes Student Association leaders, resident assistants, and campus ministers. Also, the institution's governance structure places students on various committees within the University. Students are selected to ensure that a diverse mix of backgrounds and cultures is interwoven throughout the committee structure.

Washington College launched the DELTA (Developing Ethical Leadership through Athletics) Program in September 2015, which includes all team captains and SAMs (Student Athlete Mentors) and provides opportunities for students of color to become involved in leadership roles within their team and the Athletic Department. The College's Office of Student Affairs has a total of 32 peer mentors, five of whom are students of color, who serve as mentors to first year students. Each peer mentor works with approximately 12-16 new students during their entire first year of college.

- **Diverse Faculty and Administrators: Recruitment, Professional Development, and Retention**

A critical objective for MICUA member institutions is to increase diversity among campus faculty, staff, and administrators. To reach a wide pool of candidates, job searches for faculty and staff on MICUA campuses are intentionally designed to be inclusive. Recruitment notices are placed in higher education publications circulated among underrepresented groups, such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Journal of Blacks in Higher Education*, and *Women in Higher Education*, in addition to social media sites and online publications.

- **Diverse Faculty**

At **Goucher College,** faculty position listings are posted on a variety of culturally diverse websites, and recruitment materials specifically mention the College's commitment to diversity. As part of the position authorization and hiring process, departments are required to assemble diverse search committees and provide a detailed plan to the Provost describing specific recruitment strategies aimed at attracting a diverse applicant pool. Faculty search committees are also encouraged to include interview questions about inclusive pedagogies. New full-time faculty members participate in a two-day faculty orientation and a year-long professional development program to provide support with campus acclimation; to discuss classroom and pedagogical challenges; to share information about the reappointment, promotion, and tenure process; and to introduce new faculty to academic support offices and other campuses resources. A formal mentoring program runs concurrently with this program and pairs each new faculty member with a senior faculty member at Goucher. Faculty members from underrepresented groups are paired with senior faculty from similar backgrounds whenever possible, and mentors and mentees meet informally throughout the year.

In fall 2015, **Johns Hopkins University** launched a Faculty Diversity Initiative (FDI) to develop a multifaceted approach to faculty recruitment and retention. The University has announced a $25 million initiative to increase the diversity of its faculty. The University's schools, colleges, and divisions have a number of strategies in place to recruit diverse faculty and to follow best practices and policies recommended by the Provost's Office. For example, the **School of**

Medicine's Office of Diversity and Cultural Competence has led efforts to recruit talented underrepresented faculty and trainees and to ensure that the School is vigorously pursuing its goal of a diverse climate. Since fiscal year 2016, the School has hired 54 underrepresented faculty members across a broad range of academic departments, including Biophysics and Biophysical Chemistry, Medicine, Neurological Surgery, Neurology, Neuroscience, Ophthalmology, Pediatrics, Psychiatry, and Surgery. In addition, the University's **Peabody Institute** launched a new Faculty Diversity Initiative in 2016-17. The Institute implemented the use of Interfolio in September 2016 and has trained its faculty members in unconscious bias.

At **Loyola University Maryland,** the Office of Academic Affairs has developed recruitment and retention policies that follow best practices in diversity and inclusion for faculty hiring. Once a faculty line is approved, mandatory training sessions are held for search committees, including components on disrupting implicit bias in the search process. Best practices include: holding strategy sessions with the Dean and Academic Affairs on building a diverse and talented candidate pool, providing a mandatory affirmation of the diversity of the pool before proceeding to semi-finalist interviews, having external search committee members appointed from outside the department, and incorporating information about institutional diversity into campus visits. Academic Affairs also works with search committees and departments to connect recruitment with ongoing faculty development and retention. This includes a universal tenure-track mentoring program pairing all first-year, tenure-track faculty with mentors outside their home departments, supported by mentor training and resources on issues faced by minority faculty. In August 2016, the University hosted an annual fall teaching workshop, "Race in the College Classroom." It was attended by over 150 faculty, including colleagues invited from other area institutions, and focused on providing faculty with direct experiences and strategies for addressing race in the classroom through an interactive theater workshop by Theater Delta: Interactive Theater for Social Change. In May 2017, the University hosted "Liberating Service-Learning: A Community Development Model," which was a two-day workshop open to faculty, staff, and community partners. The workshop introduced new ways of thinking about service-learning that supplemented Loyola's nationally recognized service-learning program.

Notre Dame of Maryland University supports a number of activities and initiatives to increase the recruitment and retention of highly qualified and diverse faculty. For example, all new

faculty are paired with a senior faculty member, which helps establish partnerships that enable faculty to share their knowledge and experiences with one another. Job advertisements include a diversity statement welcoming diverse applicants, as well as applicants who value diversity, to apply. Notre Dame's Vice President of Mission conducts a year-long program for new faculty and senior administrators on the legacy of the School Sisters and the history of the University. This program encourages an inclusive campus community and provides new faculty with opportunities to personally experience strength in differences and foster relationships that build community.

Over the past year, **Stevenson University** started using DirectEmployers to assist with attracting diverse applicants. The University also created the position of Associate Vice President for Diversity, Inclusion, and Compliance. The Human Resources department offered several professional development programs in support of the University's efforts around diversity and inclusion, including "The Dangers of a Single Story," "Why Diversity is Upside Down," and "Search Committee Training on Diversity." Further, each new full-time faculty member hired at the rank of Assistant Professor or Associate Professor has a Faculty Mentoring and Evaluation Committee (FMEC). The purpose of this committee is to assist in ongoing evaluations and to help position the faculty member for success in promotion to higher ranks. The FMEC includes the chair of the faculty member's department as well as two other faculty members of higher rank, one from within and the other from outside the mentee's department. These committee members are chosen by the faculty member in consultation with the chair.

- ## Diverse Administrators

Hood College actively seeks to recruit diverse candidates at all levels of the administration. Currently, four of the College's seven senior level administrators are women. The College uses a search firm to recruit candidates at the senior level, and these firms are informed of the College's commitment to diversity beyond what is traditionally included in job announcements. Recruitment notices for senior level and management positions are placed in higher education publications such as the *Chronicle of Higher Education, Diverse,* and *Hispanic Outlook,* as well as other publications, websites, and job placement boards that are targeted to reach specific minority populations. The College's commitment to diversity is also reflected in the makeup of

the Board of Trustees. The 26-member board is comprised of 14 women and 12 men, including one woman who is Asian and two African-American men. Through the efforts of the Trustee and Governance Committee, Hood's Board is committed to recruiting diverse leadership.

Johns Hopkins University's Bloomberg School of Public Health has set a goal to increase the number of women who chair academic departments and has recently recruited several female academic administrators. Currently, seven department chairs and program directors (58%) are women. The University's **Paul H. Nitze School of Advanced International Studies (SAIS)** administrative staff is particularly diverse; approximately half of its director-level officers are people of color. Over the past two years, SAIS has created four new "Assistant Dean" positions. These appointments were made to two Latina women, one Caucasian woman, and one African American male. Likewise, the University's School of Education has strong female representation in its leadership positions. The Interim Dean is female and the remaining Dean's positions (Vice Dean, Associate Dean, and Assistant Dean) were all held by women during the 2016-17 academic year.

Maryland Institute College of Art (MICA) uses search firms to include diverse candidates in the pools they present and ensures that selection panels represent diverse populations. In the senior leadership of the College, three of eight Vice Presidents are women, one of whom is a woman of color, and the President is international and Asian. In support of faculty and administrators of color, MICA's Assistant Dean for Diversity hosts a monthly off-campus dinner open to all faculty and administrators of color to provide resources, conversations, and support. Twice a year, this group meets with the President, Provost, and other allies to discuss campus interests and issues that are most germane to faculty and administrators of color.

St. John's College has many efforts in place to recruit diverse administrators and to create a campus community that is a welcoming place for people of all racial and ethnic backgrounds. A majority of the administrative positions on campus are held by women. There are mentoring and leadership development programs in place to encourage and support the career progression of culturally diverse administrators. As a small campus community, this work is facilitated through person-to-person interaction and individual care and attention for staff development.

Washington Adventist University's leadership clearly reflects the diversity of its student body. Programs in place to support culturally diverse administrators include mentoring and leadership development programs to encourage, promote, and retain persons of color in leadership positions. WAU's mentoring and leadership programs are offered for and are equally accessible by persons of all races and ethnicities.

At **Washington College,** racial and gender diversity is reflected in the composition of both the executive leadership team and the Board of Visitors and Governors. Washington College's 12-person executive leadership team is comprised of one individual of African descent (8%), eight women (75%), and one individual who identifies as a member of the LGBT community. The College's Board of Visitors and Governors is comprised of three individuals of African, Latino, Asian, or Native American descent (8%), and ten women (28%). The College supports the professional development of its leadership team through regular participation in professional conferences. In recent years, the College has supported three of its minority members to attend the Harvard Institute for Educational Management, an intensive, total-immersion experience that provides a rare opportunity to assess one's leadership skills, renew one's commitment to higher education, and develop tangible strategies for long-term professional and institutional success.

- ## Evaluation in Promoting Diversity

MICUA institutions evaluate cultural diversity programs and practices using a range of internal campus assessments and outside sources. For example, the National Survey of Student Engagement (NSSE) is frequently used to inform strategic plans and goals for institutions, including those related to cultural diversity. Colleges and universities may add a series of questions specific to their campus when administering the NSSE and similar external surveys. Also, the Middle States accreditation standards and self-study process incorporate a review of diversity and cultural inclusion in self-study reports and evaluation site visits.

Since 2015, **Goucher College** has been working with Baltimore Racial Justice Action (BRJA) to identify the most significant racial issues facing the institution and to prepare a plan for addressing these issues over a two-year period. BRJA's work has been informed by ongoing assessment efforts, including a number of focus groups and surveys over the past year such as the Residential Life Staff Survey (August 2016); Facilities and Administration Management

Staff Survey (November 2016); Student Affairs Non-Management Staff Survey (December 2016); Graduate Program Survey (January 2017); and Goucher OIS, CDO, Registrar's Office, ACE, GPEP, CAST, and Accessibility Services Survey (February 2017).

Hood College is committed to ensuring that students are exposed to many different cultures, ideologies, and opportunities. The College uses a wide variety of instruments to assess its performance in promoting cultural diversity. Throughout the year, surveys such as the Student Satisfaction Inventory, NSSE, internal assessments/surveys, climate surveys, and club and organization evaluations are used to provide important feedback regarding the College's commitment to and progress in promoting cultural diversity. Throughout the College, senior leadership and management teams are working on programs to assess student learning outcomes both inside and outside of the classroom. A student life assessment team was appointed to help develop a plan, which will contribute to the general assessment of campus programs and activities, including programs promoting cultural diversity. The first-year pilot of this assessment plan has been implemented and data continue to be gathered.

Johns Hopkins University tracks retention, graduation, and satisfaction rates among underrepresented students, as well as progress made in implementing the commitments made in the institution's *Roadmap on Diversity and Inclusion*. The Homewood Council on Inclusive Excellence also plays a role in evaluating campus culture and disseminating diversity data to constituents and stakeholders to increase transparency and to provide accountability for diversity progress. Over the past year, the University convened the Council of 25 members; met with the deans and vice-deans of the Whiting and Krieger schools to discuss a collective vision for faculty diversity; and set short-term goals toward assessing and improving campus climate and education around inclusive practices. In addition, the University's Diversity Leadership Council, an advisory group appointed by the President, conducts regular campus climate surveys with faculty and staff.

Loyola University Maryland regularly administers institutional effectiveness assessments to measure recruitment, enrollment, and retention of undergraduate and graduate students by race, gender, religion, first-generation college-going status, and socioeconomic status. The University

has also conducted a campus climate survey with undergraduate and graduate students, faculty, staff, and administrators. Beginning in 2012, two mandatory questions geared toward diversity learning aims were included on the student evaluation forms for all diversity-designated courses. Every five years, the University's Undergraduate Curriculum Committee reviews course materials and assessment data to assess the learning objectives in these diversity-designated courses, and where appropriate, to recertify the courses for another five years. In addition, Loyola partners with the Collaborative on Academic Careers in Higher Education (COACHE) to survey tenured and tenure-track faculty about satisfaction in various areas of faculty life, including teaching, scholarship, service, academic leadership, governance, and work-life balance. Beginning in 2016, Academic Affairs contracted with an external firm to conduct a salary equity study for the University's tenured and tenure-track faculty, taking into account race, gender, rank, discipline, and time since degree.

Maryland Institute College of Art (MICA) is open to the critical voices of students, faculty, and staff around issues of diversity, equity, and inclusion. The 2016-17 academic year marked the second year of a two-year President's Task Force on Diversity, Equity, Inclusion, and Globalization. The Task Force was developed to look at systems and structures related to diversity at MICA and to ensure that all members of the community have equal opportunity for success. This work was concluded in summer 2017, and a roadmap for growth and improvement at MICA will be shared with the campus community in fall 2017. Over the past year, the Task Force commissioned an independent external audit of MICA's efforts and supports related to cultivating a diverse campus community. Conducted by two well-established practitioners who spent months studying MICA's infrastructure, the audit was delivered to MICA in November 2016, and the Task Force has spent significant time analyzing those findings.

McDaniel College has partnered with the Higher Education Research Institute to assess student learning related to diversity. The Diverse Learning Environments (DLE) Survey is based on research that shows that optimizing diversity in learning environments can facilitate achievement of key outcomes, including improving students' habits of mind for lifelong learning, competencies and skills for living in a diverse society, and student retention and success. The

DLE captures student perceptions regarding the institutional climate; campus experiences with faculty, staff, and peers; and learning outcomes.

At **Mount St. Mary's University,** all events sponsored by the Center for Student Diversity are evaluated, and those results are collected and analyzed by the Center with the goal of improving attendance, awareness, knowledge, and satisfaction for upcoming events. In 2015, the Mount Inclusive Excellence Committee (MIEC) administered a campus climate survey to students. MIEC has examined the results of the survey to derive insights for the University's goals and objectives and is tracking useful longitudinal information from the survey. In addition, the Mount specifically reviews and addresses findings from the diversity questions from the NSSE, Cooperative Institutional Research Program (CIRP) surveys, and the senior survey developed by the University.

Notre Dame of Maryland University conducts assessments of cultural diversity in a variety of ways, including course evaluations, program assessments, feedback surveys, and standardized instruments such as NSSE, CIRP surveys, Collegiate Learning Assessment, Noel Levitz Student Satisfaction surveys, and the University's own assessment rubrics and surveys. In addition, the University has conducted surveys with incoming freshmen and graduating seniors and administered surveys from the Institutional Diversity and Inclusion Council.

Stevenson University participates in the NSSE and administers CIRP surveys to incoming students, freshmen in the spring of their first year, and graduating seniors. Each of these surveys includes several questions that address satisfaction with and participation in cultural activities on campus, as well as student perceptions of the cultural climate of the institution. Both freshmen and seniors respond to questions on the availability of and their level of participation in cultural awareness workshops and culturally related courses. The findings from these surveys are shared with executive staff and all members of the campus community, and research briefs and reports are prepared by Stevenson's Office of Institutional Research and Assessment. The University also administers an employee survey which includes several diversity-based questions.

Washington College uses a combination of the Beginning College Survey of Student Engagement (BCSSE) and the NSSE to understand students' expectations and subsequent experiences of diversity with their social interactions and the curriculum. The results from the NSSE have engaged the campus in further conversations about promoting and celebrating diversity in the areas of campus climate, curriculum, and student learning about diversity. The College's Diversity Committee is creating an assessment plan to examine the institution's diversity initiatives, based on an expansion of the NSSE survey with additional questions that were used in a study funded by the Teagle Foundation in 2009-11 to develop goals and action items for the institution. The College has set three-year goals for increasing the diversity of its incoming classes: 20% Pell-eligible and 20% students of color by fall 2019 (currently both metrics are at 17%). In addition, the Director of the Office of Intercultural Affairs reports annually on the work of the office, including data on cultural events and attendance, and has developed four learning outcomes that provide the basis for measuring progress and guiding action items for the institution.

WISH LIST

Many MICUA institutions have identified plans to implement new initiatives that enhance cultural diversity, if additional resources were to become available in the future, including expanding courses, establishing more scholarships, offering more cultural diversity related programming, and adding more trips to enhance cultural knowledge. Several "Wish List" examples are included below.

Over the past two years, **Goucher College** has built a significant infrastructure to promote cultural diversity, racial equity, and an inclusive campus community. The College's consulting relationship with Baltimore Racial Justice Action has been immensely helpful in these efforts. The establishment of the College's Center for Race, Equity, and Identity (CREI) has provided a central location for campus programming efforts, as well as support for targeted student populations. Given additional resources, the College would make additional investments in the following areas: increase resources and staffing for CREI; work intensively with each of the College's Centers to embed racial equity into the curriculum and pedagogy; establish an executive level, ongoing entity responsible for implementing, maintaining, and monitoring progress toward racial equity; review and revise recruitment, hiring, and performance evaluation policies and practices; and facilitate conversations with board members and major donors on the importance of racial equity to the future of Goucher. Additional resources also could be used to increase staff (particularly student positions) for the College's new Center for the Advancement of Scholarship and Teaching. Funding could be used to deliver more training and develop a more consistent mechanism for including student input in faculty development programming. Resources for this Center and the academic divisions, more generally, would enable the College to build on the faculty's capacity to deliver a student-centered, problem-based, integrative curriculum that effectively addresses issues of race, culture, equity, and identity across all programs and courses.

Through the continued restructuring of its Student Life division, **Hood College** would like to solidify the Office of Diversity and Inclusion. This would allow for more direct attention to students of color and other underrepresented student groups, training and education opportunities for the campus community, and support for academic and co-curricular programs. Currently, the

Assistant Director of Student Engagement and Director of Diversity and Inclusion support the work of multiple campus offices. During the 2016-17 academic year, the College developed the foundation for a campus-wide retention plan. One of the suggested initiatives was to establish a peer-to-peer mentoring program, especially working with African-American male students. The Office of Diversity and Inclusion would like to work collaboratively with other offices and members of the greater Frederick community to implement a program for this student population. In fall 2017, the President of Hood will establish a new task force to carry out the diversity and inclusivity objectives of the College's new strategic plan. This task force will be comprised of students from diverse groups, faculty, staff, and trustees. The purpose of the task force will be to explore issues related to diversity and inclusivity, provide educational programming to the campus, serve as a conduit to the President on diversity and inclusivity issues, establish annual goals, and monitor progress toward these goals.

One major initiative over the past year in **Johns Hopkins University's School of Medicine** has been to survey, interview, and conduct focus groups among people identifying as transgender. The purpose was to determine what negative experiences they have had when coming into contact with the U.S. healthcare system, what they would consider affirming care, and factors they use to determine where to get care for themselves. This was done in support of efforts to establish a Center for Transgender Health at Johns Hopkins Medicine. The Center had a soft launch in February 2017 and will begin treating patients over the next few months. Moving forward, if the School of Medicine had sufficient resources, it would like to create a repository of data from transgender health centers around the world to help establish evidence-based "standards of care" for transgender related healthcare services. The University's **Whiting School of Engineering** would like to offer a tailored academic orientation program to reach undergraduates from diverse backgrounds who may not have benefitted from a rigorous STEM curriculum in high school, in order to better prepare students for the academic demands of Johns Hopkins. Such a program would provide students with a network of resources before they begin their college careers and would help tremendously with the recruitment and retention of a more diverse student body. Additional financial resources would provide fellowships and scholarships to allow the School to strengthen initiatives such as the Baltimore Scholars program for Baltimore City students. This would help to address the real needs of students from lower

incomes and for whom the tuition, room, board, books, and associated costs at Johns Hopkins can be prohibitive.

At **Maryland Institute College of Art (MICA),** formal recommendations from the President's Task Force on Diversity, Equity, Inclusion, and Globalization, due early in the fall 2017 semester, will include ideas for robust programming that creates sustainable cultural shifts at MICA. Included in current planning is a new joint Academic Affairs and Students Affairs initiative that will allow both faculty and non-faculty experts to provide instruction and training in the classrooms to engage foundation level students. A portion of this new focus will be centered around diversity in all its iterations. The size, geographic location, and institutional positioning of MICA's Office of Diversity and Intercultural Development, along with other offices doing related work, are being actively considered, and there will be recommendations for growth in these areas as part of the Task Force's final report.

McDaniel College's Office of Student Diversity and Inclusion would like to see the addition of a Diversity and Inclusion Center on campus. This Center would provide meeting space and a central location on campus for the College's cultural organizations to call their own.

Mount St. Mary's University has a strong desire to grow the diversity of its faculty and administrators and has discussed the possible implementation of a global ambassadors program which would allow students the opportunity to participate in culturally immersive trips to regions in the African and Latin American diasporas; the expansion of mentoring and programming for students of color to assist with college acclimation; and the development of a leadership program to increase the cultural awareness and competency of student leaders. The University also has discussed hiring an adjunct instructor to lead its student gospel choir, sponsoring trips to the local Spanish mass for student worship, and hosting a Christian pastor to provide pastoral care for students from varying denominations.

Notre Dame of Maryland University has secured external grant funding from the Baltimore Integration Partnership (BIP) to launch an Implicit Bias/Structural Racism Workshop in fall 2017, as a continuation of its successful anti-racism and anti-bias workshops held in January

2016 and January 2017. The University will provide training and education to 20 student leaders and 40 faculty and staff, with a focus on administrative and academic leadership, hiring managers, and the Office of Human Resources. Results and lessons learned will be disseminated to the campus and local community via Notre Dame's website and other sources. In the future, the University would like to offer a sustained intergroup dialogue program in which small groups of students, faculty, and staff are able to dive deeper into examining their own identity and how that identity shapes their worldview and interactions with others from different backgrounds. This program would incorporate a social justice curriculum whereby participants would read articles, watch videos, and complete reflection activities to help inform and guide the conversation. Such programs have proven to be successful at other institutions and could be implemented at the University.

St. John's College has identified the need for additional funding for need-based financial aid, increased academic support for first-generation college students, and the development of an admissions marketing program specifically targeted to students of color, first-in-family students, and other underrepresented groups. The College also would expand diversity awareness training for student services staff, incorporating best practices in the field.

Stevenson University would like to launch a Veteran's Center and other new centers representative of various affinity groups; create a communication plan involving branding, newsletters, and events; provide diversity training to search committees for both faculty and staff; offer more professional development opportunities for the campus community on how to engage in challenging diversity and inclusion dialogue; and develop an assessment plan to measure the success of diversity and inclusion programs and functions. Further, the University would like to design and administer a diversity and inclusion campus climate survey; formalize a diversity recruitment plan to attract a more diverse population for senior leadership and faculty; and assess employee interest in establishing affinity groups related to diversity and inclusion. The University also would like to explore the historical legacy of the campus and how this history impacts and enhances its attributes and/or holds back the potential of the campus community.

Washington Adventist University would like to add interactive workshops with case studies emphasizing cultural differences to its already wide array of diversity programming. It also would like to offer a greater variety of annual mission trips and a more robust study abroad program to promote and capitalize on the internationalization of the campus's diverse student body. The University is exploring the re-establishment of a comprehensive English as a Second Language (ESL) program.

If resources were available, **Washington College** would provide additional ongoing mandated training for all campus community members (senior administration, faculty, staff, and students) regarding best practices in creating a community that welcomes all individuals. Such programs should address the ways in which institutional barriers impede equitable practices, while challenging individuals to confront their power and privilege. There is a need for a Chief Diversity Officer, whose responsibility is to ensure that equity and inclusion practices are embedded into the fabric of the institution. Additionally, funding for a climate study completed by an outside firm, as selected by the campus's Diversity Committee, could produce concrete data and evidence on pressing institutional issues that need to be addressed.

BEST PRACTICES

Legislation passed in 2008 charged MICUA with reporting best practices used by Maryland's independent colleges and universities to enhance cultural diversity. In the interest of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices related to the campus environment, students, faculty and administrators, and assessment and evaluation:

- **Improving the Campus Environment**

  (1) Inclusion of cultural diversity in the institution's mission statement and strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek to eliminate discrimination, foster positive relations between members of different racial and ethnic groups, and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity must be a component of the general education rubric.

  (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and a central consideration in a broad range of campus activities.

  (3) Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.

  (4) Librarians ensure that the library holdings include diverse materials, and faculty ensure that instructional materials cover diverse populations and perspectives.

  (5) Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest

speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

(6) Effective strategies to recruit diverse students include: hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.

(7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college. Institutional representatives invite prospective students to visit the campus and introduce them to students of color who are successful at the institution.

(8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. Endowed scholarship funds—though not exclusively for minority students—may be targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable to low-income students. As a result of these efforts, the number of student applications increases and diversity improves.

(9) Remove barriers that preclude low-income and first-generation students from considering college. Waive the application fee for underrepresented students, especially those who have participated in summer internships during high school. Provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Eliminate the requirement for SAT/ACT scores as part of the application process. By waiving fees, providing scholarships, and making standardized tests optional, institutions improve access and foster a welcoming environment.

(10) A year-long first-year experience program helps students transition from high school

to college. Guest speakers, book discussions, films, and other activities that focus on issues of race, oppression, power, and privilege, provide an opportunity for dialogue about these issues. In small group settings, students share, explore, and learn about each other's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity throughout the college experience.

(11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of experienced students to serve as orientation leaders. These student leaders are able to have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.

(12) Summer bridge programs help students who have the ability to attain a college degree, but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate into college.

(13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.

(14) Grouping students together in a "family" (i.e., cohort) of individuals who mentor and support one another throughout their college experience is an effective practice. If one individual in the "family" falls behind in a course or program, the remaining members can assist to bring the student back on track.

(15) Effective curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among students. Institutions ensure that textbooks include the global and

cultural diversity issues appropriate to the topic of study. Institutions offer courses and majors in ethnic studies and encourage students to enroll in courses about non-western civilizations to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing embed community-based projects into the curriculum. These field experiences may be in schools or other settings that include disadvantaged children and/or adults.

(16) Culturally competent colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, and home repairs. Effective service-learning programs allow students to work alongside professionals to rebuild communities. Community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.

(17) Institutions make a commitment to human rights for all citizens by making social responsibility an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in providing health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.

(18) Study abroad programs that provide immersion in other cultures, customs, and languages are important for participating students and the campus at large. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.

(19) Leadership development is an important aspect of campus life. Effective institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop leadership potential and incorporates themes including what it means to be a leader in a community of diverse populations.

(20) To ensure diverse viewpoints are represented, institutions should encourage all students to contribute ideas and articles to the student newspaper.

(21) Student affairs professionals should make certain that diversity is part of the residential life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants should include matters related to cultural differences.

- **Best Practices Related to Faculty and Administrators**

(22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions should target media outlets with diverse viewers. Efforts should be made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Effective institutions participate in career fairs sponsored by minority associations, such as the *Association of Black Psychologists* or the *Society of Women Engineers*. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Effective institutions foster ongoing collaborations with historically Black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These students may serve as college faculty upon completion of their graduate programs.

(25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.

(26) Institutions should offer training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.

(27) To prepare educators for leadership at the next level, institutions should offer professional development to diverse faculty and administrators.

(28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.

(29) Diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.

(30) Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as *Women in Science and Engineering* or the *Black Faculty and Staff Association*. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and

minorities. The local chapters often host regional or national meetings of the association.

(31) Flexible scheduling options provide incentives, especially for faculty and staff with young children. Some examples are job sharing, teleworking, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

(32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. In addition, institutions should keep track of the number of students who participate in multicultural programs throughout the year.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and identify areas in need of improvement.

MICUA

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The Maryland Independent College and University Association (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

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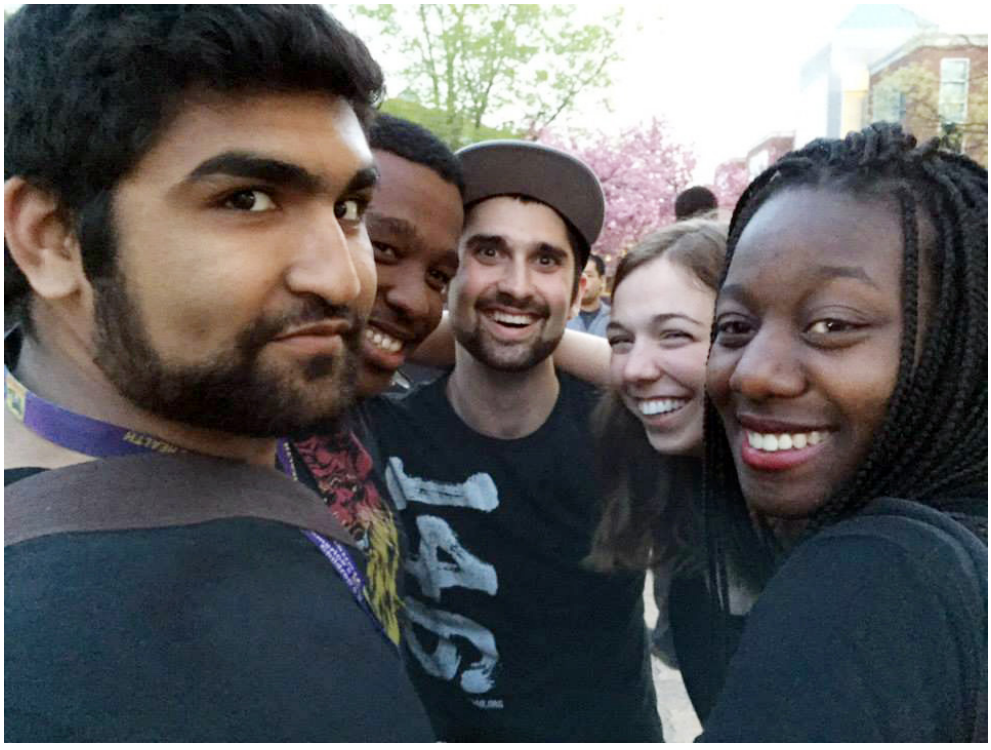
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