UNIVERSITY SYSTEM of MARYLAND

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Board of Regents
Committee on Education Policy and Student Life

Tuesday, September 8, 2020
10:00 a.m.

Zoom Details to be Provided to Committee
Public Listen-Only Access: 1-443-353-0686; Conference ID: 264 849 020

Public Session Agenda

Action Items

1. New Academic Program Proposals
   a. Coppin State University: Master of Science in Applied Molecular Biology and Biochemistry
   b. Coppin State University: Master of Science in Polymers and Materials Sciences
   c. University of Maryland Eastern Shore: Bachelor of Arts in Digital Media Studies

2. Cultural Diversity Progress Reports
   a. Bowie State University
   b. Coppin State University
   c. Frostburg State University
   d. Salisbury University
   e. Towson University
   f. University of Baltimore
   g. University of Maryland, Baltimore
   h. University of Maryland, Baltimore County
   i. University of Maryland, College Park
   j. University of Maryland Center for Environmental Science
   k. University of Maryland Eastern Shore
   l. University of Maryland Global Campus

Information Items

3. Fall 2020: Preparation for Teaching, Learning, Campus Life, and Student Success

4. Report on Academic Program Actions Delegated to the Chancellor, 2019-2020

5. Voter Engagement Across the USM

6. Education Policy and Student Life Tentative Agenda, 2020-2021

Action Item

7. Motion to Adjourn

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS

SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Coppin State University: Master of Science in Applied Molecular Biology and Biochemistry

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Coppin State University (CSU) proposes to offer a Master of Science (M.S.) program in Applied Molecular Biology and Biochemistry (AMBB) recognizing the growing need for competent professionals specialized in these fields. Currently, there are approximately 150 students majoring in the sciences under the guidance of well-qualified and experienced faculty all holding terminal degrees in their specialties such as biochemistry, molecular biology, cell biology, and developmental biology. The M.S. in AMBB is designed to provide an opportunity to Biology majors in Maryland and elsewhere to pursue graduate education, enable career advancement with specialized knowledge, increase earning potential, life-long learning, and enhance professional networking. The program will also prepare students to work in teaching and/or research positions in both public and private sectors. This program will facilitate understanding of advanced concepts in biochemistry and molecular biology and help in developing interdisciplinary and integrative abilities required to solve real-world problems in the field of applied biochemistry and molecular biology.

The proposed program will produce qualified graduates who will live and work in the communities they serve, contributing significantly to the economic well-being and vitality of the state and Baltimore area. In addition to advancing research capabilities and scholarship at CSU, this program will be a stepping-stone toward the introduction of doctoral programs in the future.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Applied Molecular Biology and Biochemistry.

COMMITTEE RECOMMENDATION:	DATE: September 8, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

COPPIN STATE UNIVERSITY
EST. 1900

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July 28, 2020

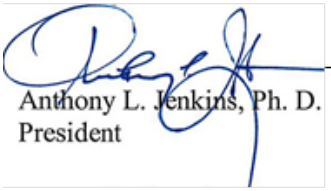
Dr. Jay A. Perman
Chancellor
University System of Maryland
Chancellor's Headquarters/Baltimore Office
701 E. Pratt Street
Baltimore, MD 21202

Dr. Chancellor Perman:

I am seeking your approval to offer a Master's of Science in Applied Molecular Biology and Biochemistry at Coppin State University (CSU). The new degree will be a total of 34 credits and its proposed codes are CIP 26.0210 and program code 0414-00. The program will contribute to STEM, workforce and innovation, and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,



Anthony L. Jenkins, Ph. D.
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

x	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
x	Within Existing Resources, or
	Requiring New Resources

Coppin State University
Institution Submitting Proposal

Master of Science in Applied Molecular Biology and Biochemistry
Title of Proposed Program

Master of Science	**Spring 2021**
Award to be Offered	Projected Implementation Date
0414-00	**26.0210**
Proposed HEGIS Code	Proposed CIP Code
Natural Sciences	Dr. Mintesinot Jiru
Department in which program will be located	Department Contact
410-951-4139	mjiru@coppin.edu
Contact Phone Number	Contact E-Mail Address
Leontyne Lewis	7.28.20
Signature of President or Designee	Date

A. Mission-Centrality to Institutional Mission and Planning Priorities:

1. Mission of CSU: CSU is a historically black university located in Baltimore, Maryland. CSU is accredited by the Middle States Commission on Higher Education. The proposed MS program builds on the strength of the existing undergraduate program in Biology and Life Sciences to offer students an opportunity to pursue postgraduate education. The mission of CSU is to educate a multi-generational student population and provides innovative education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. The major academic programs of the institution that impact the communities are in Education, Health Care, and in STEM areas. CSU primarily focuses in these disciplines to prepare students to be competitive in the state, region, nation, and world employment markets.

2. Strategic Plan of CSU: The strategic plan of CSU states that "Coppin will continue to identify and offer academic programs designed to alleviate key workforce shortages such as those in STEM and cyber security. The University aims to continue promoting graduate and professional education among its students to enable them to be more competitive in the workforce. This goal includes promoting a culture of innovation and entrepreneurship in a variety of disciplines that can lead to collaborative initiatives among faculty and academic units for partnerships external to the university".

3. Alignment of New Post Graduate Program with CSU's Mission and Strategic Plan Priorities: As stated above, the mission of CSU is to educate its students and cultivate their capacity for life-long learning so that they are prepared for the constantly evolving demands at the workplace. While designing this program, the Department of Natural Sciences made sure that the post graduate program aligns with the mission and strategic goals of CSU. As indicated in the strategic plan of the University and the recent blackboard study, STEM has been identified as one of the priority areas for growth. The proposed program will expose students to an advanced level of learning in molecular biology and biological chemistry and prepare them to either pursue PhD programs or seek employment opportunities in the biotechnology and pharmaceutical industry. We believe graduates from this program will be important contributors to research in molecular diagnostics of various human diseases. Coppin's newly built Science and Technology Center (STC) has the capability to provide high quality molecular biology and biochemistry programs. Also, with its cutting-edge technology for instruction and research, the STC will also provide opportunities for the professional development of faculty and students and assist the University to advance the State's agenda of increasing the numbers of health care professionals and STEM graduates.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) Need for advancement and evolution of knowledge:

Maryland is a biotech hub, with~ 150-200 biotech companies, hence there is a high demand for well-trained molecular biologists and biochemists. Moreover, Coppin State University is strategically situated in the heart of Baltimore city serving primarily citizens of Baltimore city, Baltimore county, and neighboring regions. Introduction of graduate and certificate program in Applied Molecular Biology & Biochemistry is proposed with the intent to attract more minority students to pursue advanced science degrees, which have been projected by the Bureau of Labor Statistics as some of the most rapidly growing job markets. Increasing the number of graduates prepared to pursue these professions will help in filling these positions and increase their employment rate.

Regional need: Baltimore City Public Schools need more highly qualified teachers to teach and train high school students in biology. We anticipate that some graduates of AMBB will plan to be teachers and opt to teach biology to high school students to prepare them for college education. This in turn

will strengthen and expand the capacity of HBCUs to provide high quality education in biology for the next generation.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

The proposed Master's program has applications in various fields of biomedicine, pharmaceuticals, and health care. The coursework of this program is designed to equip students with multiple skills enabling not only employment in various sectors but also prepares them for doctoral programs. The strategic location of CSU is crucial for attracting minority populations who may find it very difficult to access such programs elsewhere due to social and financial constraints.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The proposed program directly addresses this issue. This kind of program does not exist in any of the HBCUs in Maryland. This will be the first of its kind to provide applied knowledge in molecular biology and biochemistry at the postgraduate level. The program will attract graduates from HBCUs in Maryland as well as other states. The need for such a program, therefore, justifies its implementation.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State

1. Describe the potential industries, employment opportunities, and expected level of entry:

It is understood that in today's competitive employment market, students are looking for a degree that provides a high likelihood of return on their time and financial investment. Molecular biology and Biochemistry are areas of study that involve an in-depth and detailed study of biological and biochemical processes at the molecular level. Because MS in AMBB degree is highly specialized, graduates will come into the job market with a skill-set that is highly sought after. The federal government, currently the main provider of jobs for molecular biologists in Maryland, has made it clear in recent years that the need is considerable in this area of specialization. The Bureau of Labor Statistics (BLS) estimates that many new job opportunities in the biomedical and molecular biology field will always be opened with constant and continuing growth. This is mainly due to the many new discoveries and technologies being brought to light and the need for researchers to take over labs or handle new equipment. A shortage of well-prepared professionals is expected, which means recent graduates should have no difficulty finding a position, even with little to no experience under their belt. This program will contribute well trained graduates to fulfill the work force demand in Maryland-DC-Virginia biotech corridor.

2. Employment data for candidates with MS degree:

Labor Statistics (2019)								
Occupation	**Employment with bachelor's degree**	**Percent with bachelor's degree**	**Employment with master's degree**	**Percent with master's degree**	**Median annual wage for bachelor's degree**	**Median annual wage for master's degree**	**Wage premium amount**	**Wage premium percent**
Environmental scientists and geoscientists	30,737	47	25,079	38	62,000	80,000	18,000	29
Biological scientists	26,993	43	21,414	34	50,000	60,000	10,000	20

Labor Statistics (2019)								
Occupation	**Employment with bachelor's degree**	**Percent with bachelor's degree**	**Employment with master's degree**	**Percent with master's degree**	**Median annual wage for bachelor's degree**	**Median annual wage for master's degree**	**Wage premium amount**	**Wage premium percent**
Footnotes: Source: U.S. Census Bureau, American Community Survey. The wage premium represents the wage increase for workers with a master's degree over that for workers with a bachelor's degree in the occupation.								

3. Evidence of Market Surveys

The Department of Natural Sciences conducted a survey that was conducted internally and externally to determine demand for the new program. The initial survey administered throughout its department determined that current undergraduates within existing biology and chemistry programs would be interested in obtaining the new degree. Also, exit surveys revealed that Coppin's graduates within the natural sciences desired to remain at the university and pursue relevant graduate degrees if they were available as offerings.

4. Current and Projected Supply for Prospective Graduates

Survey results indicated that there would be 15 or more undergraduate students who would enroll in the first year of the program and by year 5, more than 50 undergraduate students are expected to be enrolled and on a path to graduation, contingent upon full approval to offer the program. This information is supplied in the resources and expenditure section of the proposal. The U.S. Bureau of labor also indicates that 18% of jobs will require a master's degree in 2022. A master's degree can make it easier to transition into more senior management and leadership positions. Also, those with a master's degree earn 35% more than an employee with a bachelor's degree. Interestingly, enhanced professional networking of master's degree holders is also recorded. Therefore, career advancement, specialized knowledge, increased earning potential, life-long learning and enhanced professional networking opportunities are possible. The U.S. Census Bureau, American Community Survey published wages earned by various groups of employees with selected STEM occupations in which workers with a master's degree earned a premium over workers with a bachelor's degree in STEM.

Also, as an institution, enhanced visibility of CSU among academicians, researchers, and program managers as a result of the new program activities will be able to attract new undergraduate students and master's degree applicants. Moreover, this will be a steppingstone to bring PhD. Programs, and research capabilities, scholarships and Fellowships to CSU.

D. Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

Currently, several institutions in Maryland offer MS programs in Biology, Molecular Biology, Biochemistry and molecular biology, cellular and molecular biology and applied molecular biology. The proposed MS program in AMBB is significantly different from other MS programs such as MS in applied molecular biology (UMBC), Biochemistry and molecular biology (UMB and UMBC) and cellular and molecular biology (UMD) offered at our sister institutions in Maryland. This is because the course content designed for the proposed MS in AMBB includes a combination of advanced molecular biology and biochemistry courses with emphasis on bench- to- bedside applications. For example, courses such as Biomarkers and molecular diagnostics is purely applied towards the clinical manifestations of human and animal diseases diagnostics at the molecular level. The applied aspects of the program make it highly novel and unique, compared to current programs (mentioned above) offered at other institutions. Course schedules will be devised taking into consideration students who may have full time employment.

List of MS programs offered in our sister institutions related to the proposed CSU MS in AMBB:
1). UMBC's MS in Applied Molecular Biology: The M.S. program in Applied Molecular Biology (APMB) is an intensive, **two semester graduate program** that combines state-of-the-art training in the laboratory methods of molecular biology with a set of **four lecture courses** that provide the theoretical background for the field. Founded in 1981, the program was the first of its kind in the U.S.

2). UMD's Graduate Program in Biochemistry and Molecular Biology: It is an **intercampus** program that consists of faculty and departments on two University of Maryland campuses including the University Of Maryland School Of Medicine on the University of Maryland, Baltimore (UMB) campus and the University Of Maryland Baltimore County (UMBC). Together, they offer courses of study leading to the Master of Science and Doctor of Philosophy degrees. Graduate Program provides top-tier training in Biochemistry & Molecular Biology and boasts nationally renowned faculty members. The quality of mentoring afforded to each of our graduate students is of the highest caliber. The Graduate Program in Biochemistry & Molecular Biology's research foci include, Structural Biology (crystallography and NMR spectroscopy), Gene Expression & Regulation, Cardiac Muscle Biology, DNA Repair & Cancer Cell Biology, Fluorescence Spectroscopy and Viral DNA Packaging

3). The Cellular and Molecular Biomedical Science (CMBS) MS Program at the University of Maryland emphasizes **medically relevant scientific research and education**, utilizing state-of-the-art resources. The program is designed as a 2-year curriculum for full-time students, but may be completed over 5 years for part-time, working students. Students will become fluent in the study and implementation of biomedical research and will be well prepared as skilled researchers for careers in academic research centers, government, and industry, including biotechnology firms and pharmaceutical companies. The CMBS MS Program combines traditional areas of biomedical study, including molecular and cell biology, neuroscience, pharmacology, physiology, cancer biology, and genomics into a unique interdisciplinary graduate training program. Specifically designed to develop scientists for the post-genomic era, CMBS students will gain knowledge, research skills, and familiarity with the state-of-the-art biomedical tools and methodologies to solve important and timely questions in biomedical science.

2. Justification for the proposed program
All the MS programs offered by our sister institutions are the following:

1. Two-semester programs focused on laboratory methods;
2. Intercampus programs focused on structural biology; and
3. Medically relevant scientific research and education.

Therefore, MS in AMBB is unique in both structural and contextual aspects with emphasis on advanced laboratory techniques and research opportunities in various areas including but not limited to infectious diseases, vision research, molecular biomarkers and developmental biology. It is imperative to note that CSU is an HBCU located in the heart of Baltimore surrounded by populations woefully underrepresented in the sciences and where baccalaureates do not even get the opportunities for post graduate education in other institutions for various reasons. The proposed program offers a unique opportunity for these students to pursue higher education, which will have a highly significant impact on reducing the achievement gap, increase employment potential, and will be a step forward in uplifting the socioeconomic status.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs)

CSU is an HBCU and the mission and strategic goals of the institution are always programmed towards educating African American and minority student populations. CSU is proposing this high demand program to provide opportunities, mainly for minority students, who have the desire to pursuing academic careers in research and development in health care industries, biotech and pharmaceutical industries. Coppin is uniquely situated to be able to operate this program.

F. Relevance to the identity of Historically Black Institutions (HBIs)

This Master's program in Applied Molecular Biology and Biochemistry is unique to the HBIs and will have a significant impact on CSU in fulfilling its mission. HBIs are engaged in creating high-demand programs that serve the workforce demand of their states. CSU, as one of the HBIs, is proposing this new program as there is a critical need, especially of African Americans (and minorities, at large), in the workforce, mainly in the field of Molecular Biology and Biochemistry.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes:

1. **Description of the program's establishment and faculty overseeing instruction of the program**

The program was established using new and existing courses within the department to establish the proposed program. The Department of Natural Sciences (NS) at CSU offers undergraduate programs in Biology and Life Sciences and Chemistry with concentrations and tracks in various professional disciplines (Pre-medicine, Pre-physician assistant, and Pre-pharmacy programs). These programs provide instruction in the fundamental concepts and theories, principles, and techniques in biological sciences (such as animal and plant sciences, human anatomy & physiology, microbiology, cell biology and molecular biology, and environmental science) and Chemistry (Organic, physical, advanced, and Biochemistry). The courses in the undergraduate programs are especially designed for students who are interested in acquiring knowledge and understanding of the basic concepts of biology, and its applications to biomedicine, allied health professions, and environmental sciences. Students also get experience in biology lab instrumentation, biotechnology methods, study of anatomical models, and physiology experiments.

The new MS program in Applied Molecular Biology and Biochemistry (AMBB) is being established to provide a unique and ideal framework for studying and understanding advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program envisions educating and training in applied molecular biology and biochemistry; such advanced learning will eventually help in developing molecular diagnostics. In addition, students will acquire hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques and instrumentation in biochemistry and molecular biology and biotechnology laboratories. The programs also provide opportunities for students to develop research skills (including critical thinking and analysis) as graduate students will be required to undertake thesis work in infectious diseases, vision research, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, and cell culture methodologies. Students in this program are required to take a total of 34 Credits; 25 credits must be earned from core courses such as Advanced Biostatistics, Advanced Biochemistry, Advanced Molecular Biology, Protein Engineering, Bio-Omics and Seminars, 4 credits should be earned from elective courses-either Biological membranes or Biomarkers and Molecular diagnostics, and 6 credits must be earned from a successful execution and completion of thesis research. The research thesis will require an independent, original, and scholarly investigation of suitable research work guided by a faculty member from the Department of Natural Sciences. Students who complete a minimum of 15 credits of the program will receive a Post Baccalaureate Certificate in in AMBB.

2. **The educational objectives and intended student learning outcomes.**

General educational objectives of the program:
The Master of Science in AMBB program is designed to provide an ideal framework for studying and understanding the advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program, in addition, is designed to provide hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques of biochemistry and molecular biology in laboratories. The program also

provides ample opportunities for students to develop research skills, including critical thinking and analysis. Students will also be required to undertake thesis\ work in infectious diseases, molecular aspects of ophthalmology, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, biopolymers, and cell culture methodologies.

3. Explain how the institution will:

Provide assessment of student achievement of learning outcomes in the program:

a) Specific objectives of the program and student learning outcomes

1. Students will acquire hands on laboratory experiences in biochemistry, molecular biology, and computation biology used in investigating and resolving normal and abnormal structures and functions of biological molecules and learn to design and conduct research projects
2. Students will understand that several experimental methods can be used to achieve a specific goal. Students will understand limitations for each research method and explore how each method is used to answer a wide range of biological questions.
3. Students will learn how to articulate and critique scientific papers and writings and acquire necessary skills in writing research reports, manuscripts, thesis, and oral presentation.
4. Students will acquire sound knowledge in theoretical aspects of molecular biology and its applications.
5. Students will demonstrate mastery of the scientific method and scientific primary literature, the design and application of experiments, and evaluation of data and apply biological knowledge to individual, community, and global problems. Also, students will demonstrate awareness of legal and ethical implications of scientific issues in society and demonstrate scientific ethical conduct.
6. The key objective of this program at CSU is to develop workforce in the specialization of molecular biology and biochemistry among minority student population. Additional information is included in a separate section.

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

b) document student achievement of learning outcomes in the program

Through the Assessment Committee utilizing Blackboard Outcomes and the Nuventive software platform, assessment of student learning will be regularly monitored, reviewed, and if necessary, enhancements to the curriculum will be provided to ensure student success. The Assessment schedule of the university will drive routine and systematic assessment of learning.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Core Courses: BIOL 500, BIOL 501, BIOL 502, BIOL 503, BIOL 504, BIOL 505 and BIOL 508

Total Credits: 25

BIOL 500
Course Number and Title: ***BIOL 500 Biostatistics***
Semester: Spring
Credit hours: 3
Course Description: Advanced Biostatistics (Core)
This course is designed for an understanding of the principles of experimental design and experimental data analysis; hypothesis testing; application of statistical methods for comparing discrete and continuous data including ANOVA, t-test, correlation, and regression.

BIOL 501
Course Number and Title: ***BIOL 501- Advanced Biochemistry (Core)***
Semester: Fall
Credit hours: 4
Course Description: Advanced Biochemistry
The course is designed for an advanced understanding of macromolecules by analyzing the biophysical and biochemical properties of macromolecules and how these physicochemical properties are exploited in various biological pathways for a better understanding of the role of these molecules. In addition, a brief introduction to methods used to determine the structures of macromolecules and supramolecular assemblies will be presented. The knowledge gained will be exploited to understand the physicochemical basis of structure-function relationships in macromolecules.

BIOL 502
Course Number and Title: ***BIOL 502-Advanced Molecular Biology (Core)***
Semester: Fall
Credit hours: 4
Course Description: **Organization and Expression of Genetic Information**
This course is designed to provide an advanced level of understanding on the structure of DNA, RNA and protein. Understanding on the physical and chemical properties of DNA, RNA AND proteins coupled with their roles in cellular metabolism. Emphasis will be placed on the contemporary scientific findings on the principles, processes, and methodology of molecular Biology.

BIOL 503
Course Number and Title: ***BIOL 503 Protein Engineering (Core)***
Semester: Spring
Credit hours: 4
Course Description: **Protein Engineering: Structural and Functional Analyses of Proteins**
This course is designed to understand the concepts, principles and applications of various expression systems for protein production and bio-separations, protein purification. Emphasis will be placed on protein engineering by directed mutagenesis and rational design for the production of novel proteins. Understanding the *in vitro* synthetic enzymatic biosystems for biomanufacturing.

BIOL 504
Course Number and Title: ***BIOL 504 Molecular and Biochemical Signaling (Core)***
Semester: Fall
Credit hours: 4
Course Description: Molecular and Biochemical Signaling
This course is designed for students to understand how cells communicate by means of extracellular signaling molecules. The mechanism of synthesis, assembly and delivery of these signaling molecules will be discussed. Also, a detailed mechanism that these signaling molecules recognize and bind to receptors on the surface of the target cells will be studied in detail. The interaction of signaling molecules and the elicitation of signal transduction pathways for an effective communication within the cells will also be addressed in detail. Also, how intracellular cascades of molecules transduce

various signals for a functional response of the downstream molecules within the cells will also be analyzed.

BIOL 505:
Course Number and Title: ***BIOL 505, BIO OMICS (Core)***
Semester: Spring
Credit hours: 4
Course Description: BIO OMICS: Genomics, transcriptomics, proteomics and metabolomics
This course is designed to study the fundamental principles of genomics, transcriptomics, proteomics, and metabolomics by meta-analysis of structural and functional aspects of genomes, transcriptomes, proteomes, and metabolomes of various organisms. Bioinformatics principles and tools will be applied and analyzed both in theoretical and experimental approaches.

BIOL 506:
Course Number and Title: ***BIOL 506, Biomarkers and molecular diagnostics (Elective)***
Semester: Fall
Credit hours: 4
Course Description: Biomarkers and molecular diagnostics (Elective)
This course is designed to understand detailed biochemical, molecular biological, and cell biological approaches used in the diagnosis of various abnormalities in human population by using -Nucleic Acids, -protein, -carbohydrate and lipid –based biological markers. This course will also provide the opportunity for students to understand the latest technological advances, diagnostic applications and improve the future prospects for molecular approaches to disease diagnosis.

BIOL 507:
Course Number and Title: ***BIOL 507, Biological Membranes (Elective)***
Semester: Fall
Credit hours: 4
Course Description: Biological Membranes (Elective)
This course is designed to understand the integrated perspective on the biogenesis, dynamics and physiological functions of biological membranes and cellular micro-compartments.

CHEM 507:
Course Number and Title: ***CHEM 507, Instrumentation (Elective)***
Semester: Fall
Credit hours: 4
Course Description: ***Instrumentation (Elective)***
A course that explains the theory and operation of 10 instruments used to characterize matter. This course is available for students in the polymer and material science master's program and the microbiology master's program. The instruments studied are FTIR, Raman, UV-VIS, NMR, Circular dichroism, mass spectrometry, HPLC, GC MS, AA, and metrohm voltammetry.

BIOL 508:
Course Number and Title: ***BIOL 508, Seminar (Core)***
Semester: Fall
Credit hours: 2
Course Description: Seminar: ***Learnings from Nobel Discoveries in Biochemistry, Physiology*** **and Medicine.**
This course is designed for students to do literature search, analyze invited speakers lectures and student presentations, their significant findings presented at the lectures, the findings significance and

how the findings strengthen science in general. Students should write a report and submit for evaluation to the course director.

BIOL 509:
Course Number and Title: ***Biol 509, Techniques in Molecular Biology (Elective)***
Semester: Spring
Credit hours: 2
Course Description: ***Techniques in Molecular Biology***
This course is designed to provide hands-on experience in various advanced molecular biological and immunological techniques for the development of diagnostics for various clinical manifestation related to human health. This course is also designed for students to learn molecular, biochemical and pharmacological aspects of various diagnostic methodologies.

BIOL 510:
Course Number and Title: ***BIOL 510, Research and Dissertation (Core*****)**
Semester: Fall
Credit hours: 6
Course Description: Research and Dissertation: Requirement (6 credits)
An independent, original, and scholarly research investigation is required for a M.S. Degree. The thesis must be written using APA format. It must be submitted to the master's Program Office as a research thesis in the form specified by the CSU Graduate School Guidelines for Thesis and Dissertations. It will then be considered and accepted or rejected by the student's research advisor(s) and the thesis committee. A Candidacy Exam/proposal of the thesis topic must be completed by the beginning of the second year of the program. The graduate program coordinator will then form a committee to evaluate the candidacy proposal and submit his/her recommendation to the Chair of the Natural Sciences Department and the Dean of the Graduate School for approval.

5. Discuss how general education requirements will be met, if applicable.

The proposed program is a graduate level degree. Students admitted into this program are expected to have met all General Education Requirements of a receiving institution and shall demonstrate the credentials by providing evidence of a bachelor's degree. However, at the undergraduate level for the institution, General Education Requirements apply to all newly admitted Freshmen and Transfer students without an Associate of Arts or Associates of Sciences degree. The newly admitted Freshmen and Transfer students without an Associates of Arts or Associates of Science degree shall be required to complete **40 credit hours** of General Education courses in the following Categories:

Category 1 English Composition-(6 Credits)

Must take ENG 101 English Composition I and ENG 102 English Composition II. ENG 101 and ENG 102 must be completed with a grade of C* or better.

Category 2 Arts and Humanities: Arts and Humanities- African American Heritage- (3 credits)

Refer to the program major plan of study for designated courses, which include History and World Literature.

Category 2 Arts and Humanities- (12 credits)

Refer to the program major plan of study for designated courses.

Category 3 Social and Behavioral Sciences-(6 credits)

Refer to the program major plan of study for designated courses.

Category 4 Mathematics-(3 credits)

Refer to the program major plan of study for designated courses.

Category 5 Natural and Physical Sciences-(7 credits)

As per the program major plan of study. Two science courses must be completed. At least one of the courses must have a lab. The science courses can be taken in the same discipline.

Category 6 Interdisciplinary and Emerging Issues-(3 credits)

6. Identify Any Specialized Accreditation of Graduate Certification Requirements

Currently, there are no specialized accreditation requirements established for the program, nor any graduate certification requirement.

7. Contracting with Another Institution

The university is not contracting with another institution or non-collegiate organization to administer this program.

8. **Assurance of Providing Students with Clear, Complete, and Timely Information:**

Advertising in the Graduate Catalog will detail that the Master of Science in AMBB program is designed to provide an ideal framework for studying and understanding the advanced concepts of biochemistry and molecular biology, develop interdisciplinary and integrative abilities in order to prepare competent professionals to solve problems in the field of applied biochemistry and molecular biology. This program, in addition, is designed to provide hands-on experimental skills, which are required to test the principles governing AMBB by using advanced methods and techniques of biochemistry and molecular biology in laboratories. The program description and services will also be provided on the department's website, as well as the college level page location. It will be noted that the program provides ample opportunities for students to develop research skills, including critical thinking and analysis. Students will also be required to undertake thesis\ work in infectious diseases, molecular aspects of ophthalmology, metabolic studies in various tissues, chemistry of biomolecules, protein engineering, biopolymers, and cell culture methodologies.

9. Assurance of Advertising, Recruiting, and Admissions Materials Represent the Program and Services Available

The program will be advertised within the Graduate Catalog along with the appropriate student supports. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the STEM are forged.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11*)*

Dr. Kavita Hegde, MD, Ph. D. in Biochemistry, Full time Associate Professor of Biology
Dr. Kavita Hegde's research investigating the molecular mechanisms of oxidative stress induced damage to the lens and retina. She has experiences in teaching Biochemistry, Neuroscience and Human Anatomy and Physiology courses.

Dr. Thavamani Rajapandi, Ph. D. in Molecular Biology, Full time Associate Professor of Biology
Dr. Rajapandi's research project pertains to malaria transmission from human to mosquitoes: Molecular mechanism(s) of differentiation of transmissible form of Plasmodium falciparum malaria in human and the development of transmission blocking small molecules and monoclonal antibodies.

Dr. Jacob Adeyeye, Ph. D. in Molecular Biology, Full time Associate Professor of Biology
Dr. Adeyeye's research is focuses on (1) Analysis and Characterization of MRSA capsular material with the view of exploring some of the epitopes for vaccine development and (2) Regeneration of Conocephalun conicum as influenced by mineral nutrients, light and gravity.

Dr. Dondra Griggs, Ph. D. in Molecular Genetics, Full time Assistant Professor of Biology
Dr. Dondra Griggs: Dr. Grigg's research deals with the maternal effect genes required for axes formation of the vertebrate embryo. She has been primarily focusing on the involvement of cytoskeletal cross-linker proteins to establish oocyte polarity using zebrafish as a model organism.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Coppin State University has a library on-campus with adequate resources such as books, computers, reading rooms, etc. for students. Journals and books from libraries of other institutes in the University System of Maryland are available through inter-library loan.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. The new, $80 million, 150,332 sq. ft. Science and Technology Center (STC) at CSU, reflects a remarkable transformative opportunity at Coppin, especially for the STEM. The center is well-equipped and houses laboratories, classrooms, and study areas for students, and enables access to cutting edge, high performance in sciences and technology. The Biology laboratories have capabilities for tissue and cell culture, spectrophotometry, gel electrophoresis, high resolution microscopes, thermocyclers (for polymerase chain reaction) etc. Chemistry research laboratories are equipped with NMR, UV-VIS-IR spectrophotometers, fluorescence spectrophotometers, gas chromatography, atomic force microscope, etc. STC also has highly sophisticated instruments such as scanning and transmission electron microscopes, which will be used for various biomedical research projects. The Center has a vivarium with capability of housing small and medium-sized laboratory animals used in the conduct of biomedical research.

2. Students enrolled in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the student's experience. Additionally, students are able to access 24/7 OIT Student Help desk should needs arise using any of the technology.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

The new program will be housed in the newly built Science and Technology Center (STC) building. The STC has state-of-the-art technology for classrooms and laboratories. Delivery of the program will be in existing space and is not contingent on additional funds.

The Department of Natural Sciences is having discussions with NSF to establish a Center of Research Excellence in Science and Technology (CREST) at Coppin State University. Funds from this program will be used to support the PMS program.

The success of this program will require faculty members specialized in biochemistry, cell and molecular biology, bioinformatics, biostatistics and various active research programs by the faculty. Current faculty can support a part of the required teaching, research and advisement and faculty in the department of Mathematics will teach the statistics course. This program will require 2 full-time faculty members (over five years) and the faculty salary will be partly paid from the tuition revenues (Table 1) and the staff support will be provided by CSU. The Department is also actively pursuing grants from the National Science Foundation (NSF) to create a CREST center to support the new graduate program and its students.

Resources and Expenditures

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+g below)	76155	257214	543177	941945	1713089
a. #F.T Students	3	6	9	13	16
b. Annual Tuition/Fee Rate	7901	7901	7901	7901	7901
c. Annual Full Time Revenue (a x b)	23703	47406	71109	102713	126416
d. # Part Time Students	2	4	6	8	11
e. Credit Hour Rate	4371	4371	4371	4371	4371
f. Annual Credit Hours	6	12	18	24	33
g. Total Part Time Revenue (d x e x f)	52452	209808	472068	839232	1586673
3. Grants, Contracts, & Other External Sources[3]	50,000	50000	100000	0	0

4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	126,155	307,214	643,177	941,945	1,713,089

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	91780	91780	149750	156400	216390
a. # FTE	1	1	2	2	2
b. Total Salary	70000	70000	125000	130000	189000
c. Total Benefits	21780	21780	24750	26400	27390
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE	0.5	0.5	0.5	1	1
b. Total Salary	18000	18000	18000	36000	36000
c. Total Benefits	1440	1440	1440	2880	2880
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	125	125	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	91905	91905	149750	156400	216390

Narrative for Table 2. Program needs and expenditures

Program Director:
The MS in AMBB program will be overseen by a Program Director who will also teach molecular biology and biochemistry. The remaining courses will be taught by a combination of current faculty in the department of natural sciences and adjunct faculty.

New Faculty positions:
Two new fulltime faculty will be hired over the next 5 years.

Funding source: CSU

Administrative Staff:
The program will be administrated by the program director, a faculty member with support from staff.

Funding source: CSU

Support Staff (recruitment):
The program will need a staff person who will be charged to recruit graduate students

Funding source: CSU

Equipment
MS in AMBB program will rely mostly on existing infrastructure. Additional equipment such as a DNA sequencer, protein purification columns and Fluorescent microscope will be purchased.

Funding source: CSU

Other expenses
A marketing budget to help launch the program will be needed.

Funding source:
CSU, CREST grant, other NSF

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

1. The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by Department Chair and peers. The graduate curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes. Standard rubrics will be used for various assessment methods. Samples are included in the course syllabi. The student assessment method includes tests, quizzes, capstone assignments, written assignment, and oral presentation. In addition, students will be required to write term papers and a thesis paper based on laboratory research. A well-written thesis that is scientifically thorough and technically sound will be expected of the students before graduation. Students will also be assessed for proficiency in oral presentations. Faculty evaluations will be conducted once a year, as is the current norm, by the departmental Chair. Faculty members will be evaluated on teaching ability, research publication and scholarship, and community engagement. In addition, faculty evaluations by students will be done twice a year, in the fall and spring semesters.

2. The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been

established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

1. Of the total student population at CSU, a historically black university, over 80% are minority. The faculty and staff of CSU are well trained to work with multi-generational and minority student population. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap is an important goal not only because it helps to remedy persistent social inequalities, but also because it improves the overall educational attainment of the State's population. Although the achievement gap is not a new issue within the State, Maryland remains committed to improving outcomes for groups that have historically lagged behind those of their peers. Chief among these groups are: 1) African Americans, roughly 30% of all Marylanders and the State's largest racial/ ethnic minority group; 2) Hispanics, the State's fastest-growing minority population; and 3) Pell Grant recipients (i.e., low-income students), approximately 30% of all undergraduate students in Maryland. In addition to closing gaps in performance among student populations, there is also a commitment to narrowing disparities that exist among postsecondary institutions in the State. Specifically, Maryland must focus on narrowing the retention and graduation gaps that exist between the State's historically black colleges and universities (HBCUs) and its traditionally white institutions (TWIs).

   Promote and implement practices and policies that will ensure student success.
   As stated in *Higher Education Tomorrow*: 2017-2021 State Plan Goals and Strategies,
   CSU has policies and practices that are student-focused and ensure student success. Plans are in place for the execution of student advisement and individualized supervision of every student attending CSU. CSU also has robust plans for non-traditional students' success. MS in AMBB program will support both traditional and nontraditional students' success by providing evening classes and weekend lab work, which will enable them to have a full-time job while taking their MS studies. As stated in Higher Education Tomorrow; 2017-2021 State Plan Goals and Strategies, CSU will continue to ensure equal educational opportunities for all Marylanders by supporting all postsecondary institutions (Strategy 4), ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students (Strategy 5), improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements (Strategy 6). and enhance career advising and planning services and integrate them explicitly into academic advising and planning (Strategy 7).

   Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.
   CSU will develop new partnerships with other colleges, mainly with other HBCUs and businesses with biotech companies in Maryland to support workforce development and improve workforce readiness (Strategy 8) in order to strengthen and sustain development and collaboration in addressing teaching and learning challenges (strategy 9), expand support for research and research partnerships (Strategy 10), and will encourage a culture of risk-taking and experimentation (Strategy 11). The proposed "MS in AMBB" program in the Department of Natural sciences is aimed at accomplishing these goals. Also, faculty supported student research and development activities will help to fulfill strategies 8, 9, 10, and 11 by making novel innovations by performing high risk research projects for novel discoveries.

   Therefore, the need for this program at CSU is more on the societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students. It is an absolute need to strengthen and expand the capacity of CSU, an HBCU to provide high quality and unique educational programs such as MS in AMBB.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. The program is not related to an identified low productivity program

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. The program will not be offered via distance education.
2. Not applicable

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Coppin State University: Master of Science in Polymers and Materials Sciences

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Coppin State University (CSU) proposes to offer the Master of Science (M.S.) in Polymers and Materials Sciences (PMS) program. Our goal is to prepare students to meet the future work force demands in polymers and materials sciences. The program will strengthen CSU's engagement with Baltimore's educational needs and establish a fruitful partnership with the local and state industry by providing research and technological innovations that are highly demanded by the manufacturing enterprise.

The proposed PMS program is designed to give students an understanding of design, synthesis, characterization, and function in a large number of materials. Students will receive an in-depth understanding of the relationships between the structure and properties of materials. The proposed PMS graduate program will address the local and state-wide workforce demand by the state, which, according to the Maryland Department of Labor, Licensing and Regulation, is over 6,000 workers by 2024.

The graduate program will be housed in the newly built Science and Technology Center, which is equipped with state-of-the-art technology for research and instruction. This program will address the need for students in the inner city of Baltimore to have greater access to obtaining graduate degrees. There is a significant shortage of trained minorities in this field, and the proposed program will ensure equal opportunity for Maryland's diverse citizenry.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from Coppin State University to offer the Master of Science in Polymers and Materials Sciences.

COMMITTEE RECOMMENDATION:		DATE: Tuesday, September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

COPPIN STATE UNIVERSITY
EST. 1900

Office of the President
2500 West North Ave ., Balti more, MD 21216
Phone (410) 951-3838 | Fa x (410) 333-5369

July 28, 2020

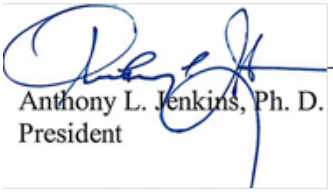
Dr. Jay A. Perman
Chancellor
University System of Maryland
Chancellor's Headquarters/Baltimore Office
701 E. Pratt Street
Baltimore, MD 21202

Dr. Chancellor Perman:

I am seeking your approval to offer a Master's of Science in Polymers and Materials Sciences at Coppin State University (CSU). The new degree will be a total of 36 credits and its proposed codes are CIP 40.1001 and program code 0915.00. The program will contribute to STEM, workforce and innovation, and economic growth goals of Maryland as identified in the University System of Maryland's Strategic Plan.

The proposal has the approval of appropriate campus committees and was submitted to me for my endorsement. I am pleased to recommend this proposal and request your approval. Should you have any questions, please contact me or my staff. Additionally, you may contact Dr. Leontye Lewis, Provost and Vice President for Academic Affairs.

Sincerely,



Anthony L. Jenkins, Ph. D.
President

cc: Dr. Leontye Lewis, Provost & Vice President for Academic Affairs

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

Coppin State University
Institution Submitting Proposal

M.S. in Polymers and Materials Sciences
Title of Proposed Program

Master of Science	**Spring 2021**
Award to be Offered	Projected Implementation Date
0915.00	**40.1001**
Proposed HEGIS Code	Proposed CIP Code
Natural Sciences	Dr. Mintesinot Jiru
Department in which program will be located	Department Contact
410-951-4139	mjiru@coppin.edu
Contact Phone Number	Contact E-Mail Address
Leontyne Lewis	7.31.20
Signature of President or Designee	Date

A. Mission-Centrality to Institutional Mission and Planning Priorities

1. **Program description and alignment with Mission of CSU:**
   The mission of Coppin State University (CSU) is to educate a multi-generational student population and to provide innovative education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development. The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the state, region, nation, and world employment markets.

2. **Strategic Plan of CSU:**
   The strategic plan of CSU states that "Coppin will continue to identify and offer other academic programs designed to alleviate key workforce shortages such as those in STEM and cyber security. The University aims to continue promoting graduate and professional education among its students to be more competitive in the workforce. This goal includes promoting a culture of innovation and entrepreneurship in a variety of disciplines that can lead to collaborative initiatives among faculty and academic units for partnerships external to the university."

3. **Congruence with Mission:**
   In congruence with the mission of Coppin State University, the Department of Natural Sciences is dedicated to fostering instruction and research in selected areas of STEM, supported by excellent educational centers, which act as incubators for research-technology on biomaterials, renewable fuels, biomarkers environmental toxins and nano-technology. The proposed Polymers and Materials Sciences (PMS) program is aligned with the University priorities for its academic programs' enhancement and development as an initiative directed to support Maryland's future workforce demands as identified by the USM Board of Regents. In this regard, the PMS program is considered an expansion and addition to Coppin's graduate programs, which include Education, Nursing, Human Services Administration, Criminal Justice, and others that meet the USM mission in preparing professionals with high quality training that improves Maryland's skilled workforce and meets its future demands.

4. **Description of Institution's Commitment:**
   a) **Ongoing administrative, financial, and technical support of the proposed program**

      The institution is committed to provided necessary resources as evidence by other programs. The program is committed to a regular review of program viability and will provide or allocate appropriate resources to ensure the success of the programs.

   b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.
      The institution is committed to allowing the program to function for period of time sufficient for students to complete the program. The university has a rich history of program longevity but is also committed to the success of students and ensuring the efficient operation of programs.

B. Critical and compelling regional or Statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

The proposed PMS graduate program is believed to address the local and state-wide workforce demands that according to the Maryland Department of Labor, Licensing and Regulation to over 6000 workers are needed by 2024.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education.

The PMS graduate program will address the need for students in the inner City of Baltimore to have greater access to graduate degrees. There is a significant deficit of minorities in this field. The program will ensure equal opportunity for Maryland's diverse citizenry through education and by creating a pipeline to graduate degrees that will increase the number of minority professional workers.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.

The proposed program is unique to Coppin and doesn't exist in any of the Historically Black Institutions in Maryland. This new graduate program will provide Coppin State University, a Historically Black University, the opportunity to have its first STEM-related graduate program.

Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf). [4]

The **State Plan Strategy 10** indicates an intent to "expand support for research and research partnerships". The proposed PMS graduate program will provide the opportunity for faculty to be innovative, i.e. to explore, challenge and implement new ideas. Faculty will have an opportunity to license and patent new polymers and material sciences products while encouraging and supporting students with early research experiences.

The **State Plan Strategy 11** is designed to "encourage a culture of risk-taking and experimentation". The proposed PMS graduate program will encourage risk-taking as an innovative strategy in research. Students will be taught to gain knowledge from success as well as failure of their research projects.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

1. Describe Potential Industries and Employment Opportunities:

According to the job-search firm, Indeed, polymers and material science job openings are expanding faster than the number of technologists looking for them. According to the Maryland Department of Labor, Licensing and Regulation, workforce needs in the polymer manufacturing industry by the year 2024 will total over 6,000 workers (table below). Graduates of this program will fill the critical need for trained labor by government agencies and

manufacturing companies such as Lockheed Martin, Under Armor, Berry Plastics and NGK-locke, Inc. Positions within these firms are entry-level and mid-managerial levels.

2. **Data**

Region	Number of workforce demands
Baltimore City	906
Mid-Maryland	843
Baltimore County	289
Susquehanna	2796
Western Maryland	1538
Total	**6372**

3. **Evidence of Market Surveys:**

The Department of Natural Sciences conducted a survey that was conducted internally and externally to determine demand for the new program. The initial survey administered throughout its department determined that current undergraduates within existing biology and chemistry programs would be interested in obtaining the new degree. Also, exit surveys revealed that Coppin's graduates within the natural sciences desired to remain at the university and pursue relevant graduate degrees if they were available as offerings.

4. **Data of current and projected supply of students:**
Survey results indicated that there would be 10 or more undergraduate students who would enroll in the first year of the program and by year 5, more than 25 undergraduate students are expected to be enrolled and on a path to graduation, contingent upon full approval to offer the program. This information is supplied in the resources and expenditure section of the proposal.

D. Reasonableness of program duplication:

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

No other institution within the USM offers this program. University of Maryland College Park offers a degree in Materials Science and Engineering. UMBC offers a degree in Chemical and Biochemical Engineering. The PMS program will prepare students to meet the future work force demands in polymer and materials sciences.

2. **Provide justification for the proposed program.**

The program will strengthen CSU's engagement with Baltimore's educational needs and establish a fruitful partnership with the local and state industry, by providing research and technological innovations that are highly demanded by the manufacturing enterprise. CSU partners who are familiar with the competencies of our undergraduates are expecting them to be further trained by us and prepared for the STEM careers they will offer.

E. Relevance to High Demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

This new PMS graduate program will provide Coppin State University, an HBCU, the opportunity to have its first high quality and unique STEM related graduate program. This program meets the social needs including expanding educational opportunities and choices for minority and educationally disadvantaged students at CSU and the city of Baltimore. The PMS graduate program is more affordable than the graduate programs offered by any other USM institutions.

F. Relevance to the Identity of Historically Black Institutions (HBIs)

1. The new program is being proposed at a USM HBI and is will assist the university in meeting its stated mission.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes*:*

1. Description of the program's establishment and faculty overseeing instruction of the program

The Polymers and Materials Sciences program (PMS) was established to facilitate a value-added engagement between Coppin State University (CSU) and our prospective industrial partners, such as Lockheed Martin, Under Armor and Northrop Grumman, with the ultimate objective of accelerating research and technological innovations that are highly needed by local and state manufacturing enterprise. The Program is uniquely designed to give students an understanding of design, synthesis, characterization, and function in a large number of materials. Students will receive an in-depth understanding of the relationships between the structure and properties of materials and a selection of research areas driven by industry-university partnerships with a focus on themes relevant to the polymers and materials industry. To this end, industry partners will have (i) direct input on the research directions funded through the PMS, (ii) participation and engagement with faculty during regular meetings, (iii) strengthen the opportunity to hear and see new capabilities and toolsets from synthesis to characterization to processing-application of new or improved materials and polymers with added value, and (iv) providing internship experiences for students pursuing their MS in polymers and materials. By 2030, polymers, material composites, the automotive industry, and society at large will recognize plastics and polymer composites as preferred material solutions that meet, and in many cases establish, the needs of environmental sustainability. Despite this predicted need, many of the existing engineering trainings focus on metals and little, if not no attention is given to plastics and polymer composites. As a result, today's engineering workforce largely lacks the knowledge to confidently make automotive, defense, aviation, medicinal devices, dentistry composites and soft sportswear design changes using polymers and new materials. The proposed PMS graduate program is designed to address local and state-wide workforce demands in the polymer manufacturing industry.

2. **Describe the educational objectives and intended student learning outcomes.**

Program Educational Objectives

Graduates of the program will be able to do the following: 1) demonstrate the knowledge and skills central to polymer and materials sciences; 2) discover relationships and insights in developing new polymer and material sciences products; 3) Learn cutting edge techniques and

methodologies in this discipline; 4) apply the knowledge and skills in developing a master thesis; and 5) effectively and competitively pursue careers to meet the growing workforce demand in the state of Maryland and the Nation.

3. Assessment of Student Learning Outcomes

Coppin students' experiences and instruction will be anchored within an academic framework of the University's Student Learning Outcomes (SLOs) such as Oral and Written Communication and Analytical Reasoning. These SLOs, by definition, represent the university's commitment to provide students with academic experiences that support their ability to write clear expository and persuasive prose; to use valid research-based arguments as support for their written or oral positions; to express their ideas in language that is both appropriate to the topic and for the target audience, and to write and speak proficiently for those various audiences. Moreover, students will be trained to apply classical and/or current theories and principles from specific content areas; to use critical judgments from a combination of evidences and assumptions to reach viable conclusions; and to collect, analyze, and interpret data via computational literacy and scientific reasoning.

4. **List of Courses**

The proposed program in Polymers and Materials Sciences will have a total of 36 credits: Core courses (20 credits), Electives (10 credits) and Thesis (6 credits).

Core Courses (20 Credits)

Polymer Nanoparticles: Synthesis and Applications (CHEM- 501) – 4 credits

Course Description

This course explains, develops skills in cutting edge technology for polymer nanoparticle characterization and properties measurement utilizing state of the art tools for specific purposes. Prerequisite: A course in Nanotechnology or Advanced Inorganic Chemistry or Organic Chemistry II.

Computational Chemistry (CHEM 502) – 4 credits

Course Description

Exploration of contemporary technology used to access molecular modeling and computational chemistry with topics that include calculation of molecular structures using both classical mechanics and quantum mechanics. Prerequisite: Permission of the instructor.

Foundation of Biomaterials (CHEM 531) – 4 credits

Course Description

This course emphasizes topics related with solid/liquid/gel state matter; molecular 2D, 3D atomic assembly, macromolecules with dipolar and quadrupolar moment, synthesis/characterization of polymers its molecular mass. Analysis of hydrophobic effects, stretching, collapse, swelling and shape changing. Prerequisites: Organic Chemistry II or Advanced Inorganic Chemistry or General Physics II.

Thermodynamics of Polymer (CHEM 571) - 4 credits

Course Description

This course is intended to provide an overview of the thermodynamic principles that can apply to polymer characterization strategies leading to evaluation of material properties and possible

applications for different classes of polymers (organic, inorganic) discovered previously or currently under development. Prerequisites: Physical Chemistry or General Physics II or Advanced Inorganic Chemistry

Polymer Chemistry I (CHEM 590) - 4 credits

Course Description

This course focuses on the properties of polymerization techniques in solution, emulsion, microemulsion and characterization and overview of the properties of commercial polymers with emphasis on the interrelations between molecular and gross physical properties; polymer structure; methods of polymerization; polymer development; and Industrial applications for polymers. Prerequisites: Organic Chemistry or equivalent and permission of the instructor.

Elective Courses (10 Credits)

Advanced Instrumentation (CHEM- 510) – 2 credits

Course Description

A course that explains the theory and operation of instruments used to characterize matter. This course is available to students in the advanced MS chemistry or material science programs. Prerequisite: Permission of the instructor.

Electrochemistry for Polymers and Materials (CHEM 511) – 2 credits

Course Description

The Electrochemistry of polymers course is intended to provide an overview of the thermodynamic principles that can be applied for polymers characterization strategies that leads to evaluate its material properties and possible applications for different classes of polymers (organic, inorganic) discovered previously or currently under development. Perquisites: Physical Chemistry or General Physics II or Advanced Inorganic Chemistry

Advanced Polymer Chemistry (CHEM 591) – 4 credits

Course Description

This course studies the most common synthetic methods used in polymerization, the basic differences in the kinetics of these methods, the final products obtained, and the synthetic processing techniques that are currently used for various applications. Pre-requisites: Organic Chemistry and Physical Chemistry

Biomarkers and Molecular Diagnostic (BIOL 506) – 4 credits

Course Description

This course is designed to understand detailed biochemical, molecular, and cell biological approaches used in the diagnosis of various abnormalities in human population by using nucleic acids, protein, carbohydrate and lipid–based biological markers. This course covers the basic principles of molecular biology and examines their relevance to the identification of disease-causing genes/mutations and the diagnosis of human genetic disorders.

Thesis *(CHEM 550)* **-** *6 credits*

Course Description

An independent, original, and scholarly research investigation is required for an M.S. Degree in Polymers and Materials Sciences. The thesis must be written using APA format. Prior to conducting the thesis work, a proposal must be submitted to the Polymer and Materials Sciences

program office using forms specified by the school of graduate studies. The proposal will then be reviewed by the student's research advisor(s) and thesis committee. A candidacy exam of the thesis proposal will be administered in the fall of the second year of the program. The graduate program coordinator will submit his/her recommendation to the Chair of the Natural Sciences Department and the Dean of Graduate Studies for approval.

5. Meeting General Education Requirements

The proposed program is a graduate level degree. Students admitted into this program are expected to have met all General Education Requirements of a receiving institution and shall demonstrate the credentials by providing evidence of a bachelor's degree. However, at the undergraduate level for the institution, General Education Requirements apply to all newly admitted Freshmen and Transfer students without an Associate of Arts or Associates of Sciences degree. The newly admitted Freshmen and Transfer students without an Associates of Arts or Associates of Science degree shall be required to complete **40 credit hours** of General Education courses in the following Categories:

Category 1 English Composition-(6 Credits)

Must take ENG 101 English Composition I and ENG 102 English Composition II. ENG 101 and ENG 102 must be completed with a grade of C* or better.

Category 2 Arts and Humanities: Arts and Humanities- African American Heritage- (3 credits)

Refer to the program major plan of study for designated courses, which include History and World Literature.

Category 2 Arts and Humanities- (12 credits)

Refer to the program major plan of study for designated courses.

Category 3 Social and Behavioral Sciences-(6 credits)

Refer to the program major plan of study for designated courses.

Category 4 Mathematics-(3 credits)

Refer to the program major plan of study for designated courses.

Category 5 Natural and Physical Sciences-(7 credits)

As per the program major plan of study. Two science courses must be completed. At least one of the courses must have a lab. The science courses can be taken in the same discipline.

Category 6 Interdisciplinary and Emerging Issues-(3 credits)

Refer to the program major plan of study for designated courses.

6. Identify Any Specialized Accreditation of Graduate Certification Requirements

Currently, there are no specialized accreditation requirements established for the program, nor any graduate certification requirement.

7. **Contracting with Another Institution**

   The university is not contracting with another institution or non-collegiate organization to administer this program.

8. **Assurance and Evidence that the Proposed Program will Provide Clear, Complete Information on the Curriculum and Course Requirements**

   The Polymer and Materials Sciences (PMS) program is designed to give students an understanding of design, synthesis, characterization, and function that leads to an in-depth understanding of the structure–property relationships in a large number of materials. Specifically, this program will focus on a broad class of materials classified as biomaterials, bioplastics, biofuels, nanomaterials, nanocomposites, biomarkers, and soft polymers (polyester, gel, oil and resins). This program will be advertised in the university's graduate catalog to show that it consists of a total of 36 credits, with 30 credits of core and elective courses and 6 research credits for a thesis. A pre-thesis written proposal should be submitted to the advisor (submission at the end of spring semester of the first year). The Graduate Catalog will also provide notice that a written thesis must exhibit an advanced level of understanding of the principles of materials and/or polymer science that was developed in the courses and in specialized research reading. A final thesis describing the research in a scholarly manner is required to fulfill the requirements of the program. Students in the program will also be invited to special brown bag student informational sessions throughout the academic year.

9. **Assurance of Advertising, Recruiting, and Admissions Materials Represent the Program and Services Available**

   The program will be advertised within the Graduate Catalog along with the appropriate student supports. As appropriate, the catalog will direct students for academic advising, disability, and counseling services should the need arise.

H. Adequacy of Articulation

To date, there have been no articulation agreements. However, should the need arise for partnerships and other collaborative opportunities, the university will commit resources to ensure partnerships that have a positive impact on student success and contribute to the STEM are forged.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach.**

   Current chemistry faculty in the Polymer and Materials Sciences (PMS) Graduate Program

Dr. Fred L. Nesbitt, Professor, Ph.D., Physical Chemistry, Full time, courses: CHEM. 502 and CHEM 510
Research interest: Dr. Nesbitt is a physical chemist in the Department of Natural Sciences. His research areas have included combustion chemistry, atmospheric chemistry, planetary chemistry and medicinal chemistry. Dr. Nesbitt's current research interest is in the application of computational chemistry to calculate physical, chemical, and spectroscopic properties of molecules. He is currently using computational chemistry to investigate the properties of Avigan. This compound is used in the treatment of influenza. In 2014 it was used in the treatment of Ebola. He is also investigating applications of computational chemistry to dye sensitized solar cells.

Dr. Hany F. Sobhi, Professor, Ph.D., Organic Chemistry, Full time, course: CHEM 590
Research interest: The primary objective of Dr. Sobhi's research is to develop strategies to synthesize small bio-organic molecules that can be used for clinical diagnosis (biomarkers) and understand the pathogenetic mechanisms underlying the clinical manifestations of diseases. The secondary objective of his research is focused on planetary and space science and the development of a mechanism for of the formation of organic carbonaceous molecules in Solar Nebula. Dr. Sobhi is also interested in the development bio-active organic scaffolds for more efficient drug delivery that targeted hepatic therapy and the development of intelligent carrier using Nano technology.

Dr. Tulio Chavez-Gil, Associate Professor, Ph.D., Inorganic chemistry, Full time, courses: CHEM 511, CHEM 531, CHEM 571
Research interest: Dr. Tulio Chavez-Gil is an Assistant Professor of Chemistry and the Director of the Renewable Fuels and Advanced Inorganic/Organometallic Chemistry Laboratory in the Department of Natural Sciences. His research interests include the synthesis of organometallic compounds for use in dye sensitized solar cells and the synthesis and characterization of renewable fuels. Dr. Chavez-Gil has participated in and co-organized national/international scientific meetings in Inorganic Chemistry, Bio-material Sciences, Pharmaceutical Sciences, Energy-Food Nexus, Energy & Fuels, Artificial Antibiotics, and Algae Biodiesel technologies. Dr. Chavez-Gil was recently awarded a Patent (# 9,259, 666) for a state-of-the art invention by the U.S. patent office.

Dr. Jamal Uddin, Professor, Ph.D., Physical Chemistry, Full time, course: CHEM 501
Research interest: Dr. Jamal Uddin is a Professor at Coppin State University in the Department of Natural Sciences in Baltimore, Maryland. He is the founder and director of the Center for Nanotechnology. In addition, he was the two-time recipient (2013-14) of the Wilson Elkins Professorship award from University System of Maryland. He has been teaching chemistry, physical science, environmental science, and nanotechnology since 2005 in the Department of Natural Sciences. He has participated in many national and international chemistry symposiums and seminars. Dr. Uddin's research interest includes the areas of Solar Energy, Laser Photochemistry, Nanotechnology, Quantum dots, and Single molecule imaging spectroscopy; Terahertz spectroscopy and Metal enhance fluorescence. His field of expertise includes the development of Natural Dye Sensitized Solar Cell (DSSC), synthesis and excited state properties of Polymetallic Complexes used in charge separation and chemical fuel production, along with synthesis of organic and inorganic molecules. Some of his significant publications focused on Electron Transfer Chemistry in Donor-Acceptor complexes and Dye Sensitized Solar Cell. He is a member of the American Chemical Society (ACS) and the Inter-American Photochemical Society (I-APS). He is a corresponding secretary of the American Association of University Professors (AAUP) at Coppin State University, Maryland chapter.

Additional Faculty: new faculty will need to be hired with a Ph.D. in Polymer Chemistry to teach courses such as CHEM 591 and guide the thesis process for graduate students.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

1. The Library supports the instructional program and provides an environment conducive to general intellectual enrichment and continued learning. The library provides space for classrooms, computer classrooms, meetings, visual exhibits, special programs and receptions, and offices. The library has over 40 public workstations to allow access to the Internet and various other networked resources.

Parlett L. Moore Library is a member of the Library Information Management System (LIMS) of the University System of Maryland and Affiliated Institutions (USMAI), a collaborative effort that permits state higher education institutions to share resources. LIMS provides a USMAI union on-line public access catalog that contains more than 1,400,000 titles. The library will provide the necessary literature and educational resource materials for the proposed program.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

1. The PMS graduate program will be housed in the newly built Science and Technology Center (STC). STC has state-of-the-art technology for research and instruction. The chemistry program has three specialized Centers/Labs in the STC building: Organic Synthesis center, Nanotechnology center and Renewable Fuels and Advanced Inorganic/Organometallic Laboratory. These centers are equipped with advanced instruments such as 400 MHz NMR, atomic force microscope (AFM), Transmission electron microscope (TEM), Teraherz microscope (THz). There are also numerous other instruments for chemical characterization, such as Thermofisher FTIR, Raman spectrometer, UV-VIS spectrometer, mass spectrometers, Atomic absorption spectrometer (AA), and Circular Dichroism spectrometer.

2. Students enrolled in the program are assigned an email address, access to the institution's Learning Management System, Blackboard, and all other appropriate platforms to support the student's experience. Additionally, students are able to access 24/7 OIT Student Help desk should needs arise using any of the technology.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

The PMS program will be housed in the newly built Science and Technology Center (STC) building. The STC has state-of-the-art technology for classrooms and laboratories. Delivery of the program will be in existing space and is not contingent on additional funds.

The Department of Natural Sciences is having discussions with NSF to establish a Center of Research Excellence in Science and Technology (CREST) at Coppin State University. Funds from this program will be used to support the PMS program.

TABLE 1: RESOURCES					
Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1.Reallocated Funds[1]	0	0	0	0	0
2. Tuition/Fee Revenue[2] (c+g below)	36816	149621	273016	729448	1421914
a. #F.T Students	3	4	8	11	14
b. Annual Tuition/Fee Rate	7901	7901	7901	7901	7901
c. Annual Full Time Revenue (a x b)	23703	31604	63208	86911	110614
d. # Part Time Students	1	3	4	7	10
e. Credit Hour Rate	4371	4371	4371	4371	4371
f. Annual Credit Hours	3	9	12	21	30
g. Total Part Time Revenue (d x e x f)	13113	118017	209808	642537	1311300
3. Grants, Contracts, & Other External Sources[3]	50,000	50000	100000	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	86,816	199,621	373,016	729,448	1,421,914

[1] Whenever reallocated funds are included among the resources available to new programs, the following information must be provided in a footnote: origin(s) of reallocated funds, impact of the reallocation on the existing academic program(s), and manner in which the reallocation is consistent with the institution's strategic plan.

[2] This figure should be a realistic percentage of tuition and fees which will be used to support the new program. Factors such as indirect costs linked to new students and the impact of enrolling continuing students in the new program should be considered when determining the percentage.

[3] Whenever external funds are included among the resources, the following information must be provided in a footnote: source of the funding and alternative methods of funding the program after the cessation of external funding.

TABLE 2: EXPENDITURES					
Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Total Faculty Expenses (b + c below)	91780	91780	149750	156400	216390
a. # FTE	1	1	2	2	3
b. Total Salary	70000	70000	125000	130000	189000
c. Total Benefits	21780	21780	24750	26400	27390
2. Total Administrative Staff Expenses (b + c below)					
a. # FTE	0.5	0.5	0.5	1	1
b. Total Salary	18000	18000	18000	36000	36000
c. Total Benefits	1440	1440	1440	2880	2880
3. Total Support Staff Expenses (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	125	125	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	91905	91905	149750	156400	216390

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

1. The curriculum, program faculty, and student learning outcomes will be routinely evaluated throughout the semester, annually, and as required by the USM's periodic review process. The program, courses, and faculty will be evaluated using student surveys and program committee reviews on a regular basis. The faculty are also evaluated by Department Chair and peers. The graduate curriculum and assessment tools will be reviewed every five years to determine effectiveness in achieving the proposed program's objectives and outcomes.

2. The Institution through the Assessment Committee will evaluate academic programs for their impact on teaching and learning, and student success. A comprehensive assessment system and process has been established by the acquisition of a new software platform and evaluation committees charged by the institution's President and Chief Academic Officer.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

1. According to Maryland State Plan for Postsecondary Education, reducing the achievement gap and providing access are important goals not only because they help remedy persistent social inequalities, but also because they improve the overall educational attainment of the State's population. The program will work to help increase student success and help students improve their workplace competitiveness and reach their professional goals. This aim is consistent with the **State's minority student achievement goals**.

   The **State Plan Strategy 8** calls for Universities to "develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness". The Masters in Polymers and Materials Sciences (PMS) program is designed to facilitate a value-added engagement between Coppin State University (CSU) and our prospective industrial partners (such as Lockheed Martin, Under Armor and Northrop Grumman) with the ultimate objective of accelerating research and technological innovations that are highly needed by local and state manufacturing enterprise.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. The program is not related to an identified low productivity program

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. The program will not be offered via distance education.
2. Not applicable

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: University of Maryland Eastern Shore: Bachelor of Arts in Digital Media Studies

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: The University of Maryland Eastern Shore proposes to establish a Bachelor of Arts (B.A.) in Digital Media Studies. The program will produce graduates who will be viable candidates for entry-level media positions across a broad cross-section of industry segments such as a production assistant in a broadcast newsroom, an account assistant in a public relations firm, a videographer in a commercial production house, or a social media coordinator.

The curriculum includes 42 required credits in foundational coursework including an immersion in the industry's unique style of writing, hands-on video and audio production in both the studio and the field, the basics of computer generated graphics, and an understanding of media law and ethics. The basic coursework is complemented by 18 elective credits selected from an array of additional digital media courses, which will help students fine-tune a specific career choice. Because digital media is a global industry, students will also be required to complete courses in one of the foreign languages offered by the university's Department of English and Modern Languages including Arabic, Chinese, French, Hindi, Japanese, Portuguese, and Spanish.

The curriculum of 120 credit hours will be divided among the following categories: 1) 41 credit hours in general education, 2) 42 credit hours of core courses, 3) 18 credit hours of digital media electives, 4) 6 credit hours in a foreign language, and 5) 13 credit hours in free electives.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funds are required. The programs can be supported by the projected tuition and fees revenue.

CHANCELLOR'S RECOMMENDATION: That the Education Policy and Student Life Committee recommend that the Board of Regents approve the proposal from University of Maryland Eastern Shore to offer the Bachelor of Arts in Digital Media Studies.

COMMITTEE RECOMMENDATION:		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY OF MARYLAND EASTERN SHORE

Office of the President

July 28, 2020

Jay A.
Perman,
M.D.
Chancellor
University System of
Maryland 3300
Metzerott Road
Adelphi, MD

20783-1690

Dear Dr.

Perman:

The University of Maryland Eastern Shore (UMES) seeks your approval to offer a new Bachelor of Arts (B.A.) program in Digital Media Studies.

As discussed in the proposal, persons of color continue to be poorly represented in many segments of the media industry nationwide. As a historically black university with a diverse student body, UMES hopes to afford underrepresented students an opportunity to pursue a structured yet dynamic educational program that focuses on the media and entertainment industry while also supporting this very industry with a well- qualified, diverse pool of applicants who can participate at the highest level of decision making within global media companies.

The proposed B.A. in Digital Media Studies will position UMES well to expand the knowledge and training of professionals who serve an ever-changing industry and supports our goal to offer academic programs that prepare graduates who can address challenges on the Eastern Shore, the state, the nation, and the world.

Students who pursue the proposed undergraduate program in Digital Media Studies will complete a total of 120 credit hours, including 42 credit hours of core courses, 18 credit hours of digital media electives, and six credits of a foreign language.

The proposal was approved by each individual and shared governance body in our internal curriculum review process. I, too, endorse this proposal and am pleased to submit it to you for approval.

Thank you for your consideration of

this request. Sincerely,

Heidi M. Anderson,
PhD, FAPhA President

Copy: Dr. Antoinette Coleman, Associate Vice Chancellor for Academic Affairs Dr. Nancy S. Niemi, Provost and Vice President for Academic Affairs
Dr. Latasha Wade, Vice Provost and MSCHE Accreditation Liaison Officer
Dr. Marshall F. Stevenson, Jr., Dean, School of Education, Social Sciences, and The Arts

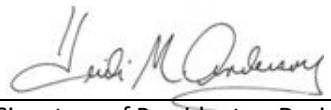
John T. Williams Hall, Suite 2107 Princess Anne, Maryland 21853-1299 Office: (410) 651-6101 Fax (410) 651-6300
www.umes.edu

UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR

X	New Instructional Program
	Substantial Expansion/Major Modification
	Cooperative Degree Program
X	Within Existing Resources, or
	Requiring New Resources

University of Maryland Eastern Shore
Institution Submitting Proposal

Digital Media Studies
Title of Proposed Program

Bachelor of Arts Award to be Offered	Fall 2021 Projected Implementation Date
 Proposed HEGIS Code	09.0702 Proposed CIP Code
Department of English and Modern Languages Department in which program will be located	Dr. Dean Cooledge Department Contact
(410) 651-6553 Contact Phone Number	drcooledge@umes.edu Contact E-Mail Address
 Signature of President or Designee	7/28/2020 Date

A. Centrality to Institutional Mission and Planning Priorities

a) Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The University of Maryland Eastern Shore (UMES) Bachelor of Arts degree in Digital Media Studies (DMST), proposed to begin in the fall semester of 2021, is designed to provide our students with the critical knowledge and skills necessary to gain employment and to advance to leadership positions in an industry that is in the midst of a complete upheaval of traditional business models, production methods, and distribution platforms as a result of society's rapid transition to digital, multi-screen, mobile media delivery systems.

The curriculum will yield ethical professionals who are strong writers and articulate speakers. In addition, our program will directly target new and emerging media technologies. Students will explore the digital integration of information and entertainment as traditional media business models are rendered obsolete and the industry adapts to a global marketplace.

The undergraduate DMST degree, under the auspices of the UMES Department of English and Modern Languages, is a logical culmination of what was originally called the "telecommunications" curriculum, which has been offered within the department for several decades and currently is offered as a Digital Media minor.

The program, as described, is in keeping with the University's mandate as a land-grant university to provide economic development and workforce support for business and industry in our state, our region and beyond. Moreover, the program would provide direct support of UMES's unique mission as a Historically Black University—and the University System of Maryland's commitment to opportunity for all residents—by providing opportunities for students of color, a population segment sorely missing from the ranks of media industry decision makers.

> *The University of Maryland Eastern Shore (UMES), the state's historically black 1890 land-grant institution, has its purpose and uniqueness grounded in distinctive learning, discovery and engagement opportunities in the arts and sciences, education, technology, engineering, agriculture, business and health professions. UMES is a student-centered, doctoral research degree-granting university known for its nationally accredited undergraduate and graduate programs, applied research, and highly valued graduates. UMES provides individuals, including first generation college students, access to a holistic learning environment that fosters multicultural diversity, academic success, and intellectual and social growth. UMES prepares graduates to address challenges in a global knowledge-based economy, while maintaining its commitment to meeting the workforce and economic development needs of the Eastern Shore, the state, the nation and the world.* ***(https://www.umes.edu/About/Pages/Mission/)***
>
> *With the strong support of the University System of Maryland Board of Regents, Administration, and the faculty, UMES has developed an academic program perhaps more impressive than any other higher education institution of its size in the East. Within the last decade, UMES has added 22 degree-granting programs to its academic roster. Graduates of these programs secure positions throughout the global community. However, many graduates often choose to remain on the Delmarva Peninsula, procuring careers in their areas of professional study to benefit the region, particularly the Lower Eastern Shore.* ***(University Of Maryland Eastern Shore 2019-2020 Undergraduate Catalog)***

b) Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

This proposed degree program supports the following goal from the University System of Maryland's "The USM through 2020: A Renewed Vision for Powering Maryland Forward" which is echoed in the UMES 2018-2020 Strategic Plan:

> ***USM 2020 Strategic Plan Update Goal I:***
> *USM academic programs will respond to meet the changing educational and leadership needs of our state, our nation, and a growing and increasingly diverse undergraduate and graduate student population.*
>
> ***UMES 2018-2020 Strategic Plan Goal III:***
> *Become a leading USM partner in research, innovation, and economic competitiveness.*
> - *Sub-goal 3.2: Align academic program, educational centers and enterprises, and co-curricular activities with workforce development needs.*

In the UMES 2018-2020 Strategic Plan, one of the action steps for subgoal 3.2 is to "identify areas for program growth…through ongoing program review…" The proposed undergraduate degree program in DMST has been identified by faculty and university leadership as a viable option to support future program growth at UMES.

c) Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

Because the Digital Media minor currently exists, is housed in a state-of-the-art, state-funded facility, and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

The current coordinator of the minor, three existing staff positions, and a part-time administrative assistant are currently funded through an existing federal Title III grant on which we would continue to rely through a five year transition from Digital Media minor to DMST major.

In addition, the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

4. Provide a description of the institution's commitment to:

- **Ongoing administrative, financial, and technical support of the proposed program**
- **Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The university's commitment to the program's faculty, staff and curriculum—and the students who seek a digital media degree—is evidenced by its decades of support for its existing Digital Media, nee Telecommunications, minor program which continues as this proposal is considered.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on:

- **The need for the advancement and evolution ofknowledge**
- **Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- **The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

For more than two decades, UMES students who sought media related careers have earned an English degree augmented by the department's telecommunication courses. The interest in those courses demonstrated student demand and eventually resulted in our current Digital Media minor.

Term	Students Who Graduated w/DMST Minor
Spring 2020	3
Spring 2019	5
Spring 2018	6
Fall 2017	1
Spring 2017	7
Fall 2016	4

Since the minor primarily serves students who are English majors by default rather than choice, we have periodically surveyed groups of English majors (typically, though not always, freshmen enrolled in the department's First Year Experience course) to determine if they would have selected a DMST major had it been available. A sample of those results show a significant portion of those surveyed consistently say they would have selected a media related major instead of the English degree if it existed.

Term	Surveyed	Yes, I'd Change My Major	No, I'd Stay w/English
Fall 2017	9	6	3
Fall 2015	9	8	1
Spring 2015	35	24	11
Fall 2014	16	8	8

Beyond the English department, other UMES students have also demonstrated demand. Students from a variety of programs, including Engineering, Human Ecology and Hospitality, have also earned the DMST minor.

Term	Total Enrolled DMST Minors	Non-English Majors w/DMST minor
Fall 2020	14	5
Fall 2019	17	7
Fall 2018	26	6
Fall 2017	29	6
Fall 2016	38	6

Moving from an 18-credit minor to the proposed DMST degree with 60 major-specific credits would expand and advance the applicable knowledge base of our students, tackling in greater scope and detail the issues most pertinent in the industry today. That broader understanding will elevate our students' employment prospects.

We know, and discuss in greater detail in Section C of this proposal, that the industry (and society as a whole) would benefit from including a more diverse group of decision makers. The impact of well-prepared HBCU graduates cannot be underestimated.

The local and regional need for those graduates, for purposes of this proposal, might best be demonstrated by comments from current and former members of the department's local media advisory board.

Greg Bassett, Editor & General Manager, Salisbury Independent:
"An academic program designed to build not just digital-able reporters, but people with potential skills to help lead future changes, would be an asset to my community and profession."

Michael Killian, Former Editor, The Daily Times:
"Educating diverse young people and preparing them for successful careers – which are becoming ever more digital with each passing year – is a critical need for our industry and for our country."

2. Provide evidence that the perceived need is consistent with the Maryland State plan for Postsecondary Education

This program, like the other programs at our institution, will advance the primary goal of the 2017-2021 Maryland State Plan for Postsecondary Education as it relates to both access and affordability.

It is our belief that as a Historically Black University and an 1890 Land-Grant Institution, the UMES mission has been, since its inception, clearly aligned with the state's **Goal 1** which seeks to "ensure equitable access to affordable and quality postsecondary education for all Maryland residents."

That traditional HBCU/1890 Land Grant mission to provide opportunity to disadvantaged populations includes those who are the first in their family to seek a college degree. While affordability is a critical concern for all, for first-generation college students it may be the single most important factor in determining whether or not an undergraduate degree is attainable. Using the 2019 cost per-undergraduate-credit-hour as a comparable metric, at $220 UMES was nearly the least expensive institution in the University System of Maryland (only Coppin State University and St. Mary's College of Maryland had a lower cost per-undergraduate-credit-hour rate), and UMES was well below the state average of $292.

Access to a quality media related degree, for a disadvantaged population, may also require significant support services. UMES is well prepared to offer a wide variety of those services through its Center for Access and Academic Success. Its programs are designed to promote holistic academic and personal student development.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

- **Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**

- **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
- **Provide data showing the current and projected supply of prospective graduates.**

Digital media is a broad career field which encompasses nearly every aspect of entertainment and information creation and consumption. Because all segments of the industry are highly competitive, our graduates are most likely to begin their careers in entry level positions.

Their job prospects—and potential advancement—bridge a variety of fields which may be best illustrated by the widely varying occupations of students who have earned our current Digital Media minor or were enrolled in the Telecommunications program that preceded it. The University is proud to note that its alumni include a programming specialist at the Oprah Winfrey Network, a journalist who serves as a producer at the "Early Today" show, and a videographer at C-SPAN, a national cable network. We also have trained students who are employed in public relations, marketing, and as both on-air personalities and production crew members for local and/or regional radio and television stations.

Beyond our anecdotal success stories, the occupational employment projections, as compiled by the U.S. Bureau of Labor Statistics, indicate by 2028 communication/media related jobs will have grown nationwide by approximately 4%. The Bureau predicts that the growth will result in about 27,600 new jobs and that demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms, primarily in the new and emerging technologies addressed by this degree proposal. Nationally, the Bureau notes the median annual wage for media and communication occupations was $57,530 in May 2018, which was higher than the median annual wage for all occupations of $38,640.

In late 2015, Broadcasting and Cable magazine, a trusted industry trade publication, made this prediction: "by some estimates, 15-20 billion IP connected, video-capable devices will be in use in the next five years. This influx exerts enormous pressure on media companies to rapidly evolve traditional broadcast facilities in support of an infinitely more complex multiscreen world." That projection proved prescient; we believe our graduates will be poised to assist in this dramatic, ongoing transformation.

Media job growth data in Maryland is even more optimistic than the national figures presented from the U.S. Bureau of Labor Statistics. The following chart represents a sample of occupational projections for a variety of media related jobs from the Maryland Department of Labor through 2026.

Occupation	#of Jobs-2016	#of Jobs-2026	% of Growth
Advertising/Marketing/PR managers	10,372	11,070	6.73
Arts/Design/Entertainment/Sports/Media	41,802	46,565	11.39
Broadcast News Analysts	107	117	9.35
Camera Operators TV/Video/Film	74	78	5.41
Public Relations Specialists	3,788	4,046	6.81

In addition to providing individuals who will be ready to fill these positions, our mission and identity as a university that is committed to providing high quality programs in an ethnically diverse environment will produce graduates who, over time, will be qualified to join the ranks of local, regional and national media management where persons of color are poorly represented.

While the Twitter hashtag #OscarsSoWhite in 2015 provided a glaring anecdotal example of the public's desire to have its entertainment and information sources reflect a more diverse community, the hashtag's creator, April Reign, authored a Vanity Fair magazine article in 2018 to alert the publication's readers "there's still work to be done to get Hollywood to realize diversity sells."

In fact, people of color continue to be poorly represented in many segments of the media industry nationwide, as evidenced by a variety of measures. We provide a sample of those measures:

- A survey of broadcast newsrooms, conducted in 2018 by Hofstra University in partnership with the Radio and Television Digital News Association, demonstrates that despite the minority population in the U.S. rising 12.4 % in the last 28 years, the minority workforce in TV news is up just 7%.

- Studies conducted in 2019 by Women in Cable Telecommunications and the National Association for Multi-Ethnicity in Communication indicate "if current workforce dynamics persist, the representation of people of color at the manager level and above is expected to remain flat over the next ten years."

- Another sobering statistic was offered by the National Association of Black Journalists in its most recent Diversity Census: "people of color own less than 8% of all commercial radio stations and just more than 3% of all commercial television stations."

Our efforts to produce 5-10 graduates each year, who are well-versed in the future of the industry and well-prepared, over time, to participate at the highest level of decision making in global media companies, have the potential to change these numbers.

D. Reasonableness of Program Duplication:

- **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- **Provide justification for the proposed program.**

Nearly every college or university nationwide (including those in Maryland, as evidenced by a sampling contained in the following table) offers undergraduate communication/media degree programs which are likely to include some quantity of digital media courses.

Institution	Degree Type	Program Title
Bowie State University	B.S.	Visual Communication & Digital Media Arts
Frostburg State University	B.S.	Mass Communication
Goucher College	B.A.	Communication & Media Studies
Morgan State University	B.S.	Multiplatform Production
Notre Dame of Maryland University	B.A.	Digital Media Arts
Salisbury University	B.A.	Communication
Towson University	B.A./B.S.	Electronic Media and Film
University of Baltimore	B.A.	Digital Communication
University of MD Baltimore County	B.A.	Media & Communications Studies
University of MD College Park	B.A.	Communication Studies
Washington College	B.A.	Communications & Media Studies

A bit of historical context may be helpful to understand why UMES has not offered a bachelor's degree in media or communications to date, as nearly every other institution in the Maryland system does. In an effort to avoid unnecessary program duplication in the 1970s, when media related degrees were considered "specialty programs," UMES deferred to its neighboring institution, what was then, Salisbury State College.

In the decades that followed, media related programs became standard fare at institutions in Maryland and across the country. In order to meet the growing demand by students who chose to attend UMES because they preferred a rural location, because the costs were affordable or simply because they desired the HBCU experience—but still envisioned a media career—our institution created the "telecommunications" coursework which eventually resulted in what is now known as our Digital Media minor.

We believe this program proposal would not adversely affect Maryland institutions which may offer similar coursework and/or degrees. We offer as evidence the Digital Media minor which has co-existed alongside the other ongoing Maryland communication and/or media programs without negative impact to date and which has already received significant state support through the construction of a multi-million dollar production facility housed in the UMES Engineering and Aviation Sciences Complex.

Some of the English majors enrolled in the institution's Digital Media minor worry, in a highly competitive industry, their employment prospects will suffer because they lack the official bachelor's credential in a media-related degree program. For those students, we view this proposal, in some ways, as a potential retention tool.

A digital media degree program at UMES also provides a cooperative opportunity on Maryland's Eastern Shore. Wor-Wic Community College has created a Digital Media certificate program which we believe, with an appropriate articulation agreement, could provide the opportunity for those who earn the Wor-Wic certificate to continue their education at UMES.

E. Relevance to High-demand programs at Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the implementation or maintenance of high demand programs at HBI's**

As previously stated in section D, the UMES Digital Media minor has co-existed with other communication programs in the state for years, including those at Bowie State University and Morgan State University. We do not envision significant impact on other HBIs with communication programs in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBI's)

- **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBI's.**

The core mission of UMES and, by extension, its Department of English and Modern Languages, is to provide opportunities and advancement for people of color, particularly first generation students who otherwise might not have a chance to attend college. The addition of a media-specific degree program at UMES will enhance the job prospects and earning potential of students who graduate from UMES with an undergraduate degree in DMST. It also affords the industry a well-qualified, diverse pool of applicants it purports to desire.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The Department of English and Modern Language curriculum committee and its department chair carefully considered a broad range of subject matter to determine what would be most appropriate to meet the program's objective of preparing our graduates to become strategic decision makers in a rapidly changing media landscape. The proposal, as envisioned, will provide instruction designed to yield ethical professionals who are strong writers and articulate speakers and will maintain certain core components of the current English degree program which emphasize writing, speaking and critical thinking.

To fulfill the needs of the proposed Digital Media curriculum, the department envisions one full-time, 12-month program coordinator and, over time, four full-time faculty members whose course load will include DMST courses and, as appropriate given their credentials, potentially some English courses as well.

The program coordinator will report to the chair of the Department of English and Modern Languages. The dues of the program coordinator will include supervision of interns, academic advising for all DMST majors, liaison to student media organizations, and a limited teaching load. We expect specialists to have expertise in the following areas: journalism/public relations/social media, film/video and audio production, and graphic/web design and animation. While terminal degree holders are desirable, practical industry experience will be equally valued.

The current Digital Media minor curriculum—particularly in courses such as Television Production and Programming, Radio Production and Programming, Interviewing, and Broadcast Performance—has been successfully augmented by the employment of a pool of experienced career professionals. It is the department's intention to continue to utilize the services of media professionals in similar digital media courses, not as a cost savings measure, but because of the added value students receive from their "real world" experience and their extensive network of industry contacts. Since there are already department resources dedicated to those professionals in the existing digital media minor, it is anticipated that no additional adjunct funding will be required.

When adjuncts are needed for their professional industry experience, the department will seek those who hold graduate degrees. An exception may be considered when there is significant professional experience in a specific area of expertise.

Because there is overlap in the proposed DMST curriculum and the existing Digital Media minor, not all personnel would be new hires. There are currently two full-time lecturers in the Department of English and Modern Languages whose course load is exclusively media related, one of whom is a 12-month employee who serves as coordinator of the current digital media minor. Both are currently envisioned as full-time members of the digital media degree program.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The DMST program objectives are:

- Students will understand the social, political, economic, and historical influences that affect the production and consumption of media

- Students will appropriately apply a working vocabulary of industry related terms
- Students will develop basic media literacy skills to improve critical analysis of content to determine credibility and relevance
- Students will create clear, powerful messaging using logical and effective organization
- Students will master and utilize a variety of technological tools for effective content creation

At the conclusion of this program, students will be viable candidates for entry-level media positions as a result of their academic experience. Their skills and knowledge will be demonstrated through a variety of work product samples compiled in a portfolio or "demo reel" which, depending on the industry segment being pursued, might include blog posts, graphic production elements, edited videos, podcasts, writing samples, etc.

In order to achieve those outcomes, the program includes a core curriculum of required courses includes 14 specific classes, totaling 42 credits. The range of subject matter explored will build a strong foundation of industry understanding and a cross section of practical skills.

To fully utilize the recent state investment of nearly $3 million in the English department's digital media studios and field technology, housed in the new Engineering and Aviation Sciences Complex, emphasis will be placed on hands-on instruction and experiential learning through applicable field activities.

The broad range of topics explored in the degree's required courses will spark specific career goals for upper-class students who will then pursue six additional courses (18 credits) as Digital Media electives.

Because digital media is a global industry which transcends geographical boundaries, graduates of our program will also be required to successfully complete six supporting credits in one foreign language selected from the department's current and proposed offerings of Spanish, French, Arabic, Chinese, Portuguese, Japanese and Hindi.

3. **Explain how the institution will:**
   - **provide for assessment of student achievement of learning outcomes in the program**
   - **document student achievement of learning outcomes in the program**

UMES follows SLOAP (student learning outcomes assessment process) where assessment of student learning outcomes is conducted annually by every academic department, including DEML. Assessment reports are submitted each year to the Office of Institutional Research, Planning, and Assessment for feedback and record-keeping. DEML uses the assessment results to improve and enhance the pedagogical strategies, student engagement, and student learning. DEML intends to use a number of direct assessment methods, including graphic design projects, video projects, podcasts, mock interviews, oral presentations, exams, quizzes, and written assignments.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

Bachelor of Arts in Digital Media Studies

Required courses:

DMST 200	Media in Today's Society
DMST 210	Writing for Public Communication
DMST 220	Introduction to Computer Graphics
DMST 230	Elements of Cinema
DMST 300	Understanding Audio

DMST 310	Fundamentals of Studio Production
DMST 320	Fundamentals of Field Production
DMST 330	Communication Ethics
DMST 340	Social Media Communication
DMST 350	Journalism
DMST 420	Media Law
ENGL 218	Approaches to Grammar
ENGL 330	Advanced Public Speaking
ENGL 324	Literature and Film

DMST Electives:

DMST 240	Essentials of Interviewing
DMST 250	Principles of Public Relations
DMST 360	Global Media
DMST 370	Documentary Production
DMST 380	Designing Digital Communication
DMST 390	Digital Story Telling
DMST 400	Cultural Criticism
DMST 410	Digital Animation
DMST 430	Special Topics in Cinema
DMST 440	African American Cinema
DMST 450	Screenwriting
DMST 460	Student Media Practicum
DMST 472	Internship
DMST 499	Independent Study

Digital Media Studies Course Descriptions

DMST 200 Media in Today's Society Credits 3
This course examines the effects of digital media and mass communication on American culture. Students will examine communication theories, historical and contemporary research, the mass media industries, laws and regulations, and the effects of media on society. Prerequisites: ENGL 101 and 102

DMST 210 Writing for Public Communication Credits 3
This interactive course will stress the communication fundamentals of clarity, concision, and cohesion. Students will learn to target their market, sharpen their message, and structure and shape their communication for maximum impact. While refreshing their knowledge of mechanics (grammar, punctuation), students will progress through a series of assignments, both individual and group, that they can tailor toward a focus on multiplatform communication for various professions—including public relations, marketing, journalism, and other careers in strategic communication. Prerequisites: ENGL 101 and 102

DMST 220 Introduction to Computer Graphics Credits 3
This class is an introductory level course in commercial computer generated graphic design, illustration, desktop publication, and web design. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs of desktop publication and illustration. Prerequisites: ENGL 101 and 102

DMST 230 Elements of Cinema Credits 3
This course offers a broad textual, technical and cultural understanding of American cinema. Students will watch and analyze full movies and movie clips, read comprehensive introductory texts, and view video tutorials about techniques of filmmaking. Students will develop a vocabulary and analytical skills that will allow them to discuss a film within textual, technical and cultural contexts. Prerequisites: ENGL 101 and 102

DMST 240 Essentials of Interviewing Credits 3
This course is a study of methods used to prepare for and conduct interviews for articles in print, broadcast, cable and online media. Emphasis is placed on ways to structure a set of questions to elicit information and conduct an effective interview. Prerequisite: DMST 210

DMST 250 Principles of Public Relations Credits 3
This course will prepare professional communicators, armed with the appropriate skills, to assess, react and respond to the pace of the 24 hour news cycle. It will cover the history and development of the field of PR as a profession; strategic management; research; professionalism and ethical issues; communication theories; strategies and tactics; global trends and discussions on the future of the profession. Prerequisite: DMST 210

DMST 300 Understanding Audio Credits 3
This course will provide the student with a basic understanding of audio production equipment, a familiarity with broadcast radio, and an awareness of the importance of audio in other media. Goals will be achieved through classroom lecture, discussion, and the creation of various types of audio production. Prerequisite: DMST 200

DMST 310 Fundamentals of Studio Production Credits 3
This courses familiarizes students with the basic techniques of television studio production, including producing, writing, directing and electronic graphics creation. Prerequisite: DMST 220 and DMST 300

DMST 320 Fundamentals of Field Production Credits 3
This course will introduce students to the techniques and technology of single camera electronic news gathering and electronic field production, covering everything from creative and technical recording and editing techniques to copyright issues. Prerequisite**:** DMST 310

DMST 330 Communication Ethics Credits 3
This course is designed to provide an overview of theoretical approaches to ethical dilemmas. Foundational ethical theory will be explored and used to analyze, discuss and evaluate modern ethical dilemmas presented in the form of case studies. Through analyzing these historical and cultural examples, students will build a foundational ethical framework for making decisions and recommendations in the workplace. Prerequisite: DMST 200

DMST 340 Social Media Communication Credits 3
This course will explore the rise and growth of social media as a 21st century communication practice. Students will study the advances that led to the creation of social media and, just as importantly, examine how the use of social media fed its growth. Students will develop social media communication plans and practice digital communication skills using online tools such as Facebook, Twitter, LinkedIn, Instagram, YouTube, Pinterest, and Tumblr. Prerequisite: DMST 200 and 210

DMST 350 Journalism Credits 3
This is a writing-intensive course designed to introduce students to the process of gathering news for publication. Specific attention will be paid to the differences in writing styles depending on audience and delivery platform. Prerequisite**:** DMST 210

DMST 360 Global Media Credits 3
In this course, students take an interdisciplinary and critical approach to this growing field, understanding how creativity, media and communication are produced and consumed, seeing how they are implicated in political and social change, and how media businesses are shaping our world. Prerequisite: DMST 200

DMST 370 Documentary Production Credits 3
This class is an examination of documentary film/video production. Through a "hands-on" studio approach, the student will develop knowledge of the production of documentary film/video and the use of the video/audio equipment as well as the use of editing software. Prerequisites: DMST 210 and 320

DMST 380 Designing Digital Communication Credits 3
This course is an introduction to commercial computer generated design applicable to traditional print media and digital interactive web layout and design. Through a "hands-on" studio approach, the student will develop further knowledge of the various application programs. Prerequisite: DMST 220

DMST 390 Digital Story Telling Credits 3
This course explores the production of news for multimedia. Students will learn to create relevant content for a target audience by building proficiencies in story conception, interviewing, videography, writing, use of graphics and interactive elements, and non-linear editing. Through effective teamwork, students will create multiple projects utilizing skills and equipment designed to prepare them for employment in multimedia journalism and/or public relations. Prerequisites: DMST 320 and 350

DMST 400 Cultural Criticism Credits 3
This course is designed to introduce college students to looking at elements of culture through a critical lens. Students will evaluate news media, cycled stories, and ideology as presented through media venues and how they are disseminated and perceived by the culture at large. This course will also explore how to analyze, write, and critique the issues examined by producing op-ed pieces and critical commentary. Students will examine a variety of techniques and strategies to enhance their writing and critical thinking skills. Prerequisite: DMST 210

DMST 410 Digital Animation Credits 3
This class is an introduction to commercial computer generated animation. Through a "hands-on" studio approach, the student will develop a basic knowledge of the various application programs used to create digital animation. Prerequisite: DMST 220

DMST 420 Media Law Credits 3
This course is designed to introduce students to the numerous legal issues presented in media careers. It includes a broad understanding of libel, copyright, advertising regulation and First Amendment protections across traditional and emerging media platforms. Through this course, students will be introduced to legal reasoning and analysis. They will also become familiar with the regulatory process of the Federal Communications Commission. Prerequisite: DMST 330

DMST 430 Special Topics in Cinema Credits 3
The course is an in-depth examination of some particular aspect of film and filmmaking. In any given semester, the course may concentrate on, but by no means be limited to, such diverse topics as film genre, the work of a particular director or auteur, or literature to film adaptations. Prerequisite: DMST 230

DMST 440 African American Cinema Credits 3
This course critically examines the history, culture, politics, concepts and issues related to the African American film experience. While focusing on representations of African American life, culture and politics as

reflected in mainstream and independent cinema, students will review the manner in which African Americans have participated in the film experience including (but not limited to) the processes of writing, directing, acting, producing, critiquing, and, as audience members, consuming. Students will be introduced to several theories of film and race by studying the construction and meaning of African American cinema from the past and present, and the political significance of African American images in popular culture. Prerequisite: DMST 230

DMST 450 Screenwriting Credits 3
This course is an introduction to and overview of the elements of theme, plot, character, and dialogue in dramatic writing. Emphasis is placed on telling a story in terms of action and the reality of characters. The difference between the literary and visual medium is explored through individual writing projects and group analysis. Development of synopsis, treatment and drafts for a short theatrical screenplay: theme, plot, character, mise-en-scene and utilization of cinematic elements. Prerequisites: ENGL 207 and 324

DMST 460 Student Media Practicum Credits 1 (Repeatable 4x)
This course provides hands-on experience to students who seek to practice their classroom acquired media skills in a variety of applications including, but not limited to, managing campus media organizations, assisting with University publications, and/or serving as video crew to the department's production coordinator. This is a one credit course which may be repeated for a total not to exceed four credits. Prerequisites**:** Instructor permission and a minimum cumulative GPA of 2.7

DMST 472 Internship Credits Up to 12
This course is designed to provide experiential learning for students who seek careers in media related fields. It offers a unique opportunity to gather onsite career-related experience and apply information previously gathered in the classroom setting. Credit is awarded in three credit increments (3, 6, 9 or 12) and may be repeated for a total of twelve credits. Prerequisites: Instructor permission, successful completion of at least 56 prior credit hours, and a minimum cumulative GPA of 2.7

DMST 499 Independent Study Credits 3
This course is designed to allow digital media students to explore a research topic of their own choosing. Students will create their own research proposal, an annotated bibliography, and a presentation based on their findings. Students will examine a variety of techniques and strategies to enhance their writing, critical thinking, and presentation skills. Prerequisite: Instructor Permission

To summarize, students who earn a Digital Media degree will complete 41 general education credits, 42 credits of core curriculum required classes, 18 credits in DMST electives, six credits of foreign language study and 13 free elective credits for a total of 120 credits.

5. Discuss how general education requirements will be met, if applicable.

All DMST students will complete 41 General Education credits in the following categories:

- Curriculum Area I: Arts and Humanities -9 credit hours (including ENGL 207, Creative Writing, and ENGL 203, Fundamentals of Contemporary Speech)
- Curriculum Area II: Social and Behavioral Sciences-6 credit hours
- Curriculum Area III: Biological and Physical Sciences-7 credit hours (including one lab)
- Curriculum Area IV: Mathematics-3 credit hours
- Curriculum Area V: English Composition-9 credit hours
- Curriculum Area VI: Emerging Issues-7 credit hours (including EDTE 111, Technology and Society, and a newly created DMST 490, Senior Capstone)

6. **Identify any specialized accreditation or graduate certification requirements for this program and its students.**

   There is no accrediting agency for this program.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   There are no contracts with other institutions or non-collegiate organizations.

8. **Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Upon approval of the program, the curriculum, course, and degree requirements will be clearly, completely, and accurately published in the undergraduate academic catalog, on the Department of English and Modern Languages website, on the Division of Academic Affairs website, on the undergraduate Admissions application, and all marketing/promotional material for the proposed program. In addition, the aforementioned sources will also provide students with information regarding financial aid resources, cost and payment policies, professional organizations, matriculation requirements, expectations of student performance, academic appeal policies, and procedures related to student retention and dismissal.

Technology information and support is offered to all students through the UMES Center for Instructional Technology and Online Learning (CITOL) as well as the Office of Information Technology. In addition, digital media technology specific to the major will be supported by the department's technical staff who currently support the facilities of the Digital Media minor.

Academic support services, beyond those offered by department faculty in publicly posted office hours, are provided through the UMES Center for Access and Academic Success and online through specific academic software programs. Students are also offered peer tutor support in the university's writing center.

9. **Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available**

The program will be clearly and accurately represented in as-yet-to-be-developed advertising, recruiting, and admissions materials.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Absent approval of the proposal, no articulation agreements have been created, but nearby Wor-Wic Community College's newly instituted Digital Media certificate program appears to be an ideal candidate for a future partnership.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. **Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faulty member will teach in the proposed program.**

There are two full-time faculty members responsible for a majority of the current Digital Media minor courses offered by the department. They would be expected to continue as full-time faculty in a Digital Media major.

The current coordinator of the minor, Marilyn Buerkle, is an experienced broadcast journalist who spent nearly 30 years in the television industry before joining the UMES faculty. She has experience on-air locally and in Washington D.C. at a national cable network. The newsroom she supervised received three prestigious, national Edward R. Murrow awards from the Radio and Television Digital News Association. Her last private sector position was as station manager of the local CBS-affiliated television station; that provides UMES students with unique entrée to pursue highly valued local internships and entry-level employment. Ms. Buerkle is currently responsible for supervision of the department's interns and oversight of the student-managed online radio station and student video crew. She also has certain public relations responsibilities through the production of regular publications for the English department and the School of Education, Social Sciences, and The Arts. She holds a bachelor degree in Speech Communications from Edinboro University of Pennsylvania and a master of arts in Journalism/Public Affairs from American University.

Joseph Davis, who holds a bachelor degree in Music Education from Henderson State University and two master's degrees in music from Memphis State University, earned his M.F.A. in Art at Towson University where he specialized in interactive media. He has more than 20 years of teaching experience at UMES in a variety of media related courses including Computer Graphics I and II, Introduction to Film, Studies in Film, Aesthetics of TV and Film, and Principles of Photojournalism. His digital image collages have been featured in various publications of Hemlock Books Ltd. of London.

In addition to those two faculty members who would simply transition from coursework in the digital media minor to the DMST major, there are several fulltime English faculty members whose credentials currently enable them to augment the media faculty for specific courses in their expertise on a periodic, continuing rotation.

The English department is also about to begin the process of filling an existing opening with an additional fulltime digital media faculty member which, when accomplished, will require an adjustment of the faculty responsibilities outlined below.

Name	Degree	Field	Appt. Type	Appt. Status	Title/Rank	Potential Courses
Buerkle, M.	MA	Journalism & Management	Non-tenure	FT/12 month	Lecturer	DMST 200, 350, 460, 472, 490, 499
Cooledge, D.	PhD	Literature, Cinema Studies & Production	Tenured	FT/12 month	Assoc. Prof.	ENGL 324, DMST 440, 450

Davis, J.	MFA	Graphic Design, Video Production, & Cinema Studies	Non-tenure	FT	Lecturer	DMST 220, 230, 320, 370, 380, 410, 430
Hagenrater-Gooding, A.	PhD	Literature, Creative Writing, Ethics, & Popular Culture	Tenured	FT	Assoc. Prof.	DMST 330, 400, ENGL 207
Hoffman, R.	ABD/EdD	Technology	Adjunct			DMST 200Online
Johnston, S.	PhD	Linguistics, Composition, & Journalism	Non-tenure	FT	Lecturer	DMST 210, 250, ENGL 218
Keane-Dawes, J.	PhD	Interpersonal & Intercultural Communication	Tenured	FT	Professor	ENGL 330, DMST 360
Wiggins, K.	MS	Journalism	Adjunct			DMST 240, 340, 390
Wilkinson, R.	BA	Promotion & Video Production	Adjunct			DMST 300, 310

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- **Pedagogy that meets the needs of the students**
- **The learning management system**
- **Evidenced-based best practices for distance education, if distance education is offered.**

a) Pedagogy that meets the needs of the students

UMES provides training in pedagogy for faculty through the following:
- Annual *Innovations in Teaching and Learning Conference* in June sponsored by the Center for Teaching Excellence (CTE), which is free to UMES faculty and involves faculty from across the region. The conference includes strands such as Assessment, Online Learning, Diversity and the Inclusive Classroom, Teaching with Technology, and Innovative Pedagogy.
- CITOL offers regular seminars in use of a variety of technology tools and platforms to enhance teaching.
- Faculty Reading Circles: CTE offers faculty reading circles focused on enhancing teaching skills. The Provost's office purchases the books for faculty, and faculty meet weekly to discuss the books during a specific time frame.
- Faculty are encouraged to apply for university funds to assist with attendance at professional conferences, workshops, and short courses.

b) The learning management system

UMES uses the Blackboard learning management system CITOL offers seminars on the use of a variety of Blackboard features, including Collaborate. CITOL staff are available for

consultation and troubleshooting, and are very responsive to requests for assistance.

c) Evidenced-based best practices for distance education, if distance education is offered.

The degree program is primarily designed as a traditional, face-to-face program. This enables the university to fully utilize the state's investment in the on-campus digital media production facilities which opened in 2016. Some individual courses may be developed in the future for occasional online delivery.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The University assures that institutional library resources meet the new program needs. The UMES Frederick Douglass Library (FDL) presently houses over 178,500 volumes of books and 755 periodicals. Students and faculty may also take advantage of the library holdings housed at the eleven other universities in the University System of Maryland (USM), through inter-library loans. Collaboration of the FDL with the USM allows for the use of electronic library databases.

To supplement an extensive collection of library holdings, the library possesses a vast cultural diversity reading list. The University continually updates and adds to its information security holdings in the library as needed for existing programs. It is expected that library resources will continue to meet all needs of existing and future programs.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The question of facilities and equipment is a point of pride for the UMES Department of English and Modern Languages. Beginning in January 2016, the department's Digital Media faculty and staff moved to the university's brand new multi-million dollar Engineering and Aviation Sciences Complex. The building was designed to bring many of the UMES technology-focused programs under one roof.

The building includes an investment of nearly $3 million in digital audio and video production equipment, industry-specific software, a graphics lab, and multiple audio and video studio facilities which are currently used by students who seek a Digital Media minor. We believe its state-of-the-art resources will serve as a valuable recruitment tool, ensuring the success of a new DMST degree program.

Facilities include a large television studio equipped with high-definition cameras and a sophisticated control room, a graphics laboratory, five digital video edit suites, five digital audio edit suites, an audio production studio, the student radio station, two small single camera "practice" television studios, and a classroom designed to serve as an electronic newsroom. The building also includes traditional classrooms, and adequate office and meeting space.

We are not unaware that there will be continuing software licensing costs and periodic equipment updates, but we are able to begin our new program fully equipped from the start.

2. **Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**

    - **An institutional electronic mailing system**
    - **A learning management system that provides the necessary technological support for distance education**

While fully online instruction is not envisioned for this program, UMES has both an institutional electronic mailing system and a learning management system.

Gmail is the campus-wide e-mail provider. UMES faculty and staff were gradually converted from Microsoft Outlook to Gmail to avoid interruption to instruction; all students, faculty and staff were moved to Gmail by July 2019.

CITOL assists faculty and students in all aspects of e-learning including hosting, training, development, and support of Blackboard.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Because the English department's telecommunications minor is already housed in a state-of-the-art facility and has dedicated faculty and staff, the typical resource issues associated with the creation of a new degree program are not as onerous as one might presume.

As mentioned earlier in Section H of this document (Adequacy of Faculty Resources), the Department of English and Modern Languages submits this proposal at a time that coincides with the retirement/departure of several faculty members. That provides a unique opportunity to reallocate current (or soon-to-be) faculty openings to the envisioned expansion of media faculty.

That includes moving the current coordinator of the Digital Media minor from an existing federal Title III grant to state funding. The three existing staff positions and a part-time administrative assistant are also funded on the above mentioned Title III grant. It is the department's intention to continue to seek Title III support to provide for the staff positions through a four year transition from digital media minor to DMST major. By the fifth year of the program, as outlined in the accompanying financial tables, the staff could be supported by the revenue the program generates.

It is our expectation that our superior technical facilities, combined with significant staff expertise, may create revenue generating opportunities in our community. If and when that income is realized, it could be used to reduce our reliance on the federal grant. Because that

potential is difficult to quantify, our submission accounts for only minimal outside revenue beginning in the third year of the program.

TABLE 1: PROGRAM RESOURCES					
Resource Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Reallocated Funds	$60,000	$60,900	$61,814	$62,740	$63,681
2. Tuition/Fee Revenue (c + g below)	$171,160	$213,950	$256,740	$342,320	$427,900
a. Number of F/T Students	20	25	30	40	50
b. Annual Tuition/Fee Rate[1]	$8,558	$8,558	$8,558	$8,558	$8,558
c. Total F/T Revenue (a x b)	$171,160	$213,950	$256,740	$342,320	$427,900
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour	$224/credit hour
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total P/T Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts & Other External Sources[2]	$360,841	$371,667	$382,817	$394,302	$406,131
4. Other Sources[3]	$3000	$3000	$3000	$3000	$3000
TOTAL (Add 1 – 4)	$595,001	$649,517	$704,371	$802,362	$900,712

1. Based on 2020-2021 tuition and fees.
2. Title III grant funding. Annual increase based on planned 3% increase each year.
3. Other sources of funding include Star Power Summer Camp revenue and studio rental and production services.

2. **Complete Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	$457,929	$464,799	$471,770	$478,846	$486,030
a. Number of FTE	5	5	5	5	5
b. Total Salary[1]	$344,308	$349,473	$354,715	$360,035	$365,436
c. Total Benefits[1]	$113,621	$115,326	$117,055	$118,811	$120,593
2. Admin. Staff (b + c below)	$29,069	$29,939	$29,942	30,390	$30,846
a. Number of FTE	.5	.5	.5	.5	.5
b. Total Salary	$21,856	$22,511	$22,513	$22,850	$23,193
c. Total Benefits	$7,212.68	$7,428	$7,429.29	$7,540	$7,654
3. Support Staff (b + c below)	$218,060	$221,330	$224,651	$228,022	$231,442
a. Number of FTE	3	3	3	3	3
b. Total Salary	$163,955	$166,414	$168,911	$171,445	$174,016
c. Total Benefits	$54,105	$54,916	$55,741	$56,577	$57,425
4. Technical Support and Equipment	$35,000	$35,000	$35,000	$35,000	$35,000
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	**$740,058**	**$751,068**	**$761,363**	**$772,258**	**$783,318**

1. Increases based on 1.5% COLA each year.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15)

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Faculty and the courses they teach undergo five standardized evaluation procedures.

- Students evaluate their instruction at the conclusion of each course through an anonymous online survey. This assessment evaluates course content and faculty teaching skills/dispositions.
- Faculty provide feedback to their colleagues via faculty peer evaluations.

- Every year, faculty submit goals and achievements related to teaching, scholarship, and service to the department chair. At the end of the year, the department chair evaluates faculty with respect to accomplishment of their goals.
- University Promotion & Tenure Committees also assess tenure-track faculty accomplishments in teaching, scholarship and service.
- Post-Tenure Reviews conducted by committee assess faculty accomplishments every five years following tenure.

In addition, the Department of English and Modern Languages conducts an annual assessment of its student learning outcomes for each degree program held by the department as described in section G.3.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The evaluation of program effectiveness will consider the assessments and evaluations previously described, along with grade distributions; data on enrolled/retained students captured at the department level; graduation rates; and student to faculty teaching/advising ratios. The goal is 100% degree-related employment of DMST graduates.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

A Bachelor of Arts in Digital Media Studies, as envisioned in this proposal, is consistent with Maryland's minority achievement goals and the UMES mission and institutional identity. The program will expand educational opportunities and choices for minority students by offering a unique degree program in a field where there is a demonstrated shortage of people of color in the workforce.

O. Relationship to low productivity programs identified by the Commission:

If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

This proposed DMST program is not related to a low productivity program at UMES.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

This is not applicable as the DMST program will not be offered via distance education.

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: 2020 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

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

ALTERNATIVE(S): The Institutional Programs of Cultural Diversity Annual Progress Report is legislatively-mandated. BOR approval is required prior to the transmission of these files to MHEC. Regents may approve these reports or make recommendations or inquiries by September 11, 2020. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the September 18, 2020 BOR meeting, when the full Board will be asked to take action on this report.

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

CHANCELLOR'S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the 2020 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

ANNUAL PROGRESS REPORT: INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY 2020

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UB)
University of Maryland, Baltimore (UMB)
University of Maryland, Baltimore County (UMBC)
University of Maryland, College Park (UMCP)
University of Maryland Center for Environmental Science (UMCES)
University of Maryland Eastern Shore (UMES)
University of Maryland Global Campus (UMGC)

Office of the Senior Vice Chancellor for Academic and Student Affairs
Presentation to Board of Regents Committee on Education Policy and Student Life
University System of Maryland Office
Tuesday, September 8, 2020

University System of Maryland
Institutional Programs of Cultural Diversity Annual Progress Report, 2020

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

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

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

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

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

As of Summer 2020, this framework will help guide our diversity, inclusion, equity, and social justice work. In subsequent reports, USM will keep the State informed as this work more fully develops.

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In 2008, the Maryland General Assembly required higher education institutions to develop, implement, and submit a plan for a program of cultural diversity to the Maryland Higher Education Commission (MHEC). Additionally, institutions must submit annual progress reports to MHEC summarizing institutional progress toward the implementation of its plan for cultural diversity. As of 2020, the progress reports consist of five sections:

Section 1: Provide a summary of the institution's plan to improve cultural diversity. Include major goals, areas of emphasis, strategies for implementation, and an explanation of how progress is being evaluated. Please include major challenges and successes. Additionally, indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed.

Section 2: Describe efforts to increase the numerical representation of traditionally-underrepresented groups among students, administrative staff, and faculty. (Goal 1)

Section 3: Describe efforts to create positive interactions and cultural awareness among students, faculty, and staff on campus. (Goal 2)

Section 4: Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff, and what evidence demonstrates its success.
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Section 5: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act. (Goal 3)

Institutions are also required to submit their *Institutional Plan for Cultural Diversity*, which is the basis for the information presented in the aforementioned sections. The plans are required by §11-406 of the Education Article, which states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

USM institutions have instituted a variety of initiatives to achieve the aforementioned goals. To experience the full scope of the work, please refer to institutions' complete reports. Although the original intent of this report was to address racial diversity, our institutions' efforts address diversity more broadly by considering race, gender, sexual orientation, ethnicity, religion, ability, socioeconomic status, as well as programs and training that address diversity of thought and opinion. It should be noted, that the template for the report was presented to institutions on March 2, 2020 and was due on July 31, 2020. Understandably, some of the institutions' efforts and plans had to be redesigned or postponed due to the COVID-19 public health emergency.

Section 1
Campus Summary Statements

Institutions' summary statements include major goals, areas of emphasis, strategies for implementation, challenges, successes, and an explanation of how progress is being evaluated. They were also asked to indicate any areas of progress since last year (or over the last few years) and areas where continued improvement is needed. The following summaries focus on the goals, areas of emphasis, strategies for implementation, and challenges as identified by the universities.

Bowie State University

As the University aspires to even greater racial diversity, Bowie State fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability. The University's FY 2019-FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. Goal 4 - *Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement,* outlines objectives to further enhance the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Objectives include:

- Community of inclusion
- Culturally responsive pedagogies
- Multicultural programs and services
- Culture of historical richness
- Civic responsibility

Prior to FY 2019, Bowie had a decentralized approach to supporting cultural diversity. Over the past two fiscal years, BSU has made steps to provide a coordinated and deliberate approach to diversity and inclusion. The

Diversity and Inclusion Committee, comprising faculty, students, and staff, developed a set of initial diversity and inclusion goals. Building upon the work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit, which would include an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

Coppin State University

Diversity at Coppin refers to programs, strategies, and initiatives related to the inclusion of those racial and ethnic groups and individuals who are or have been underrepresented in higher education. Additionally, the University's activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. The University continues to make concerted efforts to increase broad participation in training and other activities, and CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through programming, instruction, and training of the student body, faculty, and staff.

The University is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals and accomplish greater diversity and inclusion. Selected initiatives across the campus within Student Affairs and Enrollment Management, as well as Academic Affairs, have supported the University's efforts to attract and retain a mix of students who reflect the community. However, there is room for continued improvement. This year, the University conducted outreach that included radio advertisements and recruitment events to specifically target Latino students.

Frostburg State University

Frostburg's Core Values Statement says, "FSU is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program puts this value into action and is intended to help the institution more effectively recruit and retain individuals from historically underrepresented groups. It is also designed to promote cultural understanding and appreciation among the University community. From 2010-2019, the University made important advances toward achieving the five goals of the 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

The University notes measurable improvement in the first three goals and a number of initiatives dedicated to achieving goals four and five. For example, cultural and gender diversity issues are addressed throughout the University's curricula. The General Education Program requires all students to complete a course involving Identity and Difference. Currently, 31 courses across 16 academic disciplines satisfy this requirement. A variety of academic programs involve intensive study of cultural and/or gender diversity. Frostburg State University's Cultural Diversity Program contains a number of new and ongoing initiatives that require additional resources if they are to be fully and successfully implemented. The University would welcome the opportunity to apply for diversity program funds provided through MHEC and USM.

Salisbury University

Salisbury has a adopted a more robust commitment for cultural diversity than ever before. This started with the development of its new University 2020-2025 Strategic Plan, which went into its implementation phase in February 2020. Goal 2 of the Plan is entitled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration.* As part of the implementation, the Office of Diversity and Inclusion was relaunched. This relaunch included creating the position of associate vice president of diversity and inclusion and chief diversity officer and

committing additional budget resources. For faculty and staff, SU will continue to expand professional development opportunities (emphasizing face-to-face training) and create inclusive spaces that support networking, foster professional growth, and inspire innovative ideas. By exploring ways to expand benefits, recognition, and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. During the 2019-2020 year, many academic departments increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement, and including diversity in the curriculum.

The 2019-2020 academic year was challenging for SU with the global pandemic and the national social unrest around racial injustice. Salisbury had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for next academic year.

Towson University

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus, which will be achieved with senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report along with goals for the upcoming year. This year, the Vice President of Inclusion & Institutional Equity was charged to develop TU's inaugural 5-year Diversity, Inclusion and Equity Strategic Plan. TU's summary statement highlights their accomplishments for the 2019-2020 academic year, along with proposed goals for the upcoming academic year, which include:

1. To increase the tenured and tenured-track underrepresented faculty and retaining them by 10%.
2. To ensure that every college or department has one meeting per semester dedicated to cultural competency
3. To continue to provide enforcement of university policies on non-discrimination and hate/bias
4. To develop a five-year diversity strategic plan for Towson University

Towson is also continuing to address (1) the national challenge of identifying and hiring underrepresented individuals in select academic areas and financial concerns for providing competitive salaries, (2) providing help to students as they navigate the changing landscape, external politics, and their understanding of free speech and the university's s ability to address bias vs hate, (3) ways to ensure sufficient participation in the campus-wide feedback process (focus groups, interviews, survey completion), and (4) meeting the needs of a large constituency with varying needs and levels of understanding.

University of Baltimore

The sixth goal of UB's *Strategic Plan 2018-23: Re-Imagining UB* states: "UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility." UB has developed a strategic framework to identify and address practices and policies that support diversity, equity, and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals including:

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

UB has met their goal of closing the achievement gap, and they continue working toward the goal of recruiting and retaining a diverse community of successful students, faculty, and staff. The University is exploring ways to embed more student events into courses and to offer virtual events, which may increase engagement of the primarily older and working student population. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires and to continue tracking and assessing its initiatives. These initiatives, including improvements in tenure-track faculty diversity, are among the University's priorities going forward.

University of Maryland, Baltimore

UMB is nearing completion of its fourth year of implementing the FY2017-2021 Strategic Plan (the "Plan"), scheduled to expire on June 30, 2021. The Plan consists of six themes and 28 strategic outcomes. As of the last report, 306 goals are at varying stages of completion, with greater than 70% of all targets in progress achieved, nearing completion, or having made significant progress toward attainment. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing institutional barriers that challenge the attainment of cultural diversity goals while also developing attainable tactics that support their objectives. Theme 4 – *Inclusive Excellence* – addresses this objective and accounts for 14% (42) of all goals in the Plan. For the period ending June 30, 2019, approximately 75% of these goals are achieved, nearing completion, or substantially underway. The progress reports for the execution phase of the entire Plan are available on the UMB strategic plan website. The University continues, as a collective, to emphasize faculty and staff cultural diversity awareness and its demonstration in the policies, plans, activities, and outcomes it employs.

The Diversity Advisory Council (DAC) serves as the advisory body to the University leadership. The Council consist of representatives across each School and the campus, including the staff and faculty senate, human resource services, and the student body to help inform initiatives and efforts. The DAC has influenced the execution of climate surveys, the development of strategies, and the active engagement of experts to improve UMB's outcomes. Two specific UMB initiatives currently underway include 1) the participation of a renowned cultural diversity expert to influence and design programs that prepare the University to achieve its cultural diversity outcomes across campus, and 2) efforts to diversify UMB's faculty ranks using evidence to increase the likelihood of success.

University of Maryland, Baltimore County

UMBC continues to implement its 2019 Diversity Plan while working through all of the challenges brought forth by coronavirus pandemic. The following areas are addressed:

Diversity in Graduate and Undergraduate Enrollment - For both graduate and undergraduate recruitment and enrollment initiatives, COVID-19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in the approach to the delivery of instruction and academic and support services as students and families balance school, work, and family.

Diversity in Faculty Hiring - During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. The University is evaluating the impact of budgetary constraints on the ability to hire more faculty. Nevertheless, faculty diversity and inclusive excellence remains a guiding principle of the institution. Consequently, they have prioritized faculty hiring through the Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

Diversity in Student Affairs and Services - The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in the country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of UMBC's decision making.

University of Maryland, College Park

UMCP has succeeded, wherever possible, in moving many initiatives to virtual spaces. When not directly possible, many have crafted creative solutions to achieve the same or similar outcomes as the original programming. These include efforts to increase the numerical representation of traditionally underrepresented groups and to create opportunities for positive interactions and instilling cultural awareness among multiple populations. The University's cultural diversity plan from 2010 continues to be a guiding document, but there is broad recognition that an updated or completely new plan is needed. Many more recent documents (i.e., Self-Study Report; the External Review; Joint President/Senate Inclusion and Respect Task Force) provide more timely guidance for the University. Areas of focus include:

- Collaboration and coordination of diversity and inclusion efforts across campus
- Resource allocation
- Leadership and accountability
- Communication
- Training and development

Longstanding areas of emphasis for the university remain unchanged from previous years and are reflective of Goals 1 and 2 of this report.

- Improve recruitment and retention of underrepresented faculty
- Improve recruitment and retention of underrepresented students
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp

The University's new Vice President for Diversity and Inclusion (elevation from Chief Diversity Officer) and her team are working to understand the breadth of diversity, equity, and inclusion activities on this large, decentralized campus and to analyze the impact of these widely dispersed activities with an eye toward identifying strengths and gaps that need to be addressed.

University of Maryland Center for Environmental Science

UMCES has reaffirmed its commitment to provide a workplace and culture that promotes programs dedicated to diversity and inclusion in its 2019 UMCES Strategic Initiatives Plan which states, in part: "UMCES will be an exemplar of environmental science professionals reflecting the face of the communities served by its work. Knowledge discovery accelerates and the societal relevance of scientific research improves when supported by a diverse workforce. We will enhance diversity of interns, graduate students, faculty, and staff. We will cultivate inclusivity through professional development and innovative mentoring. We will incentivize change via individual and institutional performance metrics." The approach focuses on:

Recruitment and Retention

- For staff and faculty hires, they envision a new set of procedures and tracking efforts that target outreach/recruitment, training of search committees (especially on unconscious bias), and evaluation of metrics to describe progress.
- For the student population, UMCES can coordinate and integrate efforts across the career trajectory of internships for high school and undergraduate students, graduate student recruitment and training, post-doctoral experiences, and faculty recruitment and retention as a means of advancing diversity and inclusion at multiple points in one's career.

Campus Climate

A baseline survey will help identify strengths and weaknesses and provide a way to communicate relevant issues and concerns. They will also emphasize the need for training on diversity and inclusion, with a special focus on unconscious bias and fostering a learning environment on these topics that is appropriate for all members of the community. In addition to appointing a diversity officer, these approaches are cornerstones to creating the opportunity for growth and improvement at UMCES.

University of Maryland Eastern Shore

For UMES, 2019 saw the beginnings of a cohesive diversity and inclusion plan and 2020-21 marks a new phase in the efforts to address cultural diversity via ways that are meaningful and authentic to UMES. Major goals for the institution will be to introduce and maintain meaningful initiatives surrounding cultural diversity and inclusion throughout the campus. Actions will include: virtual and face-to-face discussions about key and developing diversity issues; a place where the campus community can access equity resources, curriculum development tools, and many others. UMES Academic Affairs is exploring a cross-institutional course for undergraduate and graduate students, as well as a social justice campaign. Further goals include identifying the many places and people who make up the UMES community who have in the past and present contributed and continue to contribute to social equity.

UMES is deeply committed to engaging in a comprehensive institutional self-study, understanding that this work may be at once insightful and deeply painful. UMES will need to examine the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. The University recognizes that building an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal is only possible if the campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that UMES students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is the University's overriding goal and challenge.

University of Maryland Global Campus

UMGC recognizes that the diversity of students, faculty, and staff is one of the school's strongest attributes. UMGC's diversity and inclusion plan actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across the organization. Their intent is to ensure that they continue to attract and hire diverse employees and students, maintain a positive human relations climate, and respect the organization's diversity. UMGC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

The University is continuing to explore options for engaging the online student population in discussions of race, ethnicity, and cultural inclusion, and they are also working to influence the talent pipeline for underrepresented staff. Further, UMGC's diversity and inclusion work must consider and engage staff, faculty, and students throughout the United States, Asia, and Europe. This requires understanding the unique climate for diversity and inclusion on both a national and global scale. Diversity and inclusion programs must have a global perspective and not be limited by borders, as the community is comprised of individuals from numerous countries across many diversity demographics. This will continue to be part of UMGC's story and approach to cultural inclusivity.

Section 2

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

Below are examples of how the institutions are working to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:

1. *Targeted Recruitment and Retention & P-20 Partnerships*
   Strategies to expand educational pipelines for underrepresented minority students include, but are not limited to:
   - Evaluating disaggregated data to track the numbers of women and minority students in order to be able to appropriately target efforts
   - Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
   - Establishing and supporting college readiness programs with local high schools, community colleges, and community agencies and programs in majority minority regions of the state
   - Mentoring, community scholar, and tutoring programs targeting enrolled students who are from underrepresented minority groups
   - Increasing funding and financial support targeted to undergraduate and graduate students from underrepresented minority groups
   - Providing application fee waivers for students within certain schools and programs and those demonstrating financial need
   - Expanding information sharing about dual enrollment opportunities for students in majority-minority schools and/or school systems
   - Conducting outreach to assist high school students with the university application and financial aid application processes
   - Working to diversify signature, highly-successfully academic programs with students from underrepresented minority groups
   - Partnering with agencies and community organizations to increase exposure for and possibilities of internships and employment for underrepresented minority groups
   - Establishing MOUs with community colleges to focus on transfer students
   - Targeting marketing in geographical areas, publications, and other media outlets that increase the probability of it being viewed by underrepresented minorities
   - Partnering with HBCUs and other minority-serving institutions to recruit students into graduate and professional programs
   - Participating in fairs and other outreach with community-based organizations and other colleges and universities

2. *Focus on the Recruitment, Hiring, Onboarding, Retention, and Advancement of Underrepresented Minority Faculty and Staff*
   - Focusing on the process from recruitment of faculty through hiring, onboarding, mentoring, and retaining them, and being able to offer opportunities for advancement
   - Evaluating disaggregated data to track the diversity of applicants and hires in order to be able to appropriately target efforts
   - Using analytics to assess progress in the diversity profiles of the applicant pool and, ultimately, hires
   - Targeting job advertisements and recruitment efforts to specific publications and networks
   - Training search committees to use inclusive hiring practices and to beware of implicit biases
   - Facilitating pathways to professorships for graduate and professional students
   - Supporting the efforts of faculty and staff demographic affinity groups
   - Evaluating disaggregated data to understand the retention and attrition patterns of students of various demographic groups
   - Monitoring the diversity of search committees
   - Providing training so departments better understand how implicit bias relates to hiring practices
   - Creating faculty networking groups and mentoring programs

Section 3
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus

Below are examples of ways the institutions are encouraging positive and inclusive interactions and cultural awareness. Although institutions approach this differently, various elements of the following two themes could be found at each USM institution:

1. *Programs, Courses, and Training*
   - Expanding cocurricular programming to promote diversity awareness via seminars, town halls, workshops, speakers, and other engagements
   - Providing professional development on unconscious bias, allyship, advocacy training for employees from HR to employees on; diversity briefing for all new hires
   - Conducting safe space training
   - Creating, sustaining, and enhancing academic programs designed to focus on or to include aspects of diversity, equity, and inclusion
   - Establishing diversity councils and workgroups at multiple levels (academic departments/colleges/schools) within the institutions
   - Conducting diversity strategic planning at multiple levels (academic departments/colleges/schools, student and academic affairs units) within the institutions
   - Expanding diversity- and equity-related materials in libraries
   - Offering diversity sessions during new student orientation
   - Providing culturally competent education and diversity training for faculty, staff, and students with some train-the-trainer models implemented to handle the demand for the training
   - Reducing of barriers to enrollment and encouraging and supporting career mobility
   - Establishing bias incident support services
   - Using results of climate surveys to address issues and strategically plan
   - Mentoring of students from underrepresented groups
   - Planning for, hiring, and elevating senior diversity officers and officers/departments
   - Supporting student organization-led programs and efforts to enhance inclusion and improve interactions among the campus community

Impressively, initiatives address "diversity" in the broadest sense, as courses, training, and programs address issues of race, ethnicity, nationality, religion, sexual orientation, ability differences, gender, gender identity, and socioeconomic status at least. This work encourages and facilitates collaborations, conversations, and engagement between student groups and other members of the university communities.

2. *Diversity and Inclusion Offices and Workgroups*

   USM institutions have offices and chief diversity officers charged with overseeing this important work. Where there is no diversity office or chief diversity officer, many university officials have established or are reinvigorating diversity and inclusion workgroups or councils or have otherwise found ways to incorporate attention to diversity, equity, and inclusion in the roles of all senior leadership
   - Diversity and Inclusion Committee (BSU)
   - Office of Equity Compliance (BSU)
   - Disability Support Services (CSU)
   - University Council on Diversity, Equity & Inclusion (FSU)
   - Center for Student Diversity, Equity, and Inclusion (FSU)
   - President's Special Task Force on Diversity and Inclusion (SU)
   - Office of Diversity and Inclusion (SU)
   - Office of Inclusion and Institutional Equity (TU)
   - Center for Student Diversity (TU)
   - Workgroup to Develop 2018 Institutional Plan for Cultural Diversity (UB)

- Office of Diversity and Inclusion/Title IX (UMB)
- Diversity Advisory Council (UMB)
- Center for Democracy and Civic Life (UMBC)
- Office of Equity and Inclusion (UMBC)
- LGBT Equity Center (UMCP)
- Office of Diversity & Inclusion (UMCP)
- Diversity and Inclusion Task Force (UMCES)
- Office of Institutional Equity & Compliance (UMES)
- Diversity and Equity Office (UMGC)

Section 4
Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus

For years, USM institutions have prioritized diversifying the faculty and staff and creating and sustaining more inclusive campus environments for the faculty. In April 2018, USM hosted a Symposium on the Diversification of the Faculty for USM institutions' administration, faculty, staff, and students to examine this critical issue and learn lessons from effective practices and informative research being explored within the USM and by USM leaders. The day included opportunities for institutional team time to more deeply explore the issues at the campus level and to discuss the development or enhancement of plans to create faculty communities that are more diverse and inclusive. Prior to the Symposium and since, institutions (and/or departments and colleges within the institutions) continue to monitor the diversity of search committees, target job advertisements to specific publications and networks, work to better understand how implicit bias relates to hiring practices, train search committees to use inclusive hiring practices, track the diversity of applicants and hires, create faculty networking groups and mentoring programs, and analyze data to determine where progress has been made and is needed.

Highlights of institutions' descriptions of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus include:

Bowie State University
Bowie's Affirmative Action Plan contains a commitment to increase the diversity of recruitment pools through expanded job postings. During FY 2020, BSU's Human Resources Department contracted with JobTarget to automate job postings and manage recruitment efforts more efficiently. JobTarget uses analytics to distribute job postings on diversity sites that target veterans, individuals with disabilities, minorities, and women through its partnership network. Preliminary data indicate that the use of JobTarget has expanded the applicant pool for certain job classifications. The Human Resources department will assess the effectiveness of the JobTarget partnership at the end of the fiscal year.

Coppin State University
The University continues to recruit faculty and staff by utilizing online publications that reach populations of various race and ethnicities, such as the Chronicle of Higher Education, Diverse Issues, and Higher Education Jobs.com. Furthermore, efforts are made to advertise to minority groups through professional journals and associations related to specific disciplines for each position announcement.

Frostburg State University
All searches in the Academic Affairs division require applicants to submit a statement outlining their commitment to diversity, equity, and inclusion, signaling Frostburg's commitment to these values and letting all qualified candidates know they are welcome at the University. Additionally, all search committees for faculty and staff positions require one member of the committee to be responsible for ensuring that minority outreach is a priority.

Salisbury University

PROMISE is an NSF-funded project among five USM institutions. The PROMISE Faculty Learning Communities (FLC) cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion. The PROMISE FLC goals focus on recruiting, hiring, and retaining underrepresented faculty and staff; designing and disseminating faculty and staff development programs to support mentorship, success, and promotion of diverse members; enticing current candidates and future academics to seek employment at a primarily undergraduate institution like SU; and presenting findings at workshops, conference sessions, etc.

Towson University

The Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, which introduces hiring committees to inclusive and equitable recruitment, interview, and onboarding processes. To address the diversification of staff, the Vice President of Inclusion & Institutional Equity now signs off on all searches for staff positions at the Director level or higher. The most highly requested, foundational workshop, *Successful Faculty Searches*, details how an inclusive faculty benefits both faculty and student success, the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions, and conducting a successful search based on national best practices.

University of Baltimore

The UB Office of Human Resources has dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff, so that the University does not lose ground. Additionally, each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan.

University of Maryland, Baltimore

The University leadership, in conjunction with Human Resource Services, Institutional Research, the Diversity Advisory Council, and other units are undertaking an effort to increase faculty diversity, while also endeavoring to model effective best practices among its higher education peers. Specifically, the UMB objective is to develop an institutional strategy to move UMB from "good to great" in its effort to recruit, retain, and advance diverse faculty at the institution. UMB plans to achieve the following four areas of focus and inquiry: 1) focus on the UMB institutional environment; 2) focus on underrepresented minority faculty, including women; 3) focus on UMB's recruitment practices; and 4) focus on institutional accountability.

University of Maryland, Baltimore County

Launched in 2015, STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE engages in two main activities: campus-wide focused conversations and search committee consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle. After 5 years, STRIDE is involved in all faculty searches and colleges and committees proactively reach out to STRIDE for advice and counsel. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies and is a national model.

University of Maryland, College Park

The University's Faculty Diversity and Hiring Initiatives include the Postdoctoral Fellowship Program (to build a pipeline of underrepresented minority faculty); the Assistant Professor Diversity Initiative (to provide partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels); and the Senior Targeted Hire Diversity Initiative (to support the targeted recruiting of renowned senior faculty who enhance faculty diversity and mentoring and foster the university's goal of inclusive excellence).

University of Maryland Center for Environmental Science

Under the umbrella of the Diversity, Equity and Inclusion Collaborative, changes to UMCES's recruitment of underrepresented minority faculty and staff include: (1) search committees receiving direction on best practices in faculty hiring, including implicit bias training; (2) job advertisement is as broad as possible and the description reviewed by a professional trained in implicit bias; (3) implementation of job search software that allows demographic tracking; (4) placement of job descriptions in USM forums; and (5) search committee members actively encouraging applications.

University of Maryland Eastern Shore

As of 2019, UMES not only boasts the second-highest diversity index for faculty of all national public four-year institutions (Chronicle of Higher Education), but they also show an increase in ethnic and racial faculty diversity over the last decade. They seek to maintain and enhance that standing by (1) prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity and (2) using UMES's newly constituted Office of Institutional Equity & Compliance as an integral part of the hiring process.

University of Maryland Global Campus

University of Maryland Global Campus has a robust recruitment strategy to ensure constant focus on successful ways to increase the diversity of faculty and staff. Those strategies include partnerships with various organizations that are experts in working with diverse populations of people (i.e., Military Spouse Employment Partnership and Operation IMPACT Network of Champions) and processes focused on increased hiring activities through trainings and workshops, job fairs, networking events, community service, and talent sourcing.

Section 5
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under the Clery Act

Each USM institution provided a statement detailing their process for reporting campus-based hate crimes, which is mandated by the Clery Act. Data were not required for this report, but annually, all institutions who receive Title IV (federal student aid) funding submit crime data to the Department of Education. Also, annually, institutions must publish and distribute an annual campus security report to all current students and employees. In most cases, these reports are on institutions' websites, so the information is also available to perspective students and their families.

Per a state report last year, we learned that although not every institution has a formal policy on hate-bias incidents, they do all have policies that effectively prohibit hate-bias incidents, by prohibiting activities such as verbal harassment, intimidation, and hostile expressions against other members of the campus community. Institutions treat hate-bias incidents as violations of the institutions' student conduct policies and respond as they would to other such violations: by investigating the complaint and punishing perpetrators as necessary.

Several institutions providing education about hate-bias incidents to students and other members of the campus community via the school's broader cultural diversity training. Others were actively implementing education and outreach regarding hate-bias incidents. Each institution has procedures for the reporting of hate crimes or hate bias incidents. Reports can be made directly to campus police, academic affairs, student affairs, and/or local law enforcement. Processes and options are available on institutions websites, posted around campus, and shared in orientation sessions and other educational sessions. The universities also have established Memorandums of Understanding (MOUs) with local law enforcement agencies to help ensure that any crimes can be reported and responded to quickly by both internal external police or security forces.

Conclusion

These reports demonstrate the importance institutions place on increasing the representation of traditionally underrepresented groups and creating a welcoming and inclusive environment for students, faculty, and staff. Most of the work to be done around these issues must take place at the campus level and depends upon involvement

from a wide variety of administrative units and academic schools, colleges, and departments, as well as individual community members. Work within and across divisions is important, occurring, and will hopefully become more systemic. Institutions also note inter-institutional work and important partnerships within their communities, which is promising.

Diversity and inclusion issues are perennial topics on the agendas of the USM presidents, provosts, vice presidents for student affairs, and shared governance groups. Additionally, the USM Diversity and Inclusion Council, first convened under that name in 2016, was originally charged with:

- identifying specific challenges regarding inclusion and diversity facing the USM;
- doing research and data collection as needed;
- proposing actions, activities, policies, and processes;
- recommending programs and sharing good practices that serve to improve the campus climates around issues of diversity (of all kinds), inclusion, and equity; and
- providing advice on the development of guidelines, policies, and accountability processes for the System.

Members of the Council are from all USM institutions and represent multiple constituencies including, but not limited to, provosts; vice presidents for student affairs; chief diversity officers; LGBT program/office staff; legal counsel; Title IX officers; and members of the USM-wide student, staff, and faculty system-wide councils.

In addition to sharing successful practices with each other and addressing the System's and institutions' understanding of and familiarity with how inclusion and diversity issues affect students, faculty, and staff, the Diversity and Inclusion Council has contributed to:

1. the System's statement and guidelines on Freedom of Expression;
2. the development of the Symposium on Diversifying the Faculty;
3. important adjustments to the annual report on Cultural Diversity;
4. amendments to inclusion and diversity-related Board of Regents policies;
5. time-sensitive inquiries about diversity, equity, and inclusion issues; and
6. conversations and/or presentations about student activism and post-election campus climate issues as well as immigration and the effects of White House executive orders and associated issues on USM students, faculty, and staff

Finally, as has been noted in multiple Board of Regents meetings over the last several months, Chancellor Jay Perman has begun work to shift the USM's focus Toward Racial Equity and Social Justice. We have assessed, and will continue to assess, the USM's role in perpetuating structural racism and are committed to establishing and promoting anti-racist policies and anti-racist action and dismantling structural racism within the University System itself; elevating issues of race and racism in our teaching, research, and scholarship; and redressing racial inequities and advancing social justice in our own communities by examining: (1) Equity and Climate in the USM, (2) Education and Research at the USM, and (3) the Service Mission at the USM. This work is just beginning in earnest. We have started to and will continue to work with critical stakeholders including, but not limited to, the Board of Regents, institutional leadership, the Diversity and Inclusion Council, and USMO staff to ensure progress and the identification of steps to be taken to achieve racial equity and social justice.

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

Enclosures: USM Institutional Cultural Diversity Progress Reports

Institutional Programs of Cultural Diversity Annual Progress Report, 2020
Addendum ~ System-Wide Enrollment and Population by Ethnicity

~Undergraduate and Graduate Student Enrollment~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	29.9% (44,395)	32.2% (52,258)	34.4% (60,626)	34.5% (59,472)
Other Minority	8.0% (11,869)	11.3% (18,257)	12.6% (22,187)	13% (22,417)
White	49.4% (73,471)	46.2% (74,899)	41.8% (73,842)	41.3% (71,199)
Foreign	4.5% (6,724)	5.0% (8,036)	5.3% (9,315)	5.4% (9,207)
Unknown	8.2% (12,217)	5.3% (8,550)	5.9% (10,453)	5.8% (9,919)
Total	148,676	162,000	176,423	172,214

~Faculty~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	13.6% (1,841)	14.6% (2,220)	16.2% (2,691)	17.0% (2,864)
Other Minority	11.2% (1,513)	10.6% (1,619)	11.5% (1,913)	11.6% (1,946)
White	66.3% (8,977)	64.4% (9,795)	61.4% (10,205)	60.1% (10,105)
Foreign	6.7% (912)	6.0% (915)	6.6% (1,090)	6.8% (1,147)
Unknown	2.2% (296)	4.4% (672)	4.4% (727)	4.5% (755)
Total	13,539	15,221	16,626	16,817

~Staff~

Race/Ethnicity	Fall 2009 (Baseline)	Fall 2014	Fall 2018	Fall 2019
Underrepresented Minority	34.7% (5,810)	34.2% (5,948)	34.1% (6,131)	34.9% (6,325)
Other Minority	6.1% (1,014)	6.2% (1,083)	7.0% (1,261)	7.2% (1,297)
White	55.8% (9,339)	53.9% (9,374)	51.4% (9,239)	50.9% (9,208)
Foreign	1.6% (265)	1.1% (185)	1.9% (336)	1.8% (324)
Unknown	1.9% (310)	4.5% (790)	5.6% (1,008)	5.3% (953)
Total	16,738	17,380	17,975	18,107

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.
Other Minority includes those identifying with Asian and multiple races.
Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.
Source: USM IRIS Diversity and Inclusion Dashboard - https://www.usmd.edu/IRIS 9.7.20

Institutional Programs of Cultural Diversity Annual Progress Report, 2020
Addendum ~ System-Wide Degrees Awarded by Ethnicity

~Undergraduate Degrees Awarded by Ethnicity~

Race/Ethnicity	FY16	FY17	FY18	FY19
Underrepresented Minority	28.8% (7,418)	28.9% (7,598)	30.1% (8,013)	30.9% (8,351)
Other Minority	12.8% (3,307)	13.5% (3,535)	13.5% (3,588)	14.3% (3,868)
White	52.0% (13,394)	51.2% (13,463)	49.8% (13,264)	48.6% (13,128)
Foreign	2.6% (662)	2.7% (699)	3.0% (795)	2.8% (755)
Unknown	3.8% (992)	3.7% (985)	3.7% (997)	3.5% (937)
Total	25,773	26,280	26,657	27,039

~Graduate Degrees Awarded by Ethnicity~

Race/Ethnicity	FY16	FY17	FY18	FY19
Underrepresented Minority	26.4% (3,308)	27.1% (3,387)	27.6% (3,747)	28.9% (3,755)
Other Minority	9.2% (1,153)	9.3% (1,164)	9.9% (1,338)	10.5% (1,365)
White	44.2% (5,534)	42.0% (5,250)	42.0% (5,704)	40.3% (5,233)
Foreign	14.0% (1,749)	15.3% (1,911)	14.2% (1,931)	13.6% (1,764)
Unknown	6.3% (786)	6.3% (781)	6.3% (862)	6.8% (883)
Total	12,530	12,493	13,582	13,000

Underrepresented Minority includes African-American/Black, Hispanic, American Indian, and Native Hawaiian.
Other Minority includes those identifying with Asian and multiple races.
Foreign status includes those who are not citizens or nationals of the United States and who are in the country on a visa or temporary basis.
Source: USM IRIS Diversity and Inclusion Dashboard - https://www.usmd.edu/IRIS 9.7.20

BOWIE STATE UNIVERSITY

UNIVERSITY SYSTEM of MARYLAND

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: Bowie State University _____ Date Submitted: _____July 30, 2020_____

Point(s) of Contact (names and email addresses): __Adonna Green, Director of Equity Complaince agreen&bowiestate.edu and Gayle Fink, Assistant Vice President for Institutional Effectiveness, gfink@bowiestate.edu

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.

- USM will generate the desired demographic data; institutions are not responsible for providing that information.

- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.

- Submit your report to Zakiya Lee (zlee@usmd.edu) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5th meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

Section 1: Summary Statement

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

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

The University's FY 2019 – FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion and Civic Engagement outlines objectives to further enhance the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity and accountability by ensuring that faculty, staff and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Strategic Plan Key Performance Indicators provide data related to student and staff demographics, countries of origin and student success by student subgroups to evaluate progress and inform future activities.

Objectives

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

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

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

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

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

Prior to FY 2019, Bowie had a decentralized approach to support cultural diversity. Over the past 2 fiscal years, BSU has made steps to provide a coordinated and deliberate approach to diversity and inclusion. The Diversity and Inclusion Committee, comprising faculty, students and staff, developed a set of initial diversity and inclusion goals. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

The new Office of Multicultural Programs and Services was fully operational in FY 2020 offering ongoing intentional seminars, workshops, or trainings to ensure the entire BSU community (faculty, staff, and students) develop a mindset of inclusivity. The first Lation Academic and Leadership End-of-Year award ceremony recognizing the contributions of students, staff and faculty was held this past spring. Other activities are detailed below.

The Office of Equity Compliance continues to refine the mission, roles and responsibilities of the diversity and inclusion unit. FY 2020 activities are described below. The pandemic has necessitated a reexamination of typically in-person events and training. During summer 2020, virtual training was being developed for employees and staff in preparation for a predominetly virtual fall semester. The Academic Preparedness Task Force, First and Second Year Experience Workgroup is developing curriculum and activities to support three themes for new freshmen – Social Justice, Civic Engagement and Entrepreneurship. These themes will be used across core freshmen classes to bulid engagement and community for freshmen engaged in both on campus and virtual instruction.

Even in these ever changing times, Bowie State University remains committed to diversity in all its forms.

Section 2: Goal 1

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to reruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. *(3-4 pages)*

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Students			
Increase the number of new students from diverse ethnic groups.	Increase new student ethnic diversity by 1 percent annually.	% non-African-American First-time UNG Fall 2015 15%; Fall 2016 11%, Fall 2017 11%, Fall 2018 9%, Fall 2019 16% New Transfer UNG Fall 2015 18%; Fall 2016 13%, Fall 2017 14%, Fall 2018 14%, Fall 2019 23%	EAB was hired in spring 2016 to aid in new undergraduate student recruitment. The target pool is adjusted each cycle and included a focus on increasing non-African-American applicants.

		New Graduate Students Fall 2015 32%, Fall 2016 25%, Fall 2017 28%, Fall 2018 30%, Fall 2019 30%	
Maintain the numbers of international students currently enrolled in undergraduate and graduate progams	Increase by 1 percent each year the number of self identified international students	N of international undergraduate students: Fall 2015 56, Fall 2016 60, Fall 2017 128, Fall 2018 139, Fall 2019 122 N of international graduate students: Fall 2015 206, Fall 2016 147, Fall 2017 124, Fall 2018 114 , Fall 2019 109	International Office fully staffed for fall 2020. Admission's processes for undergraduate and graduate students reengineered. Activities to increase of touchpoints with international throughout the academic year and summer under development.
Monitor retention and progression rates of all students as described in the USM Closing the Achievement Gap Report and the MHEC Access and Success Report	Overarching measures: Second year retention rates Six-year graduation rates Progression rates	First-time Students 2nd Year Ret - Fall 2014/15/16/17/18 71%/76%/72%/68%/70% 6 Year Grad - Fall 2009/10/11/12/13 33%/41%/37%/40%/42%/43% Progress to Soph Status in 1 year Fall 14/15/16/17/18 16%/23%/18%/13%/17 Transfer Students (Fall) 2nd Year Ret - Fall 2014/15/16/17/18 74%/73%/69%/74%/73% 5 Year Grad - Fall 2010/11/12/13/14 50%/55%/49%/54%/55%	Initiatives outlined in the reports are annually evaluated and adjusted to continue supporting student success.
Expansion of Coordinator of Greek Life role to include Community Service	Increase visibility of BSU in non-traditional spaces	BSU promoted a current employee to Coordinator of Greek life and Community Service in January of 2020. Along with Greek Life his duties now include planning community service events for the student body, collecting and tabulating community service hours for the student body, and coordinating all aspects of the university's Alternative Spring Break program. The Coordinator works with local community partners including the Red Cross, Habitat for Humanity, and the	

		Baltimore City School System brought increased visibility to university. Chartering Sigma Lambda Gamma as the first LatinX Greek letter organization at Bowie State was pivotal in the diversity of our student leadership. Having the sorority executive board members attend the LatinX Leadership Conference in New Jersey as a collaborative effort with the Office of Multicultural Programs and the Division of Enrollment management was a great way to increase the visibility of BSU. Our Bulldogs on the Hill event, which was a partnership with the Office of Government Affairs, was another great event for exposure for our students. We took 20 students to the nation's capital building and met with both Congressional and Senate members along with their aids and staff to discuss internships for BSU students. The office also took several groups of student leaders, over the course of the academic year, to accompany Dr. Breaux as we lobbied for the 2nd Lt. Richard Collins bill and Senate Bill 1043 for additional HBCU funding for Maryland HBCUs.	
Faculty			
Increase utilization of data from 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. In Fall 2019, 60% of all full-time employees were female and 79% were minority.	The University will increase emphasis on its ability to recruit and hire employees of Veteran status and those with disabilities.
Bi-annual opportunities for self-identification	Increasing engagement, responsiveness and visibility of faculty and staff with disabilities	To Be Determined	Circulation of survey, messaging inviting

			employees to self identify their disabilities
Disability Services Coordinator- NEW position	This position will be housed within the Office of Equity Compliance. The role will provide dedicated oversight of facility management and development for full utilization by our colleagues identifying as disabled. Increase training and education for upper level administration and general campus on ADA accommodations.		Complete selection and hire by Fall 2020

Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. *(2-3 pages)*

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Expand co-curricular programs that promote diversity awareness (Student Affairs)			
Multicultural Program Coordinator	Each month the Office of Multicultural Programs and Services plan and executes ongoing intentional seminars, workshops, or trainings to ensure the entire BSU community (faculty, staff, and students) develop a mindset of inclusivity.	• Focus group with 8 Diversity Student Leaders, October 2019 (Themes: More visible representation on campus with flags, URM advertisement, and twice a semester meeting with Dr. Breaux is needed) • Focus group with 6 Gay Straight Alliance, December 2019 (Themes: Homophobia is	None.

		a concern, update course evaluation to include a sensitivity option, and support groups needed through counseling services) • Over 25 trained faculty and staff to be safe space certified for LGBT+ students • Over 600 outreach efforts during diversity themed programs and workshops • Over 1000 residential students received cultural sensitivity and hate bias talks • Over 80 student athletes received cultural sensitivity and hate bias talks	
Continue to support student organizations that promote cultural diversity	Student participation in events	Data kept by student groups	
Continue student leadership development program	Student participation	Evaluation data reviewed annually for continuous improvement	
Respond to current events by promoting a welcoming campus environment	Multiple programs to discuss cultural differences between Africans and African-Americans; panel discussions on the HBCU Coalition lawsuit; multiple sessions about Black Lives Matter		
DFPA Theatre Arts program offer more non-traditional and thought-provoking main stage productions that would stimulate discussions about culture and social awareness, particularly in general education offerings.	Number of productions Student discussions in theatre courses	BSU Theatre offered five performances of one main stage production that challenged gender, culture, and religious norms. Faculty reported all THEA 105, Introduction to Theatre, classes engaged in discussions that centered on the musical production and diverse perceptions of culture as related to ethnicity, gender and religion. This is the principal general education course in theatre, enrolling 90 to 120 students each semester.	

Maintain a campus climate that respects and values diversity (Cabinet)			
Create external partnerships that encourage and support accountability in diversity and inclusion efforts	Membership in CEO ACTion! Network	More than 900 CEOs of the world's leading companies and business organizations, are leveraging their individual and collective voices to advance diversity and inclusion in the workplace. Bowie State became a member as a higher education organization 2018. Our involvement includes utilizing resources provided by the organization to enhance our education and engagement actitivies at BSU. Most recently, we fulfilled our pledge to host a Day of Understanding in February 2020. Our event was titled, "The Only One In the Room", a taped and livestreamed discussion among select community members about what BSU is doing, and can do better, to promote a more inclusive environment.	None.
Expansion of Office of Equity Compliance to include Diversity and Inclusion leadership	Number and type of investigations; increase in staff to both train and educate campus community. Installation of BSU Diversity Workgroup (Fall 2020) to develop strategic plan for continuing community based inclusion efforts.	http://www.bowiestate.edu/about/admin-and-governance/adminfin/human-resources/equal-employment-opportunity/ The Office of Equity Compliance now includes a Director, Equity Investigator/Title IX Coordinator, and Equity Intake Coordinator. Team has developed several standard trainings to be offered on a regular and as requested basis to educate the Community	The report is annually evaluated and adjusted to continue a campus climate that respects diversity. Report will expand to include attendance/completion of training modules.

		on major policies and initiatives, including: • Sexual Harassment in the Workplace (**over 480 employees trained as of March 2020**) • Title IX (for Students/Faculty/Athletic Teams/ Residence Life) (average of 500 students trained each Fall; numbers vary in Spring semesters) • Child Abuse and Neglect • Cultural Awareness and Sensitivity (beginning Fall 2020) Trainings are offered in person and, where appropriate, as on-line learning modules. Fall 2020 expansions will include Diversity Compliance Officer to expand education about and proactive use of inclusive work and learning models.	
Increased opportunities for higher level administration engagement in employee concerns	Developing initiatives, future feedback from attendees on improvement in experience.	The Office of Equity Compliance offers Courageous Conversations, a series intended to create space for individuals identifying in different populations to describe their experience and state their needs to the BSU community. Previously invited groups have been our young professionals/emerging leaders (February 2020) and Saudi Arabian students (March 2020, postponed until our return to campus).	Increased incentives and support from upper level administrators/managers to allow staff attendance.

		The Office of Equity Compliance partnered with the Office of Multicultural Programs and Services to present a panel discussion entitled, “The Only One In the Room”. The panelists, representing BSU Cabinet members, faculty, staff, and students, discussed their journey and experiences at BSU representing minorities of different varieties. The program was also a part of our commitment to the CEO ACTion! Network, discussed above. In 2019, The Office of Human Resources collaborated with the BSU Women’s Forum and the Center for Teaching, Education and Learning (CTEL) to offer a 3 part series, “Responsive Communication in the Workplace and Classroom.” The classes were based on gender, intergenerational, and cultural differences in communication. The BSU Women’s Forum hosts monthly events offering women across the campus to learn about self care and professional development. Its inaugural Expo”Unapologetically Me!”, hosted in March 2019, provided a full day of professional development on a wide range of topics, and hosted over 400 women. Its second expo provided a niche opportunity at practical and professional development in the area of technology. The March 2020 event, “Power Up! Women in Tech” included a panel of industry leaders and campus faculty discussing their various experiences in tech. This event drew 120 women.	

Expanded Employee Diversity Training	Employee engagement, attendance, and completion	The Office of Human Resources continues to offer a variety of face to face training sessions over the past year to address different aspects of workplace and classroom diversity. These training sessions have included, but not been limited to, the following topics: "Helping Individuals in Distress", "How to Deal with Difficult People", "Creating Effective Teams", "Classroom Behavior Management", "Creating a Classroom Community", and "Learning Styles and Learning Needs." Additionally, the Office of Human Resources provides employees with self-paced training courses through our Skillsoft eLearning platform on workplace and classroom diversity topics. Some of the highlighted workplace diversity courses offered include the following: "Your Role in Workplace Diversity," "Bridging the Diversity Gap," "Workplace Management: Global HR, Diversity, and Inclusion," "The Importance of Diversity and the Changing Workplace", and "Diversity on the Job: Diversity and You."	Increase utilization of on-line training programs.

Section 4: Diversification of Faculty and Staff

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. *(1 page)*

Bowie State University has a long-standing commitment to 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. Goal 4 of BSU's *Racing to Excellence FY 2019-FY 2024 Strategic Plan* furthers the institution's commitment to a campus culture of diversity and inclusion. Objective 4.1 focuses on sustaining our community of inclusion by fostering and supporting a safe, civil, and welcoming environment for students, faculty and staff. We work toward this goal by being intentional about how our community encourages involvement, respect and connection among its members.

Examples of long-standing and recent activities that have resulted in the increased diversification of faculty and staff are listed below.

- Bowie's Affirmative Action Plan contains a commitment to increase the diversity of recruitment pools through expanded job postings. During FY 2020, BSU's Human Resources Department contracted with JobTarget to automate job posting and manage recruitment efforts more efficiently. JobTarget uses analytics to distribute job postings on diversity sites that target veterans, individuals with disabilities, minorities and women through its partnership network. Preliminary data indicate that the use of JobTarget has expanded the applicant pool for certain job classifications. The Human Resources department will assess the effectiveness of the JobTarget partnership at the end of the fiscal year.
- The Office of Equity Compliance has expanded its training programs to further campus education about the many layers of diversity and ensuring equal opportunities for students and all employees. Additionally, trainings on avoiding implicit bias and the value of diversity at every level of the University are offered as part of the faculty and staff search processes.
- Created in August 2019, the Office of Multicultural Affairs provides holistic student development reflective of the University's mission and strategic goals. The office has trained residential students and athletes on cultural sensitivity and hate biases, held multiple forums on diversity and LGBT+ issues, and has trained over 25 faculty and staff to be safe space certified for LGBT+ students.

It is Bowie State University community commitment to diversity that has led to increased diversification of its faculty and staff. Presently, 35% of Bowie's full-time faculty and 23% of full-time staff identify as non-African-American. This percentage has increased from 30% full-time faculty and 21% full-time staff identifying as non-African-American in 2014.

Section 5: Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. *(1 page)*

Response to Hate Bias Incidents

1. Report will be taken by BSUPD or VPSA (will forward to BSUPD) as soon as it is received.
2. Receiver will acknowledge receipt of the report and review within 24 hours.
    a. BSUPD will offer a verbal acknowledgement and conduct an investigation.
    b. VPSA will provide electronic acknowledgment.
3. Inform and consult with relevant campus administrators regarding any necessary and appropriate action.
4. VPSA will consult with individuals affected by the hate-bias incident and formulate an action plan in coordination with Hate-Bias Response Team.
5. BSUPD will maintain a log of hate-bias incidents on a webpage that will be updated as reports are received. Periodic (opt-in) e-mail announcements regarding newly reported hate-bias incidents will be sent to campus community.

Campus Resources for Hate Bias Incidents

Bowie State University Police Department

Receives and assesses all hate-bias incident reports. Investigates reports of hate-bias incidents by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts.
Emergency: 911 or (301) 860-4040
Non-emergency: (301) 860-4050
ljones@bowiestate.edu

Office of Equity and Compliance
Receives and assesses all hate-bias incident reports. Responds to all complaints of discrimination based on a legally protected class.
Thurgood Marshall Library
agreen@bowiestate.edu

Office of Vice President for Student Affairs
The VPSA receives all hate-bias incident reports, and coordinates provision of campus support services to individuals affected by hate-bias incidents. Provides campus programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.
Student Affairs
dpjohnson@bowiestate.edu
301-860-3390

Bowie State University remains compliant with the reporting requirements Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing appropriate disclosures on an annual basis (https://www.bowiestate.edu/campus-life/campus-police/clery-act/).

Required Appendix -- Institutional Plan for Cultural Diversity
The statements and the information within Section 1 through Section 5 should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Appendix A

Bowie State University

Cultural Diversity Plan - Update

Bowie State University is currently revising its approach to cultural diversity and inclusion to align with the goals and objectives in its *Racing to Excellence FY 2019 – FY 2024 Strategic Plan*. Goal 4 of the Strategic Plan specifically focuses on enhancing the campus culture of diversity, inclusion and civic engagement. Strategic Plan Goal 4 objectives are listed below.

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

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

Objectives

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

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

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

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

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

In addition, the Strategic Plan articulates the core values of the University: Excellence, Inclusivity, Integrity, Accountability, and Innovation. Our core value of Inclusivity is defined as "intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability." As an HBCU, the Bowie State community believed it was important to adopt a definition that went beyond race and ethnicity to include the numerous other characteristics that bring richness to our campus community.

In the past, the University took a decentralized approach to support cultural diversity. Annual objectives relating to cultural diversity flow through the offices of the Provost and Vice President for Academic Affairs, the Executive Vice President and General Counsel, the Vice President of Administration and Finance and the Vice President for Student Affairs. Building upon the previous work of the Diversity and Inclusion Committee, President Breaux, in FY 2019, engaged in numerous discussions with campus constituencies related to the structure of diversity and inclusion activities on campus. A multi-phase proposal for a diversity and inclusion unit, an expansion on the work of the Office of Equity Compliance, is in draft form with initial funding planned for FY 2021.

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

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

Baseline data from HElghten indicated that BSU freshmen students were very close to the proficient level in "Analyze and Act" in "Approach". BSU students were within .5 points or less of their national comparison peers in Positive Cultural Orientation and Cultural Self-Efficacy. Suspending Judgment/Perspective Taking and Social Monitoring were the areas where BSU students and the comparison group had the largest gaps with BSU students scoring lower than those students at comparison institutions. Data from seniors were collected in AY 2020 and are being analyzed in summer 2020.

The Office of Equity and Compliance and the Facilities Management collaborated on an ADA and Accessibility Survey to improve the design and detail of campus grounds and facilities to meet the needs and expectations of our community members of all abilities. Several opportunities for improvement were identified related to parking and elevator availability and reliability. The finding supported a FY 2019 grant proposal for facilities improvements.

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

Bowie State University recognizes that cultural diversity in this context is relegated narrowly to religious, ethnic, and racial minorities, with a focus on creating a comfortable and welcoming environment in spaces where that does not already exist. As a Historically Black University, BSU believes the unique culture of our campus, its connection to the broader community, and the heritage of which we are apart is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, we will design a plan that welcomes the working and learning opportunities that a diversity of persons, thought, background, and protected characteristics offer within an environment that celebrates and educates all groups in the context of our rich history. The University is creating a Task Force to draft the Bowie State University Diversity and Inclusion Strategic Plan, which is slated for completion as of April 2021.

COPPIN STATE UNIVERSITY

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: Coppin State University **Date Submitted: July 31, 2020**

Point(s) of Contact (names and email addresses): Michael W. Bowden; mbowden@coppin.edu

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.

- USM will generate the desired demographic data; institutions are not responsible for providing that information.

- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.

- Submit your report to Zakiya Lee (zlee@usmd.edu) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5th meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional

submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

Section 1: Summary Statement

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

BACKGROUND

Diversity at Coppin State University (CSU) refers to programs, strategies, and initiatives related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Additionally, the University's activities are inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. The University continues to make concerted efforts to increase broad participation in training and other activities as required by the University System of Maryland (USM), and CSU has developed and implemented a plan that enhances cultural diversity and inclusion awareness through programming, instruction and training of the student body, faculty, and staff. Using the template provided by the USM, details of the plan are provided below.

Section 2: Goal 1

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. *(3-4 pages)*

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. ***Timeline: 2020***			
Programs/Initiatives	**Metrics**	**Progress 2019-2020**	**Areas of Improvement**
1. Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.	1. No. of Faculty and staff by race/ethnicity; Affirmative Action Report; number and type of publications	1. The proportion and mix faculty changed over the previous year. Asian faculty increased from 5% to over 7%, while Afr. Americans decreased from 75% to 74% and White faculty member count remained stable at 12%.	1. The University should continue recruitment and hiring of faculty and staff who report are Native Americans, Foreign, and Caucasian.

2. Provide Fair Housing (Residence Hall) Training annually	2. % of Staff Participants trained	2. Event postponed.	2. Continue annual training and assessment.
3. Recruitment of International Students, including student-athletes	3. Percent International Students; number and percent student-athletes	3. Percent of international students has declined from 12.1% to 9%	3. Enhance recruitment to target international students.
4. Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community	4. Number of participants annually	4. Positive reception of the event and positive interactions among 115 student, faculty, and staff attendees.	4. Provide formal evaluation tools for next year's event to be developed.
5. Diversity and Academic Programs –The School of Education has plans to broaden the scope of diversity within its academic programs. Also, within the scope of General Education, future plans are to infuse diversity into General Education and conduct assessments.	5. The GER Committee has data from assessments on students' learning. SOE has integrated urban and diverse teaching techniques and experiences in the curriculum.	5. Anticipated results include greater awareness and inclusion of persons of all race and ethnicities in instructional programs and examples, and in students' practical experiences.	5. New Initiatives; measures under development; School of Education proposed teaching in urban setting courses to be approved by curriculum committee in spring 2019.

Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. *(2-3 pages)*

Goal 2: Create Positive Interactions and cultural awareness among students, faculty, and staff on campus. ***Timeline: 2020***			
Programs/Initiatives	**Metrics**	**Progress**	**Areas of Improvement**
1. Safe Space Training – conducted by the Counseling Center to provide training to students, faculty, and staff and to transfer knowledge, awareness, appreciation, and understanding of LGBTQIA student issues.	1. No. of students, faculty, and staff participants.	1. Approximately 40 participants were educated and informed about the LGBTQIA community; new efforts to provide awareness and inclusion; safe spaces created.	1. Expand Safe Space to individual units on campus to ensure 100% participation.

2. Campus-wide student mentoring and support programs for personal and academic intervention. Programs include Our House, SASA.	2. No. of Programs; participants; success rates; over 200 served this year.	2. Our House – 60 AA Students (49female/11male) 10 Students per house, 85% 2nd yr. retention rate. SASA continuously enrolls 95% of students into CSU; no program this summer due to COVID19.	2. Need to attain and sustain level funding for selected mentoring and support programs; need evaluation data of each event to measure impact.
3. Professional Development for Staff by all units on campus conducted by Human Resources - HR provided training on Unconscious Bias and other routine workshops held during University Day.	3. No. of participants; workshops	3. Positive Interactions and Cultural Awareness was promoted among the 84 participants.	3 & 4. All new hires are given civility and conflict management information at the time of hiring. Process was formalized for 2018-19 year.
4. Professional Development for Faculty by all units on campus – Academic Affairs	4. No. of participants; workshops	4. There were over 65 Faculty members who participated in workshops on advisement, academic programs, grantsmanship.	4. Training on tools for Advisement help with knowledge of special population groups needs.
5. Annual Diversity Day - Hosted by ITD Division; shares food from cultural backgrounds, employees dress in their native attire.	5. No. Participants by race/ethnicity	5. Diverse staff of Asian – 6, Black – 33, Hisp. – 1, and White – 5 were in participation.	5. Expand the event beyond the IT Division; contingent on funding.
6. Cultural Awareness Expo in Athletics	6. Number and Type of events conducted	6. Event postponed.	6. This is a planned event for the upcoming year.
7. Campus-wide Monthly, Information Sessions on LGBTQIA community; hosted by all Student Affairs – flyers, seminars, and lectures.	7. No. of Students, faculty, staff participants and no. served	7. Two activities conducted fall 2019 by Student Affairs. In each activity, there were 15 students.	7. Continue efforts to broaden education to the campus; broaden use of safe space signage; promotions of awareness campaigns.
8. Intrusive Advisement for International Students (F-1 Visa) – includes counseling, safe space talks; government support and advice.	8. No. of students served	8. 235 students (9%) of international students enrolled each semester have less issues and concerns with visas and advisement.	8. Establish additional concrete measures for advisement; adjust advisement for COVID19.
9. . Annual Martin Luther King, Jr. Day – a speaker series and recognition ceremony that is open to the campus and local community.	9. Number of participants annually	9. Positive reception of the event and positive interactions among 115 student, faculty, and staff attendees.	9. Provide formal evaluation tools for next year's event to be developed to better assess impact.
10. Annual Townhalls on Race, Culture, History, and Crime.	10. Number of Townhalls and attendees	10. Two (2) townhalls were conducted; Minds on Justice hosted by April Ryan, CNN News	10. Provide formal evaluation tools for next year's event to

		Correspondent, Keeping Your Head Up, hosted by CSU Professors. Events were open to the campus and community. These events support positivity and cultural awareness among students, faculty, staff, other attendees.	be developed to measure impact more adequately.

Section 4: Diversification of Faculty and Staff

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. *(1 page)* The following is a description of one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus. The summary below provides evidence that demonstrates its success and supports continued practice.

GOAL 1

Coppin State University is committed to ***Goal 1. Increasing the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.***

Strategy: 1.

Continue to recruit, hire, and retain a diverse faculty and staff body using online and print publications that reach populations of various race and ethnicities.

The University continues to recruitment of faculty and staff by utilizing online publications that reach populations of various race and ethnicities, such as the *Chronicle of Higher Education*, *Diverse Issues*, and *Higher Education Jobs.com.* Furthermore, efforts are made to advertise to minority groups through professional journals and associations related to specific disciplines for each position announcement. Data show that overall, faculty recruitment has slowed over the years due to financial constraints. In AY 2019-2020, the University had 246 members of personnel classified in a type of faculty position; down from 250 in the previous year *(Note: the faculty count includes all faculty - full-time, tenure/tenure track, full-time, non-tenure/tenure track, adjuncts, and library personnel classified as faculty).* Out of the 246 faculty members, 57% are female and 43% are male. Since the baseline report year 2008-2009, the population of faculty who are African American has changed from 92% to 74%, while other ethnic groups experienced incremental increases during the same period. For example, Asian faculty member representation increased from 5% to 7%. While a successful strategy, data suggest that enhancements may be made to continue to increase the diversity of faculty personnel in underrepresented groups, especially among Native Americans.

Strategies for increasing diversity among the staff are similar. The University advertises in diverse journals and publications for staff positions. The University experienced a decrease in the number

of staff members since the baseline year from a total of 292 to 210. In AY 2019-2020, the number of African American staff remained at 84% over the previous year, while Asian staff increased from 3% to 4%. White staff members decreased from 8% to 7%. Data show that efforts to increase racial and ethnic representation of staff could further be enhanced. The University will continue to advertise in diverse publications and explore cost-effective and professional social media venues such as LinkedIn and other outlets specific to job announcements for staff.

Section 5: Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. *(1 page)*

REPORTING HATE CRIMES

Although there have been zero reported hate crimes at the University, the campus has several outlets for reporting hate crimes and any other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM as well as the federal requirements under the Clery Act of 1990. The process is detailed on the University's website (Campus Police site) at https://www.coppin.edu/downloads/file/1302/complaint_procedure. The campus police conduct an investigation of all complaints filed in a timely manner. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report, which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

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

Faculty and Staff 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.

Compliance with New Requirements

The Maryland Higher Education Commission (MHEC) requires that institutions submit reports on Hate-Bias Plans and Hazing Policies. CSU developed a plan that includes incident response protocols and a process for tracking reported incidents. This was a requirement by the Joint Chairs last year. The Policy on Hazing includes programs to educate and increase awareness of hazing among the student population as well as reporting protocols.

Required Appendix -- Institutional Plan for Cultural Diversity

The statements and the information within Section 1 through Section 5 should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

SECTION II: INSTITUTIONAL PLAN NARRATIVE – Report on Progress

CSU's defines cultural diversity as strategic programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission.

Institutional Mission Statement (revised 2018; approved 2019)

Coppin State University, a historically black institution in a dynamic urban setting, serves a multi-generational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Cultural Diversity Among Students

CSU is uniquely capable of addressing the preparation of multigenerational students from the State of Maryland, Baltimore City and County, and regions beyond. The University extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences to students who have been differently prepared. To address the cultural diversity goals of the USM, the university has aligned its plan to help the system meet its goals and accomplish greater diversity and inclusion. Data below and explanations show progress towards greater diversity and inclusion.

Since the 2008-2009 baseline year, the University has experienced a decline in enrollment within all student categories. However, the University has been able to maintain a diverse student population and serve a multigenerational student body. During 2019-20, there was a slight increase in the percentage of African American students from 79% to 82%. Hispanic and Latino

students declined slightly from 2.6% to 2.5%. The white student population count remained stable at 2%, while international students declined from 12.1% to 9%.

Selected initiatives across the campus within Student Affairs and Enrollment Management, as well as Academic Affairs, have supported the University's efforts to attract and retain a mix of students that reflect the community. However, there is room for continued improvement. Just this year, the University conducted outreach that included radio advertisements and recruitment events to specifically target Hispanic and Latino students.

The following programs, strategies, and initiatives support enrollment, retention, and graduation, and continue to yield positive results. Selected support programs and interventions include:

- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At-risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. Ninety-five percent of participants enroll at Coppin each fall. The program was not held this year due to the COVID19 pandemic.

- **First Year Experience (FYE)** - The First-Year Experience program serves as the advisement hub for first-year students. Students receive intrusive advisement, activities to orient them to campus live and student efforts and provide guidance through the completion of the first year of their higher education experience.

- **Academic Success Centers (ASC)** - The Centers, housed within each of the four colleges, are staffed by a full-time academic advisor, who is identified as a retention specialist. Each Retention Specialist monitors student progression perform registration outreach, conduct outreach to stop outs, and direct students to support services needed for success.

- **Our House Community Mentoring** - Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results show a higher freshman to sophomore retention rate and academic achievement when compared to the University. The Program continues in a limited capacity, as external funds are needed to support each "house" and provide peer mentorship needed to serve the students in the program. The data on program participants suggest significant potential to support retention and graduation. The Director of Retention and Mentoring is working collaboratively across Divisions to serve funds to expand this highly potential program.

- **The Center for Counseling and Student Development (CCSD)** - The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. The Center assists students in crisis,

intervene in potentially life threating situations, provide quality outreach programs, and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increase the understanding of challenges faced by students and promotes psychological well-being. During the COVID19 pandemic, the Center provided, and continues to provide, services to students who need to support a work-life balance.

- **Disability Support Services** - **Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, is charged to create an accessible university community to ensure all students have equal access to University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources to support academic and social needs so as to provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.

- **Center for Adult Learners (CAL) -** The Center was formed with the adult learner in mind, given that the average age of the CSU student is 28 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment.

<u>Administrative Staff</u>

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered on a regular basis and are available to all members of the campus community at least two times per year. Workshops include such topics on sensitivity training, managing diverse staff members, customer service, and conflict resolution. These workshops are essential since the University has staff from all types of diverse backgrounds and they remain central to the university's mission. The workshops are conducted in conjunction with the Information Technology Division, Academic Affairs, and Finance and Administration.

The University experienced a slight decrease in the number of staff members between AY 2018-19 and AY 2019-20. The total number of staff increased from 360 to 356. The number of African American staff slightly increased from 84% to 85%, while Asian staff increased from 2.8% to 3.3%.

White staff also decreased from 8.3% to 7.3%. Data show that efforts to increase representation among Native Americans and Foreign staff member could be further enhanced.

Diversity among Faculty

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

The University maintains subscriptions to diverse publications in an effort to ensure that when searches are conducted for new faculty, candidates will derive from diverse locations. While the limitations of dollars for advertising continue, the University is able to post positions in print and online journals, many of which may be discipline-specific. Budget constraints have contributed to the University's inability to be even more aggressive in its recruitment and hiring of an appropriate number of faculty members across all of its disciplines. Also, internally, the institution is reviewing all of its academic programs, including faculty and all other resources necessary for successful programming and restructuring.

The following data show that overall, faculty recruitment has slowed. In AY 2019-2020, the University had 246 members of personnel classified in a type of faculty position: slightly down by four from 250 in the previous year. Out of the 246 faculty members, 57% are female and 43% are male. While there has been a decrease in the number of overall faculty, the population remains largely African American at 74% (down by 1% from last year). The Asian faculty member population increased from 5% to 7% and Caucasians remained at 12%. Data show that enhancements could be made to increase the number of underrepresented Native American faculty members.

Please submit a copy of your institution's plan for cultural diversity. The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Friday, July 31, 2020.

FROSTBURG STATE UNIVERSITY

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

CULTURAL DIVERSITY PROGRAM ANNUAL PROGRESS REPORT 2020

PREPARED BY THE OFFICE OF THE PROVOST

July 2020

Submitted to:

UNIVERSITY SYSTEM of MARYLAND

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT

Institution: Frostburg State University **Date Submitted: July 27, 2020**

Point of Contact: Dr. Michael B. Mathias (mbmathias@frostburg.edu)

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

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SECTION I - SUMMARY STATEMENT

Frostburg State University is a multicultural campus where diversity is highly valued. This is affirmed in the University's *Core Values Statement*: "Frostburg State University is committed to developing cultural competence and cultivating understanding of and respect for a diversity of experiences and worldviews that encourage each person's ability to 'take the perspective of the other.'" The University's Cultural Diversity Program puts this value into action. The program is intended to help the institution more effectively recruit and retain individuals from groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The Cultural Diversity Program establishes five institutional goals together with strategies for their attainment. The University has made important advances toward achieving the five goals of the program over the 10-year period 2010-2019.

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

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

The University has made notable progress in this area over the 10-year period 2010-2019. The undergraduate minority student population at Frostburg has significantly increased in the past decade. In the fall of 2010, minority students represented 28.87% of Frostburg's overall undergraduate population; and, in the fall of 2019, minority students comprised 40.66% of the overall undergraduate population. The proportion of African American students rose from 23.20% in fall 2010 to 29.55% in fall 2019**.** (Though this institutional goal specifically references *undergraduate* students, Frostburg's minority *graduate* student population has also appreciably grown over this 10-year period. In the fall of 2010, minority students represented only 7.94% of Frostburg's overall graduate population; by fall of 2019, minority students comprised 19.45% of the overall graduate population.) An increasing number of transfer students are from minority groups. New minority transfer students represented 18.4% of the new transfer population in fall 2010 compared to 28.5% in fall 2019.

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

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

Advances have been made in this area over the 10-year period 2010-2019, particularly with respect to undergraduate minority graduation rates. The six-year graduation rate for all minority students rose from 40% for cohort year 2010 to 48% for cohort year 2013. The six-year graduation rate for African American students rose from 39% for cohort year 2010 to 49% for cohort year 2013. The second-year retention rate for all minority students in cohort fall 2010 was 70% and 72% for all minority students in cohort fall 2018. The second-year retention rate for African American students in cohort fall 2010 was 71% and 72% for cohort fall 2018.

3. Enhance the Cultural Diversity of Faculty and Staff

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

The relative size of the minority tenure/tenure-track faculty population at Frostburg has grown somewhat over the 10-year period 2010-2019. Minority faculty comprised 13.4% of the total tenure/tenure-track faculty population in fall 2010 and 16% of the total tenure/tenure-track faculty population in fall 2019. The rates of minority representation among Exec/Admin/Mngr/Prof staff have remained fairly constant. In 2010, minority staff comprised 9.3% of the Exec/Admin/Mngr/Prof staff and, in 2019, minority staff comprised 9.66% of the Exec/Admin/Mngr/Prof staff.

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

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

In spring 2019, University President Ronald Nowacyzk, working with the University Advisory Council, formed a revamped University Council on Diversity, Equity & Inclusion (UCDEI). The new University Council replaced the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI). The UCDEI is more inclusive in its membership, with more student and staff representatives, and is better aligned with national best practices. The UCDEI meets regularly to set goals and launch initiatives to improve campus climate with respect to diversity.

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

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

5. Promote the Understanding of International Cultures

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

The University has increased and diversified its international student population, enhanced international programming, and promoted intercultural understanding at all levels on campus. At the same time, the University is providing additional opportunities for FSU students and faculty to study and teach abroad. The number of international students enrolled at Frostburg has significantly increased over the past two decades, from 34 in fall 2008 to 401 in spring 2020. As indicated under Goal 4 above, there are numerous curricular and co-curricular programs at Frostburg designed to promote intercultural knowledge.

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

Section II - USM Goal 1 (FSU Goals 1-3)

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

FSU's Diversity Goal 1: **Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students** **Timeline for meeting FSU Goal 1 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students. a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria. b) Continue to arrange recruitment trips to urban high schools in Maryland. c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school. The number of trips to urban high schools Maryland. The number of minority candidates offered staff positions at the University.	Student Search Services Comparison data shows that minorities represented 26.8% of the total names purchased for the fall 2009 entering first-year class, as compared to 37% for the fall 2018 class. *Data Source: PeopleSoft Queries F09; orig SSS file F18* During fall 2018 and spring 2019: Either through individual high school visits, or visits to high schools as part of a college fair format program, FSU had a total of 30 visits at 24 high schools in Baltimore City. In 2019-20, Admissions added onsite admission opportunities to students in these schools to give them an immediate response to their applications. See results under FSU Diversity Goal 3.	Continue to investigate other avenues of "prospect" and "inquiry names" to ensure that the makeup and size of the first-year class meets the university's goals. Seek out new communication strategies to increase knowledge of counselors in minority markets.
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services. a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.	The number of bus trips to FSU with minority attendees. The number of minority students in attendance at FSU admitted student receptions.	In 2018-19, the Office of Admissions hosted approximately 700 prospective high school students during 19 different bus trips to FSU from primarily minority high schools. Additionally, 60% of prospective fall 2018 students attending the "admitted student receptions" sponsored by the Admissions Office were minority students (69 of 117 students). In 2019-20 Admissions was unable to host as many bus trips due to budget cuts. The College of Education hosted two buses from Bard High School and the Girl's Leadership Academy, both from Baltimore, bringing those students to campus and providing them with on-site admission	

FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.			
a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	FSU programs designed to prepare underrepresented students for postsecondary education at FSU.	Over the last five years, the grant-based *TRiO Upward Bound Program* has served 178 participants, and 18% of these self-identified as minorities	
b) Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.	FSU programs designed to provide academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	FSU's *Upward Bound Regional Math/Science Center* provided additional academic support for underrepresented high school students from Allegany, Garrett, Frederick and Washington counties and Baltimore City. An average of 71% of program participants currently in high school (53 of 75) self-identified as minorities. Of the 96 participants who graduated from high school between 2015 and 2019 inclusive, 57 (59%) were minorities, and 53 of these 57 (93%) initially enrolled in college.	
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.			Investigate additional methods to ensure the makeup and size of the transfer student class meets the university's goals.
a) Continue to expand 2+2 and dual-degree programs with community colleges.	The number of transfer students enrolled in FSU from minority groups.	An increasing number of transfer students are from minority groups. New minority transfer students represented 16.3% of the new transfer population in fall 2009 compared to 22.6% in fall 2019. *Data Source: Enrollment Information System file (EIS)*	
b) Continue to establish dual-admission agreements with community colleges.	The number of dual-degree agreements with community colleges.	In FY 2019, FSU had active articulations with 13 of 16 Maryland community colleges (Source: FSU's Office of Admissions).	
	The number of dual-admission agreements with community colleges.	Dual-admission agreements are in place with Allegany College of Maryland and Hagerstown Community College. More dual admission agreements with regional and statewide community colleges are expected in the future.	
c) Provide additional individualized support services to transfer students.	Services provided to transfer students.	Students who transfer to FSU without a declared major or are non-degree seeking (students who transfer with a GPA less than a 2.0) are assigned to the Center for Academic Advising and Retention (CAAR) office. Staff in that office serve as the student's academic advisor and provide a welcoming connection to the campus, including training on the campus student information and learning management systems.	

***FSU's Diversity Goal 2*: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students** **Timeline for meeting FSU Goal 2 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**

FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates. a) Continue programs to enhance student success: Academic Success Network (ASN), First-Year Student Progress Survey, TRIO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Center services. b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR), and HelioCampus.	Second-year and six-year graduation rates for underrepresented students at Frostburg State University.	Second-year retention and six-year graduation data generated the following findings: For the fall 2018 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (72%) and minorities (72%) are similar to the rate for the total student population (74%). The retention rates decreased from 77% (cohort fall 2017) to 72% (cohort fall 2018) for African Americans and from 74% (cohort fall 2017) to 72% (cohort fall 2018) for all minorities. The retention rate for all first-time, full-time students also decreased from 77% (cohort fall 2017) to 74% (cohort fall 2018). Six-year graduation rates increased over the reporting period for all student groups (cohort year 2010 to cohort year 2013): from 39% to 49% for African American students, from 40% to 48% for all minorities, and from 49% to 52% for all first-time, full-time students. FSU has been selected to participate in the first-ever national Excellence in Academic Advising (EAA) comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute. EAA establishes aspirational standards for institutions to evaluate and improve academic advising and acknowledge the central role of advising in promoting student learning, success and completion.	Explore possible reasons for the lower persistence rates, particularly for the minority student population, and devise initiatives to address retention from sophomore year forward.

FSU's Diversity Goal 3: **Enhance the Cultural Diversity of Faculty and Staff** **Timeline for meeting FSU Goal 3 is 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020**			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff. a) Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location. b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in	The number of minority faculty and staff at Frostburg State University.	The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2019, the University's workforce consisted of 980 full and part-time employees (357 faculty; 623 staff members). Females are employed at a rate of 53.1% (521) and are represented in 100% of all administrative offices and academic departments. See Institutional Demographic Data (Appendix B)	Recruit continuously, not only when there are openings. Maintain professional networks and make note of potential candidates from underrepresented groups.

their disciplines) to teach at Frostburg as ABD doctoral students. c) Utilize **The REGISTRY,** a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education. d) Require all search committees for faculty and staff positions to have one member of the committee responsible for ensuring that minority outreach is a priority. e) Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.		Frostburg's Office of Human Resources continues to sponsor the annual Employee Development and Leadership Series. The 2019-20 cohort, consisting of 12 FSU faculty and staff members, meets monthly to receive management training, which will lead to increased employee advancement and retention. A fundamental goal of this program is to build the skills required to manage an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.	If possible, build and develop relationships with potential candidates, keeping them in mind for future openings and/or asking them to assist in recruiting from their own networks.

Section III - USM Goal 2 (FSU Goals 4 and 5)

USM Goal 2: ***Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus***

***FSU's Diversity Goal 4*: Create a Campus Environment that Promotes the Valuing of Cultural Diversity** **Timeline for meeting FSU Goal 4 is fall 2018; FSU's Diversity Program will be reviewed and updated and revised in AY 20018-20019**			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **curricular initiatives that promote cultural diversity in the classroom; and** • **co-curricular programming for students** **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs. a) FSU's Center for Student Diversity, Equity, and Inclusion: Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	FSU's *Center for Student Diversity, Equity, and Inclusion* programs and activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	During 2019-2020, the Center for Student Diversity, Equity and Inclusion worked collaboratively with faculty and staff to: • Provide support and leadership development to marginalized student identity groups: African Student Alliance (ASA), NAACP, and the gospel choir (UVUGD). • Provide assistance in leadership development and support for planning of activities, programs and meetings to University student organizations: Black Student Alliance (BSA), Latin American Student Organization (LASO), National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender). Coordinate and facilitate the NCBI's Introduction to Diversity Workshop—required of all first-year, full-time students as part of the programs offered in the Introduction to Higher Education (ORIE 101). Participation in the workshop was at 90%. Special efforts were made with the football coach to boost participation of first-year football players by offering two sessions specifically for them. Other ways of addressing this need will be explored. Once again, a number of students participating in the FSU Social Justice Summit reported learning of the opportunity during the required workshop. In response to student request, a group of students promoting awareness of the Brownsville community in connection with Frostburg State University. This addition was allowed to demonstrate student activism around important campus DEI issues.	To increase the effectiveness of the workshops during the 2020-2021 academic year, only facilitators trained through the CSDEI will facilitate the first-year workshops. The director will ensure that newer facilitators will always be paired with seasoned facilitator. If possible, workshops for athletes will be offered during special sessions not in conflict with game/practice times.

	FSU's *Center for Student Diversity, Equity, and Inclusion* programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.	During 2019-2020, the Center for Student Diversity, Equity and Inclusion planned and implemented the following activities: FSU Social Justice Summit (formerly named Diversity Retreat): During the weekend a full day is dedicated to a Workshop on "Building Community through Deeper Connections." In fall 2019, a total of 48 students 3 staff members and two guests performers, participated in this retreat. Seven students that participated in the NCBI leadership development training in November 2108 co-facilitated the retreat with the director serving as lead facilitator. The retreat participants were very responsive to being led by their own peers. Many expressed a desire to gain this leadership development as well. Two gatherings were held during the fall semester to explore ways this could happen outside of the NCBI training being held (due to costs, this training is not offered every year). Unfortunately, the change to online classes (cancelation of all on-campus events) prevented us from proceeding with the training as planned.	Seek funding to sustain activities led by the Center including a second retreat. Holding a second retreat allows more students to participate in the in-depth experience.
b) Continue the work of the University Council on Diversity, Equity, and Inclusion (UCDEI).	FSU *University Council on Diversity, Equity, and Inclusion (UCDEI)* – programs and activities for promoting a campus community that values and embraces all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, and intellectual and physical abilities.	UCDEI, in collaboration with FSU offices, services, and organizations like Brady Health Center, the Career & Professional Development Center, the Center for International Education, Counseling & Psychological Services, Human Resources, the Office of Disabilities Support Services, the Office of Gender Equity, the Office of Student and Community Involvement, Programs Advancing Student Success, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, is formed of 32 faculty members, staff, and student representations. UCDEI is comprised of four subcommittee groups that meet monthly and which are dedicated to achieving the following goals: 1) To create a welcoming and safe campus climate for students, faculty, and staff; 2) To recruit and retain a culturally-rich population of students, faculty, and staff; 3) To promote mutual respect and freedom of speech through the voicing of concerns in civil discourse; 4) To encourage and support collaborative initiatives and activities; 5) To assure that university policies and procedures are congruent with the above goals; and 6) To utilize the principles and skill sets of the National Coalition Building Institute (NCBI) in fulfilling our mission. To achieve these goals, UCDEI has met monthly, developed a virtual reporting webpage, collected data about how students, faculty, and staff would like the forthcoming Multicultural Center will be used, made space for UCDEI student members to serve on the Student Government Association, developed a mini-grant program, held a "Can We Talk?" event in which students were able to talk about their experiences at FSU, and developed initial plans for outdoor Divine 9 Spaces.	The Council is expected to hold its first meeting before the end of spring 2019 semester. Council goals and work groups will be established at that time. Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.
c) Continue the work of the Office of Gender Equity to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and related programming, policies, and services.	*Office of Gender Equity* programs and activities that provide resources and services for promoting social justice and that educate students, faculty, and staff about the issue of gender-based violence.	FSU established the *Office of Gender Equity* in 2016 as the institutional body in charge of providing leadership to promote, sustain, and advance a campus climate free of gender-based harassment and violence. The office has been actively engaged in implementing its mission by: • Providing an equitable, safe, and inclusive environment for all students through the coordination of activities intended to oversee prevention, education, response, and assessment of sexual misconduct, gender-based harassment, intimate partner violence, and stalking. • Assessing student perceptions and experiences of gender-based harassment and violence through the biennial *Campus Climate Survey*. Survey data from spring 2018 shows continued increases in positive responses about students' perceptions concerning their University experience, including increased engagement in the campus community and a higher sense of being valued as individuals.	

		• Providing recommendations in light of State and Federal expectations and best practices.	
d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	In 2016, FSU restructured the previously existing President's Advisory Council Against Gender Based Violence (PACAGBV) into the current FSU's Gender-Based Harassment and Elimination Task Force (G-BHAVE). The purpose of restructuring the organization was to make it more inclusive with representation from students, faculty, and staff across campus as well as experts and stakeholders from the Frostburg community at large. Beginning in fall 2017, all first-time students were required to complete *Think About It*; an online educational platform designed by EverFi's Campus Clarity. The one-hour curriculum serves as the mandatory population-level training required by the U.S. Department of Education and the University System of Maryland to address gender-based harassment and sexual assault prevention. All first-year orientation courses were provided a presentation from the Title IX Coordinator, highlighting the services provided by the Office of Gender Equity and the protections and supports under Title IX. All faculty and staff were required to complete *Harassment and Discrimination Prevention;* an online platform designed by EverFi's Campus Clarity. The 90-minute program discusses the methods employees can identify harassment, discrimination, retaliation, related misconduct, and report such instances as mandated by federal and state law. Lastly, all Campus Security Authorities completed the required annual Clery Act training, via an online training module.	
e) Develop inter-institutional academic opportunities and institutional curricular programs for students, faculty, and staff designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.	FSU's partnership with the University of Maryland College Park, *TRiO Academic Achievement Program's McNair Scholars* has enrolled 81 students since its inception, in 1991. The six-year graduation rate for these students has been 100%. Over 35% of the participants have been males. The 2018-2019 cohort included two students, one African American female and one African American male.	Identify funding to support FSU students' participation in activities hosted at partner institutions. Continue to host McNair recruitment sessions at FSU
f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	The University's curricular programs that promote the understanding of cultural diversity	*Identity and Difference courses in the General Education Program (GEP)*: The Identity and Difference category in the GEP offers students multiple course options to gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds. *The African American Studies Program and the Women's Studies Program,* through courses in the GEP, provide students with opportunities to explore elements of the world and U.S. History which are often overlooked by developing an understanding of the rich and complex African and African American heritage, and the impact of women and gender in a diverse society, respectively. The two programs also collaborate with other institutional structures to offer events for students, faculty, and staff to highlight social issues and their relationship with these underrepresented groups globally.	

FSU's Diversity Goal 5: Promote the Understanding of International Cultures **Timeline for meeting Goal 5 is fall 2018; FSU's Diversity Program will be reviewed and updated in AY 2019-2020**			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **curricular initiatives that promote cultural diversity in the classroom; and** • **co-curricular programming for students** **Strategies are numbered followed by their Action Priorities.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
FSU 5.1: Increase the number of international students attending Frostburg State University			
a) Actively recruit international students overseas and throughout the United States.	The number of J1 and F1 students enrolled at Frostburg State University.	The CIE works with all academic departments across campus to ensure a continued growth in international diversity. In recent years, the CIE changed its emphasis on recruitment of students who would enroll on an "exchange" basis for one or two semesters and moved to promoting programs for "degree-seeking" international students. In spring 2020, FSU enrolled 401 international students (up from 285 in spring 2019), including 395 degree-seeking students (up from 275 in spring 2019).	
b) Increase the number of exchange partners to increase the diversity of international students.	The number of exchange partners to increase the diversity of international students.	Last academic year, the CIE added one additional exchange partner—NEOMA School of Business in Paris, France. The CIE is assisting the College of Business with recruiting students for study abroad opportunities at this new partner university. This semester we welcomed our first two students from NEOMA School of Business. In January 2020, the CIE conducted a survey with FSU students to determine where students, in various majors, want to study abroad. The CIE will use this information to continue to build partnerships with international institutions in the coming year(s).	
c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to earn a degree from FSU.	The number of cooperative-degree programs with overseas partner universities.	The CIE is currently working with the Enrollment Management Department on a cooperative-degree program with Henan University of Economics and Law in China. An official agreement is under negotiation.	Assess the effectiveness of cooperative-degree programs as a recruitment strategy for international students, and evaluate its impact on sustaining international education at FSU.

d) Establish strong connections for international students on campus	The presence of programs designed to connect international students to the campus.	The CIE offers numerous cultural activities throughout the semester to introduce international students to American culture: Trips to major cities in Maryland and Pennsylvania/ cultural events in the area/ holiday events. At the beginning of the spring 2020 semester, the CIE implemented a Buddy System to introduce international students to American students who had participated in study abroad.	
FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.			
a) Plan and implement student abroad programs conducted or sponsored by the university. b) Plan and implement recruitment activities for students to study abroad. c) Design and implement student abroad opportunities for students led by faculty members.	The presence of study abroad opportunities for students and the level of participation in those programs The presence of recruitment activities designed to encourage students to participate in study abroad. The presence of faculty led study abroad opportunities for students	During the academic year 2019/20, 47 FSU students participated in study abroad programs conducted or sponsored by the university. These students were able to bring a wealth of experiences back to their classes and perhaps changed their outlook on the world. To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020: • Conducted classroom visits • Hosted bi-annual study abroad and international fairs • Planned bi-weekly information sessions with prospective and former study abroad students to share experiences • Held information tables in the Lane University Center • Provided presentations to multiple Greek organizations and residence halls. • Promoted study abroad at all Open House events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities. In FY 2020, faculty members created study abroad experiences for students in Ireland, Italy, Germany, and Spain. These short-term experiences abroad are intended to promote long-term study and provide study abroad trips for those students who cannot spend an entire semester abroad due to finances or rigorous course study plans.	CIE will continue to evaluate the effectiveness of *Horizons*, as a software system to track applications of students interested in studying abroad, and assess its impact on meeting the CIE goals.
d) Sustain the University President's Leadership Circle As an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	The presence of international experiences for student members of the President's Leadership Circle.	The President's Leadership Circle (PLC), which in recent years was under the purview of the Office Leadership and Experiential Learning, was reassigned to the Office of Student Activities. In past years, the PLC would travel to Uganda as part of a service-learning trip. Last year, the PLC was not able to send students to Uganda due to fiscal limitations, but in its place brought John Ochieng, a staff leader from Uganda Water School to Frostburg State University. This year the PLC has participated in leadership talks with the President of FSU and his administrative staff, as well as local government officials. As a leadership project to promote diversity, the PLC was charged with researching the different cultures that represent FSU's faculty, staff, and students. As part of that initiative, the PLC is researching and securing flags that represent the various cultures of FSU students, faculty and staff, while determining the location to display these flags on campus. The next stage of this initiative calls for culturally thematic programming to be developed and presented to campus. Additionally, PLC members participated in the "Speak Out" conversation, the campus "sustainability walk", and the off-campus annual Diversity Retreat sponsored by the University Council on Diversity, Equity, and Inclusion	Offer more cultural competency opportunities to campus student leaders and provide leadership opportunities for PLC to explore international leadership and cultural competency.

Section IV - Diversification of Faculty and Staff

Frostburg's Cultural Diversity Plan and its Equity and Inclusion Plan articulate a number of strategies for increasing the diversity of faculty and staff at the institution. Several of these strategies, in combination, have led to modest success in diversifying certain occupational areas.

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

It is difficult to demonstrate the efficacy of any one of these strategies independent of the others, but there is evidence that, collectively, these strategies have resulted in moderate gains over the past three years (2017-2019). In 2017, minority faculty comprised 14.42% of the total Tenure/Tenure Track Instructional Faculty population and in 2019 that rate rose to 16.08%. Between 2017 and 2019, the rate of representation for African Americans/Blacks within this group rose from 8.17% to 10.55%. In 2017, 6.16% of the Executive/Administrative/Managerial Staff were members of minority groups and in 2019 that rate rose to 7.44%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in this occupational category rose from 4.52% to 6.27%. Most notably within this category, 50% of Frostburg's current Executive Cabinet members are African American/Black, and two out of three of the University's college deans are members of a minority group. These minority executive-level leaders were all hired after 2017. Significant gains have been realized in the Professional Staff category. In 2017, minority staff comprised 11.65% of the total Professional Staff population and in 2019 that rate was 17.1%. Between 2017 and 2019, the rate of representation for African Americans/Blacks in Professional Staff rose from 3.88% to 14.47%.

Section V - Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At the end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

Appendix A

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

Frostburg State University
Cultural Diversity Program

Prepared by: Office of the Provost

Executive Summary

Frostburg State University's Cultural Diversity Program is designed to enhance diversity on campus and further the understanding of different cultures by all members of the University community. The program establishes the following diversity goals and identifies strategies for their attainment:

1. *Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students*: Identified strategies under this goal include enhancing marketing and recruitment efforts; familiarizing high schools students, teachers and administrators from selected areas with the University's programs and services; expanding college readiness programs and promoting them to minority and first generations students; and increasing the number of underrepresented students who transfer to Frostburg State University from community colleges.

2. *Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*: The identified strategy under this goal involves sustaining the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.

3. *Enhance the Cultural Diversity of Faculty and Staff*: The identified strategy under this goal involves expanding efforts to attract and retain eminently qualified minority faculty and staff.

4. *Create a Campus Environment that Promotes the Valuing of Cultural Diversity*: The identified strategy for this goal is establishing institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.

5. *Promote the Understanding of International Cultures*: The identified strategies for this goal include increasing the number of international students attending Frostburg State University, and developing programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.

Introduction

Frostburg State University (FSU) is a multicultural campus where diversity is highly valued. The University's Cultural Diversity Program is intended to help the institution more effectively recruit and retain individuals and groups that have been historically underrepresented in higher education. It is also designed to promote cultural understanding and appreciation among all members of the University community. The program establishes the following five University goals:

1. Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students
2. Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students
3. Enhance the Cultural Diversity of Faculty and Staff
4. Create a Campus Environment that Promotes the Valuing of Cultural Diversity
5. Promote the Understanding of International Cultures

Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students

This Cultural Diversity Program contains effective recruitment strategies and action priorities that focus on familiarizing high school students, teachers, and administrators with the programs and services available to them at the University. These strategies and associated action priorities are summarized below. Table 1 presents strategies, action priorities, timeframes and responsible units or offices associated with Goal 1.

Summary of Strategies and Action Priorities

- *Strategy, FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students*.

As an action priority, the University will continue to send mailings and electronic communications to underrepresented students. In addition, the University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.

- *Strategy, FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services*.

As an action priority, the University will continue to sponsor high school bus trips to FSU where students can meet with faculty and staff, and tour the campus.

- Strategy, FSU 1.3: Enhance college-readiness programs and promote them to minority and first generation students.

As an action priority, the University will continue programs designed to prepare underrepresented students for postsecondary education. The University will also continue its summer outreach Upward Bound programs that help enhance high school students' self-esteem, leadership skills; and awareness of, and readiness for, postsecondary education.

- *Strategy, FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges*.

As an action priority, the University will develop cooperative programs with regional and statewide community colleges in order to increase the transfer of underrepresented students to Frostburg. The University will also provide additional individualized support services to transfer students.

Table 1

Strategies	Action Priorities	Time frame	Responsible Unit or Office
FSU 1.1: Enhance marketing and recruitment efforts targeting underrepresented students	a) Continue to send mailings and electronic communications to underrepresented students who meet the University's admission criteria	2008-2018	Office of Admissions
	b) Continue to arrange recruitment trips to urban high schools in Maryland	2008-2018	Office of Admissions
	c) The University will make a good faith effort to recruit and employ qualified minority staff to enhance marketing and recruiting efforts that target underrepresented students.	2008-2018	Office of the Provost
FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University's programs and services.	a) Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides	2008-2018	Office of Admissions
FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students	a) Continue programs designed to prepare underrepresented students for postsecondary education at FSU.	2008-2018	Program for Academic Support and Studies (PASS)
	b) Provide additional academic support for underrepresented high schools students from Garrett, Allegany, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties, and the city of Baltimore.	2008-2018	Upward Bound
FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges	a) Continue to expand 2 + 2 and dual-degree programs with community colleges	2008-2018	Office of the Provost
	b) Continue to establish dual-admission agreements with community colleges	2008-2018	Office of the Provost
	c) Provide additional individualized support services to transfer students	2008-2018	FSU Advising Center

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students

The University's is committed to increasing the retention and graduation rates of underrepresented students. The strategy and related action priorities adopted by the University to achieve this goal are

summarized below. Table 2 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 2.

Summary of Strategies and Action Priorities

- *Strategy, FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.*

Actions priorities associated with the strategy include continuing and strengthening new and ongoing programs overseen by the Office of the Provost that are designed to enhance student success.

Table 2

Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students			
Strategies	**Action Priorities**	**Time frame**	**Responsible Unit or Office**
FSU 2.1: Sustain the implementation of continuing and new programs intended to enhance student success and increase underrepresented minority and first-generation student retention and graduation rates.	a) Continue programs to enhance student success: Academic Success Network (ASN), Academic Enrichment Series, Freshman Progress Survey, TRiO Student Support Services (SSS), Beacon Early-Alert system, and the Tutoring Center Services.	2008-2018	Office of the Provost
	b) Implement new programs to enhance student success: Expanding the Academic Success Network scope, Predictive Analytics (PAR);, and HelioCampus	2008-2018	Office of the Provost

Goal 3: Enhance the Cultural Diversity of Faculty and Staff

This University is committed to recruiting and retaining minority faculty and staff. The strategy and related action priorities adopted by the University to achieve this goal are summarized below. Table 3 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 3.

Summary of Strategies and Action Priorities

- *Strategy, FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.*

Action priorities associated with the strategy include developing relationships with doctoral granting HBCUs throughout the United States with demographic populations and geographical locations similar to FSU, utilizing the REGISTRY to fill vacant administrative positions, requiring all search committees to engage in minority outreach, advertising faculty and staff job

openings on websites devoted to diverse hiring, working with the University System of Maryland (USM) on hiring strategies, creating a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students, and implementation of an annual Development and Leadership Series designed to increase advancement and retention.

Table 3

Goal 3: Enhance the Cultural Diversity of Faculty and Staff			
Strategies	**Action Priorities**	**Time frame**	**Responsible Unit or Office**
FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff	a) Established working relationships with doctoral granting HBCU's with similar demographic populations and geographic location thought out the United States.	2008-2018	Office of the Provost
	b) Advertise faculty and staff job openings on websites devoted to diverse hiring, work with USM on hiring strategies, and create a program for underrepresented populations (in their disciplines) to teach at Frostburg as ABD doctoral students.	2018 (new)	Office of the Provost
	c) Utilize the REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.	2008-2018	Office of Human Resources
	d) Require all search committees for faculty and staff positions that one member of the committee be responsible for ensuring that minority outreach is a priority.	2008-2018	Director of Human Resources
	e) Implement the annual Development and Leadership Series to provide management training leading to increased employee advancement and retention.	2008-2018	Office of Human Resources

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

Frostburg State University's Cultural Diversity Program works to create an environment that is welcoming and safe for students. Various programs are offered on the FSU campus by a cross-section of academic and administrative offices as well as student organizations that enhance the development of students' multicultural competency skills. The strategy and associated action priorities adopted by the University to create a campus environment that promotes the valuing of cultural diversity are summarized below. Table 4 presents the strategies, action priorities, time frames and responsible units or offices associated with Goal 4.

Summary of Strategies and Action Priorities

- *Strategy, FSU 4.1: Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.*

Action priorities include reaching out to underrepresented students, continuing the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI); continuing the work of the Office of Gender Equity; creating and enhancing current inter-institutional academic opportunities and institutional curricular programs (such as African-American Studies and Women's Studies) for members of the University community that focus on equality in educational opportunities and social issues, and their relationship with underrepresented groups globally.

Table 4

GOAL 4: CREATE A CAMPUS ENVIRONMENT THAT PROMOTES THE VALUING OF CULTURAL DIVERSITY			
Strategies	**Action Priorities**	**Time frame**	**Responsible Unit or Office**
FSU 4.1 Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	a) FSU's *Center for Student Diversity, Equity, and Inclusion* : Plan and implement activities designed to reach out to racial identity groups and other marginalized student identity groups to provide guidance and support while providing education and training to the entire campus.	2008-2018	FSU Center for Student Diversity, Equity, and Inclusion
	b) Continue the work of the President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI).	2008-2018	PACDEI
	c) Continue the work of the *Office of Gender Equity* to provide resources and services for promoting social justice; and to plan and implement efforts to educate students, faculty, and staff about the issue of gender-based violence and relating programming, policies, and services.	2008-2018	Office of Gender Equity
	d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.	2008-2018	Office of Gender Equity

FSU 4.1 (Continued) Establish institutional offices and organizations to help build intercultural understanding and broaden cultural awareness on campus by encouraging students, faculty, and staff to engage with cultures different from their own through their participation in co-curricular and professional development programs.	e) Develop inter-institutional academic opportunities and institutional curricular programs for members of the University community designed to ensure equal participation in educational opportunities and encourage collaboration in activities designed to highlight the study of social issues and their relationship with underrepresented groups globally.	2008-2018	Office of the Provost
	f) Sustain the University's curricular programs designed to promote the understanding of cultural diversity.	2008-2018	Office of the Provost

Goal 5: Promote the Understanding of International Cultures

The University's Cultural Diversity Program incorporates several initiatives that promote the understanding of international cultures. The University seeks to increase its number of international students and enhance international programming while promoting intercultural understanding at all levels on campus. At the same time, the University plans to offer FSU students and faculty more opportunities to study and teach abroad.

The strategies and associated action priorities adopted by the University to promote the understanding of international cultures are summarized below. Table 5 presents the strategies, associated action priorities, time frames, and responsible units or offices.

Summary of Strategies and Action Priorities

- *Strategy, FSU 5.1: Increase the number of international students attending Frostburg State University.*

Action priorities include actively recruiting international students overseas and throughout the United States; increasing the number of University exchange partners; and developing cooperative degree programs with overseas partner institutions.

- *Strategy, FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.*

Action priorities include expanding study abroad program and increasing study abroad student recruitment efforts.

Table 5

GOAL 5: PROMOTE THE UNDERSTANDING OF INTERNATIONAL CULTURES			
Strategies	**Action Priorities**	**Time frame**	**Responsible Unit or Office**
FSU 5.1: Increase the number of international students attending Frostburg State University.	a) Actively recruit international students overseas and throughout the United States	2008-2018	Center for International Education (CIE) and Office of the Provost
	b) Increase the number of exchange partners to increase the diversity of international students	2008-2018	Center for International Education (CIE) and Office of the Provost
	c) Develop cooperative-degree programs with overseas partner universities, with the expectation of bringing a large number of international transfer students to FSU	2008-2018	Center for International Education (CIE) and Office of the Provost
	d) Establish strong connections for international students on campus	2008-2018	Center for International Education (CIE) and Office of the Provost
FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics	a) Plan and implement study abroad programs conducted or sponsored by the university	2008-2018	Center for International Education
	b) Plan and implement recruitment activities for students to study abroad	2008-2018	Center for International Education
	c) Design and implement study abroad opportunities for students led by faculty members	2008-2018	Center for International Education
	d) Sustain the University President's Leadership Circle – as an institutional program designed to provide students with opportunities to represent the university at key events, participate in intercultural experiences, and travel abroad to be part of cultural projects engaging exploited populations in different countries around the world.	2008-2018	Center for International Education

Process for Reporting Campus-Based Hate Crimes and Bias-Motivated Incidents

Hate crimes and bias-motivated incidents are violations of the University Student Code of Conduct as well as violations of law. Any such crimes that are reported to the University are handled by several offices of the University. Initial reports are handled by University Police, who conduct an investigation to determine if the incident is a hate crime or bias-motivated incident. If there is a victim involved, the determination of whether a hate crime has occurred is determined by the victim. If there is no victim, University Police will make the determination.

When a perpetrator can be identified, University Police can charge the individual(s) criminally as well as refer them through the University Judicial System. Student cases that are reported to the Judicial Board for violations of University policy are reviewed. If students are found responsible, sanctions can include disciplinary action up to and including expulsion from the University.

At end of each month, University Police complete the hate crime report form and submit it as part of the Uniform Crime Report (UCR). At the end of each year, hate crimes and bias-motivated incidents are reported as required by the Clery Act and the Campus Crime Statistics Act (CCSA).

Appendix B

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

Institutional Demographic Data

This section includes comparison data for 2010, 2017, 2018, and 2019. The data are presented in the following tables:

- **Table 1**: *Comparison Table for Students*
- **Table 2**: *Comparison Table for Faculty*
- **Table 3**: *Comparison Table for Staff*

Section III: Table 1
Student Headcount by Career

Table 1
Student Headcount by Career

Updated March 4, 2020

		Fall 2010				Fall 2017				Fall 2018				Fall 2019			
		Male	Female	All		Male	Female	All		Male	Female	All		Male	Female	All	
Career		N	N	N	%	N	N	N	%	N	N	N	%	N	N	N	%
Doctorate	Unknown	.	.	.	.	2	9	11	13.40	1	8	9	13.04	.	8	8	10.50
	African American/Black	.	.	.	.	.	2	2	2.44	.	2	2	2.90	1	5	6	7.89
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Asian	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Hisp/Latino	.	.	.	.	.	.	.	.	.	.	0	.	.	1	1	1.31
	White	.	.	.	.	23	45	68	82.90	19	38	57	82.61	23	37	60	78.94
	Other	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Two or More Races	.	.	.	.	1	.	1	1.22	1	.	1	1.45	1	.	1	1.31
	All	.	.	.	.	26	56	82	100	21	48	69	100	25	51	76	100
Graduate	Unknown	2	.	2	0.33	40	47	87	14.80	31	39	70	11.93	16	23	39	5.79
	African American/Black	15	17	32	5.30	16	29	45	7.64	18	32	50	8.52	27	49	76	11.29
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Asian	4	4	8	1.32	7	5	12	2.04	9	8	17	2.90	17	16	33	4.90
	Hisp/Latino	3	5	8	1.32	7	6	13	2.21	3	12	15	2.56	7	15	22	3.26
	White	168	372	540	89.40	129	273	402	68.30	136	273	409	69.68	158	312	470	69.83
	Other	9	5	14	2.32	15	6	21	3.57	7	5	12	2.04	10	5	15	2.22
	Native Hawaiian or Pac Island	.	.	.	.	.	.	.	.	.	.	0	.	.	.	.	.
	Two or More Races	.	.	.	.	4	5	9	1.53	4	10	14	2.39	6	12	18	2.67
	All	201	403	604	100	218	371	589	100	208	379	587	100	241	432	673	100
Undergraduate	Unknown	16	12	28	0.58	25	29	54	1.14	24	28	52	1.12	15	16	31	0.69
	African American/Black	557	572	1129	23.20	767	716	1483	31.40	751	695	1446	31.18	673	636	1309	29.55
	Amer Ind or Alaska Nat	7	6	13	0.27	3	4	7	0.15	1	9	10	0.22	1	7	8	0.18
	Asian	47	28	75	1.54	41	65	106	2.24	41	55	96	2.07	34	43	77	1.73
	Hisp/Latino	98	90	188	3.86	113	151	264	5.59	103	129	232	5.00	95	121	216	4.87
	White	1744	1640	3384	69.54	1122	1277	2399	50.80	1090	1228	2318	49.98	1028	1165	2193	49.51
	Other	20	29	49	1.01	103	105	208	4.40	134	164	298	6.43	192	211	403	9.09
	Native Hawaiian or Pac Island	.	.	.	.	.	1	1	0.02	.	1	1	0.02	.	.	.	.
	Two or More Races	.	.	.	.	93	110	203	4.30	82	103	185	3.99	88	104	192	4.33
	All	2489	2377	4866	100	2267	2458	4725	100	2226	2412	4638	100	2126	2303	4429	100
All		2690	2780	5470	100	2511	2885	5396	100	2455	2839	5294	100	2392	2786	5178	100

Unknown	78	1.51%
African American/Black	1391	26.86%
Amer Ind or Alaska Nat	8	0.15%
Asian	110	2.12%
Hisp/Latino	239	4.62%
White	2723	52.59%
Other	418	8.07%
Native Hawaiian or Pac Island	0	0.00%
Two or More Races	211	4.07%
All	5178	100.00%

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

Section III: Table 2
Instructional Faculty

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

Updated March 4, 2020

		2010				2017**				2018**				2019**			
		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	1	1	2	.	.	.	.	.	.	.	.	.	1	.	1	0.63
	African American/Black	.	1	1	.	3	3	6	3.30	4	3	7	4.29	6	2	8	5.06
	Amer Ind or Alaska Nat	.	.	.	.	1	.	1	0.55	.	.	.	.	.	.	.	.
	Asian	4	3	7	.	2	4	6	3.30	2	4	6	3.68	4	5	9	5.70
	Hisp/Latino	.	4	4	.	.	2	2	1.10	.	.	.	.	.	.	.	.
	White	66	78	144	.	67	98	165	90.66	62	87	149	91.41	55	84	139	87.97
	Other	.	.	.	.	.	.	.	.	.	1	1	0.61	.	1	1	0.63
	Native Hawaiian or Pac Island	.	.	.	.	.	2	2	1.10	.	.	.	.	.	.	.	.
	All	71	87	158	100	73	109	182	100	68	95	163	100	66	92	158	100
Tenure/ Tenure Track	Unknown	1	.	1	.	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	7	2	9	.	7	2	9	4.33	7	3	10	4.90	6	2	8	4.02
	Asian	8	7	15	.	12	5	17	8.17	13	4	17	8.33	15	6	21	10.55
	Hisp/Latino	1	3	4	.	1	3	4	1.92	1	2	3	1.47	1	2	3	1.51
	White	113	66	179	.	96	73	169	81.25	95	70	165	80.88	90	69	159	79.90
	Other	.	.	.	.	5	4	9	4.33	5	4	9	4.41	4	4	8	4.02
	All	130	78	208	100	121	87	208	100	121	93	204	100	116	83	199	100
All		201	165	366	100	194	196	390	100	189	188	367	100	182	175	357	100

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

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2017 to 2019 data based on the new race/ethnicity codes.

** 2017 to 2019 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

Section III: Table 3
Staff by Principal Occupation Assignment

Table 3
Staff By Principle Occupational Assignment

Updated March 4, 2020

		2010				2017**				2017**				2019**			
		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	1	0.41	.	1	1	0.4	2	1	3	1.18
	African American/Black	2	1	3	5.17	4	7	11	4.52	6	9	15	6.05	8	8	16	6.27
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	.	1	1.72	3	.	3	1.23	3	1	4	1.61	1	1	2	0.78
	Hisp/Latino	.	.	.	.	1	.	1	0.41	.	1	1	0.4	.	1	1	0.39
	White	33	21	54	93.1	102	125	227	93.42	102	125	227	91.53	105	127	232	90.98
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	1	1	0.39
	All	36	22	58	100	110	133	243	100	111	137	248	100	116	139	255	100
Teaching Assist	White	.	.	.	.	2	3	5	100	2	3	5	100	1	3	4	100
	All	.	.	.	.	2	3	5	100	2	3	5	100	1	3	4	100
Professional	Unknown	2	2	4	2.42	2	3	5	4.85	.	2	2	2.25	.	2	2	2.63
	African American/Black	6	4	10	6.06	.	4	4	3.88	3	3	6	6.74	5	6	11	14.47
	Amer Ind or Alaska Nat	1	.	1	0.6	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	3	.	3	1.81	3	4	7	6.8	2	3	5	5.62	2	.	2	2.63
	Hisp/Latino	.	1	1	0.6	.	1	1	0.97	.	1	1	1.12	.	.	.	.
	White	62	84	146	88.49	32	53	85	82.52	30	42	72	80.9	18	41	59	77.63
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or more races	.	.	.	.	.	1	1	0.97	1	2	3	3.37	1	1	2	2.63
	All	74	91	165	100	37	66	103	100	36	53	89	100	26	50	76	100
Clerical	Unknown	.	.	.	.	.	.	.	.	1	1	2	1.27	1	.	1	0.63
	African American/Black	.	7	7	4.02	3	6	9	4.92	3	8	11	6.96	2	5	7	4.4
	Amer Ind or Alaska Nat	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	1	1	2	1.15	.	3	3	1.64	.	1	1	0.63	.	1	1	0.63
	Hisp/Latino	2	1	3	1.72	.	2	2	1.09	.	.	.	.	1	1	2	1.26
	White	25	137	162	93.1	44	123	167	91.26	41	102	143	90.51	42	106	148	93.08
	Other	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Two or More Races	.	.	.	.	1	1	2	1.09	.	1	1	0.63	.	.	.	.
	All	28	146	174	100	48	135	183	100	45	113	158	100	46	113	159	100
Technical	Hisp/Latino	1	.	1	2.22	.	.	.	.	.	.	.	.	.	.	.	.
	White	26	18	44	97.78	.	5	5	100	.	4	4	100	1	6	7	100
	All	27	18	45	100		5	5	100	.	4	4	100	1	6	7	100
Skilled Crafts	Unknown	.	.	.	.	.	.	.	.	.	1	1	1.14	.	.	.	.
	African American/Black	.	.	.	.	.	1	1	1.09	.	1	1	1.14	.	1	1	1.2
	Asian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	Hisp/Latino	.	.	.	.	1	.	1	1.09	1	.	1	1.14	1	.	1	1.2
	White	36	1	37	100	51	39	90	97.83	50	35	85	96.59	47	34	81	97.59
	All	36	1	37	100	52	40	92	100	51	37	88	100	48	35	83	100
Serv/Maint	Unknown	.	1	1	1.3	.	.	.	.	.	.	.	.	.	.	.	.
	African American/Black	.	2	2	2.6	.	.	.	.	.	.	.	.	.	.	.	.
	Asian	.	1	1	1.3	.	.	.	.	.	.	.	.	.	.	.	.
	White	36	37	73	94.8	44	2	46	100	42	2	44	100	39	.	39	39
	All	36	41	77	100	44	2	46	100	42	2	44	100	39	.	39	100
All		237	319	556	100	293	384	677	100	287	349	636	100	277	346	623	100

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

*Data reported for 2010 based on the 1977 race/ethnicity codes. 2017 to 2019 data based on the new race/ethnicity codes.

** 2017 to 2019 data reflect the Maryland Higher Education Commission's Standard Occupational Classifications.

SALISBURY UNIVERSITY

2019-2020
Institutional Programs of Cultural
Diversity Annual Progress Report

Institution: Salisbury University Date Submitted: July 31, 2020

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

Salisbury University has a adopted a more robust commitment for Cultural Diversity than ever before. This started with the development of a new vision for the University for the next five years with the development of its new University 2020-2025 Strategic Plan. The development of the plan will guide the University's strategic priorities over the next five years. The plan started with getting campus stakeholder's buy-in by including all of the campus governance groups: Faculty Senate, Graduate Student Council, Staff Senate, Strategic Planning and Budgeting Committee (SPBC), and Student Government Association. The campus engaged all stakeholders in conducting a SWOT Analysis which guided the campus-wide focus groups. Focus groups were used to develop ideas for strategies related to the SWOT Analysis results. As a result of the SWOT Analysis, five goals and University priorities were identified. The second goal is focused on diversity and is titled *Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration.*

Through Goal 2, the University will develop and implement the components of a comprehensive diversity and inclusion plan. This includes the creation of a new Office of Diversity and Inclusion led by the University's Chief Diversity Officer. This office will provide students, faculty and staff with educational opportunities informed by multiple points of view, life experiences, abilities, ethnicities, cultures and belief systems. The University values and cultivates learning not only among its students but also for faculty and staff as well. SU will continue to expand professional development opportunities, with an emphasis on face-to-face training, and

create inclusive spaces that support networking, foster professional growth and inspire innovative ideas. By exploring ways to expand benefits, recognition and rewards programs, the institution hopes to improve the recruitment and retention of all faculty and staff and especially those from diverse backgrounds. Through the collection of these strategies, the institution hopes that all members of the campus community feel a sense of belonging and connection.

The University 2020-2025 Strategic Plan went into its implementation phase as of February 2020. A part of the implementation, the Office of Diversity and Inclusion (ODI) was relaunched. This relaunch included moving Multicultural Student Services from Student Affairs and moving Cultural Affairs to the ODI, along with creating the position of associate vice president of diversity and inclusion and chief diversity officer. A national search was conducted and the position was filled with the person beginning their tenure May 2020. This reorganization to support the newly launched ODI included committing additional budget resources to provide the necessary support to ODI.

The 2019-2020 Academic year has been challenging for the SU campus with the global pandemic and the national social unrest around racial injustice. Salisbury has had a challenging year with campus incidents around racial graffiti, which were found to be executed by an external member of the campus community. In an effort to objectively assess the climate of campus members, Salisbury entered into an agreement with an external partner to conduct a Campus Climate Study. The external partner will provide a report to include recommendations in fall 2020. The Campus Climate Study will assist in guiding the development of a Strategic Diversity Plan for the next academic year.

During 2019-2020 year, many of the departments have increased their diversity efforts by obtaining grants to support recruitment of diverse faculty, developing departmental diversity interest groups to increase engagement and including diversity into the curriculum.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
President's Office: • Advertised new or vacant positions in publications that cater to diverse audiences. • Improve diverse representation on search committees. • Included a commitment to diversity and inclusion as a focus for job candidates. • Creation of the President's Special Task Force on Diversity and Inclusion • Creation of the President's Student Advisory Council • Renewed support and communication with the local and state chapters of the NAACP	• The two most recent administrators hired in the President's Office (Chief of Staff and Chief Diversity Officer) represent diverse hires.	• The administration committed to moving forward and implementing a number of initiatives from the Task Force. • Changed improved our frequency and methods of communication based on feedback from the Advisory Council.	• A need to duplicate efforts across the entire division.
The Seidel School of Education: launched the of AACTE Holmes Scholar Program (Spring 2019) which is affiliated with the American Association of Colleges for Teacher Education and supports			

students who self-identify as racially and ethnically diverse and are pursuing degrees in education. The program provides mentorship, peer support, and professional development opportunities. The initial 2019 cohort consisted of 10 undergraduate, 2 master's level and 2 doctoral level candidates. Participants are nominated by a faculty member. Scholarships were awarded to the current graduate students ($250 for master's level and $500 for doctoral level) from the Seidel School of Education endowment. Additional nominees will be reviewed each spring semester. Dr. Koomi Kim is serving as the faculty advisor.			
The School of Social Work is in the process of developing a Deaf Studies Minor in collaboration with Modern Languages (Fulton School). Social Work has developed two new courses for this minor.			
Graduate Studies: Application fee waiver process was updated to include TRiO students and is based on economic hardship.	Track fee waivers	Two TRiO waivers were used. 1 applicant was matriculated. The other has a fall application pending.	Send information to non-SU TRiO students.
Increase participation in HBCU graduate fairs.	In FY 19, we participated in fairs at UMES and Delaware State. This year we added Bowie and Coppin but could not attend due to COVID.	Data is incomplete due to COVID. There were two waivers used from the Bowie Fair. One student has been admitted and one is pending for fall.	Continue to broaden our reach to HBCU's.
Private graduate information sessions for underrepresented student groups – including TRiO, OLAS and Multicultural Alliance.	Feedback by groups	Each group provided positive feedback on the session and our presentation will be come part of their yearly sessions.	Find ways to reach those underrepresented students not active in student organizations.

Graduate Studies: Identifying diversity as part of enrollment management plan.	Identifying underrepresented through enrollment reporting.	Enrollment is trending upward. Fall 2018: American Indian – 3 Asian – 16 Black – 113 Hispanic – 17 Fall 2019: American Indian - 7 Asian - 23 Black - 145 Hispanic - 20	Outreach to students to ensure success.
College of Health and Human Services (CHHS): **ATTR:** Faculty attend recruiting events at HBI's		Four of the 10 students currently in the MSAT program are from traditionally underrepresented groups.	
(CHHS)Nursing: Advertising in the Minority Nurse for clinical faculty opportunities			
(**CHHS) Community Health:** recruiting diverse faculty by posting faculty positions in online publications targeting underrepresented groups	Continuous review of faculty demographic makeup in the form of program meetings and accreditation reports	The program is making strides to have a faculty as culturally diverse as the students in the program	Increase gender diversity among program faculty and students

(CCHS) Social Work: • Deliberately advertising open faculty positions with the CSWE Minority Fellowship Program (MFP) which provides funding for minority doctoral students enrolled in SOWK programs across the country • Establish the CUSP fellowships • Provided $70k in scholarships • Continue to support NIA mentoring program for social work students of color	• Advertising done • Policies and procedures established • Distribution of scholarships • Provide financial support	• N/A- no new faculty hires this year • Policies and procedures established. • 70k in scholarships were distributed to students with less than $5k EFC • Number of active students increased to 12 students with 6 committed mentors	
Student Affairs: Students: • Tabling at SeaGull StartUp (Orientation) sessions • Session/reception during Sea Gull StartUp for Multicultural Student Services (MSS) • MSS offers students to meet with high school students coming to SU to visit • Recruit and hire Orientation Leaders with diverse backgrounds • Approximately 50 prospective bus groups for predominantly underrepresented high school students (unfortunately COVID resulted in 20 cancels) • Represented SU at the National Hispanic College Fair. • Partnered with GEAR UP to support the college search process	• Pre signups: Multicultural Student Services had students sign up for Powerful Connections • Multicultural Student Services (MSS) track attendance	• Evaluate retention data at the end of every semester to compare GPA and retention of students attending and mentoring Powercon vs general student population • Evaluate retention data for students of color vs. general population • Compare enrollment statistics by category (including diversity and economic status)	• Expand outreach of Powerful Connections to more diverse populations • Expand marketing information to diverse students at earlier stages of admissions process • Living Learning Community outreach to diverse students

Student Affairs: Staff • Increased advertising expenditures and job announcement locations. • Extended searched to pursue increased diversity outreach measures. • Increased personal outreach to colleagues to increase diversity of application pool. • Strengthened diversity outreach language in placement ads emphasizing cultural competency skills and experiences with diverse populations.	• Applications allow ability to track statistics for recruiting and hiring • Number of ad placements. • Total dollars spent on advertising. • Number of outreach efforts made to colleagues. • Number of historically underrepresented individuals who accepted and were hired.	• Monitoring diverse hires in the division. Recently three African American females, one African American male, and one Asian American female were hired (Counseling Center Director), student disability director, TRIO director, Residence Life Area Coordinator, and Financial Aid assistant	• Continue to evaluate language used in advertising. • Enhance personal outreach in hiring. • Increase resources for advertising. • Partner with Diversity and Inclusion Office for new teaching training and hiring best practices.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **curricular initiatives that promote cultural diversity in the classroom; and** • **co-curricular programming for students.**	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**

SU Libraries: Collections: We are actively acquiring materials related to diverse populations: • Archives Unbound collections: purchased nearly 300 digital archives collections, just over half of which deal with diverse cultures and history, both in the U.S. and abroad: • Book/media collections: In addition to setting aside $3,500 specifically for diversity-related purchases, each librarian responsible for collection development for different academic departments spends at least 10% of their budget on diversity-related books or films.	No. of items added to our collection related to diverse populations	157 new digital collections New books/films total still being determined (should be available in 1-2 weeks, after the fiscal year ends)	

CCHS: Social Work • Examine MSW curriculum for stand-alone diversity course and infusion of diversity content in other courses • Sponsoring the Social Justice LLC which provides incoming first year students an opportunity to engage with SOWK faculty and students in activities that serve to educate on and advocate for marginalized and oppressed populations • Hold a Townhall on Racial Justice • Supported the development of Social Workers for Racial Justice (a social work student group) • Established new course under Deaf Studies • Develop a Diversity, Inclusion, Equity, Strategic Action Plan (DIE SAP) (2020-2023)	• Report presented to full faculty on revisions to the MSW curriculum • Graded discussion and reflection assignment • Event held • Faculty provide mentoring to student leaders of the student group • Course receives approval from the Undergraduate Curriculum Committee • Plan is presented to faculty for final approval	• Faculty voted to make changes to the MSW curriculum, which include two new required diversity courses • Analysis of assignment grades • Event was held with nearly 100 students, faculty, and staff in attendance • Two faculty members have provided mentoring to the student group • Course received final approval. Paperwork has been submitted for the Deaf Studies Minor • Faculty approved the DIE SAP during the May faculty meeting	

Nursing: Comm. Health • Inclusion of LGBTQ panel/guest speakers in HLTH 311 (students get to interface with sexual minorities) • Inclusion of global seminar and study abroad internships	• Graded assignments integrated into the course • Graded assignments integrated into the course	• Feedback from students and instructors; student grades/accreditation self-study reports • Feedback from students and instructors; student grades/accreditation self-study reports	
Academic Affairs: 400 Years of Resilience Series (co-organized by Drs. Wallace Southerland and April Logan). https://www.salisbury.edu/events/1619-2019-Series.aspx Library faculty and staff developed a Library Research Guide for this. https://libraryguides.salisbury.edu/400years			
Faculty Learning Communities focused on D&I include: Social Justice, Equity & Teaching Transformation (D&I Lib Guide developed by this group); Promise FLC (see below); and Teaching with International Students.			
Student Affairs: Students Training for all incoming students at First Flight (Orientation) called "Diversity University" • Training for students and Dean of students and Student Activities staff to understand differences in culture of NPHC vs. IFC and Panhellenic • Multicultural Festival sponsored by MSS	• Currently track attendance and ask students to fill out evaluations for orientation overall • Track organizations registered • Attendance tracked	• About 2/3 of students attend program. One of the highest evaluated program at Orientation. # of meetings and attendance, representation	• Improve attendance at Diversity University • Consider "call to action" • Consider on-line training program for

• Black History Month including keynote speakers • Appropriations through SGA monitors funding to ensure student activity funds for programs are fairly distributed • New MGC sorority approved; resulting in the creation of the MGC council for 2020	• Regular meetings and looked to by campus for guidance • # of recognized org. fund requests and approvals		incoming students. • Diversify Multicultural Festival to focus on more diverse cultures

Section 4: Examples of successful strategies employed to increase the diversity of faculty and staff at Salisbury University (SU)

Strategy 1: Active consultation and engagement between HR recruiter and hiring manager and/or selection committee.

While this strategy may appear basic and straightforward to the casual observer, it represents a fundamental shift in focus and emphasis of our talent acquisition process to more deliberate collaboration and ongoing consultation by the recruiter. As a result of process change, the recruiter actively identifies applicant pools using a variety of mechanisms (e.g., web-based platforms, professional journals and diversity-based organizations) to attract a high degree of interest from diverse populations. To highlight the impact of this effort, over the last year, the University conducted four searches for mission-critical positions:

- Associate Vice President for Diversity & Inclusion/Chief Diversity Officer (newly created position)
- Director of Student Counseling
- Director of the Disability Resource Center
- Director of TRiO ACHiEVE Student Support Services

In all cases, using in-house recruitment resources and engagement, these key professional positions were filled with individuals from historically marginalized and underrepresented populations.

Strategy 2: Faculty Learning Communities on Diversity and Inclusion

SU supports several Faculty Learning Communities (FLCs) related to diversity and inclusion. The PROMISE FLC cohort of faculty and staff consider how institutional commitment and peer mentoring nurture a culture of diversity and inclusion (PROMISE references an NSF-funded project among five USM institutions). In FY20, FLC members read the book, “Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders” to consider opportunities to promote underrepresented populations of

faculty, staff and students who may wish to become academics. The PROMISE FLC goals are to: (1) collaborate with relevant SU offices to support efforts to strategically recruit, hire and retain underrepresented faculty and staff; (2) design and disseminate faculty and staff development programs to support mentorship, success and promotion of diverse members; (3) entice current candidates and future academics, including graduate and undergraduate students, to seek employment at a Primarily Undergraduate Institution like SU; and (4) present findings at workshops, conference sessions, online materials and in publications as an applicable model of diversity and inclusion. The PROMISE FLC's work raised the awareness of faculty, staff and campus leadership regarding issues faced by diverse faculty, in hiring practices and affecting faculty retention. Work continues to achieve all of the goals listed above. Earlier this year, the University committed to establishing a Faculty Development Center and joined the National Center for Faculty Development & Diversity which provides a wide variety of resources for faculty onboarding, retention and development.

Section 5: Process for Reporting Hate Crimes

SU is required to report statistics for hate (bias) related crimes by the type of bias as defined below for the following classifications: murder/non-negligent manslaughter, sex offenses (rape, fondling, incest, and statutory rape), robbery, aggravated assault, burglary, motor vehicle theft, arson and intimidation, larceny-theft, destruction/damage/vandalism of property, and simple assault. A hate or bias related crime is not a separate, distinct crime, but it is the commission of a criminal offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim.

All Salisbury University students, faculty, staff and visitors are encouraged to make prompt and accurate reports to University Police if they are a victim or witness of a crime. Crimes committed on campus should be reported immediately to University Police. To contact University Police dial 410-543-6222 from a public phone, Ext. 36222 from any campus phone, or #787 from a Verizon cell. You may also use the "blue light" emergency phones which are placed at various locations on the grounds. For emergencies, dial 911. If the crime occurred off campus, University Police will direct you to the appropriate law enforcement agency. Crimes occurring at University Park Apartments, a public-private partnership on Milford Street managed by EdR Collegiate Housing, should be reported to the Salisbury Police Department (for emergencies dial 911, for non-emergencies dial 410-548-3165). Although students, employees and others are encouraged to report all criminal activity to University Police and/or local police, incidents may also be reported to the Dean of Students, Associate Vice President of Student Affairs, Vice President of Student Affairs, Assistant Director for Residence Life, Director of Housing and Residence Life or the Assistant Director for Operations and Judicial Management for statistical reporting and timely warning purposes.

Appendix

Salisbury University plans to develop a Strategic Diversity Plan during the upcoming academic year. Below is Goal 2 in the 2020-2025 University Strategic Plan, which addresses cultural diversity.

Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

Objective 2.1 - Create and implement a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

- Strategy 2.1.1. *Relaunch the Office of Diversity and Inclusion, under the direction of the University's Chief Diversity Officer, as part of a comprehensive pledge for developing a diverse University community and supporting an inclusive and equitable campus climate.*
- Strategy 2.1.2. *Assess and enhance SU's culture through a comprehensive campus climate study and utilize shared governance and the Office of Diversity and Inclusion to prioritize and implement procedural, curricular and structural strategies, including face-to-face training, to address outcomes from the study.*
- Strategy 2.1.3. *Expand professional development and training programs for students, faculty and staff that focus on developing a safe, informed and welcoming climate and culture built on equity and mutual respect for diversity and inclusion, striving to achieve 100% participation.*
- Strategy 2.1.4. *Expand educational opportunities and training for students that support the development of an understanding of equity, anti-racist behavior, bystander response and diversity.*
- Strategy 2.1.5. *Enhance communication in real time and regarding progress on strategic issues through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.*
- Strategy 2.1.6. *Maximize the use of more inclusive language in University policies, protocols, documents and publications to speak to and describe students, faculty and staff and their contexts.*

Objective 2.2 - Enhance our faculty and staff recruitment strategies (see Goal 3 for student recruitment).

- *Strategy 2.2.1. Create a university-wide, multi-year initiative to hire and retain diverse faculty based on documented best practices, including the institutional oversight of diversity within searches, while respecting the autonomy of individual departments.*
- *Strategy 2.2.2. Enhance the search process based on documented best practices to more effectively diversify our applicant pools and ensure departmental policies adhere to these and professional development opportunities exist to provide training.*
- *Strategy 2.2.3. Create an inclusive and comprehensive onboarding process for new faculty and staff, including specific resources to assist with the acclimation and retention of our diverse faculty and staff.*
- *Strategy 2.2.4. Implement a dual-career partner assistance hiring program, cluster hiring program and/or other hiring programs with a demonstrated record of increasing faculty and staff diversity.*

Objective 2.3 - Review our professional development, recognition, benefits and compensation programs to improve retention of faculty and staff.

- *Strategy 2.3.1. Develop a more comprehensive rewards and recognition program to celebrate faculty and staff accomplishments in service, teaching, research, scholarship and creative activity.*
- *Strategy 2.3.2. Evaluate the impact of developing and implementing additional employee benefits programs to boost morale and support a healthy work-life balance.*
- *Strategy 2.3.3. Develop a plan to address issues of compensation and salary compression.*
- *Strategy 2.3.4. Develop robust faculty and staff mentorship and leadership development programs, especially for underrepresented groups.*
- *Strategy 2.3.5. Expand opportunities for interested faculty and staff to interact, collaborate and socialize with one another inside and outside work.*

Objective 2.4 - Create and promote the use of welcoming and inclusive campus spaces aligned with the Facilities Master Plan.

- *Strategy 2.4.1. Enhance access to and circulation among campus spaces.*
- *Strategy 2.4.2. Create additional housing options to meet the needs of contemporary students (e.g., apartment-style, family housing, graduate student housing, international student housing).*
- *Strategy 2.4.3. Explore opportunities to expand multi-use facilities.*
- *Strategy 2.4.4. Develop strategies to address pressing campus space needs such as the expansion of instructional space, including for the arts; office space for faculty and staff; wellness; and student housing.*

TOWSON UNIVERSITY

2019-2020 Institutional Programs of Cultural Diversity Annual Progress Report
Towson University
Submitted July 29, 2020

Point of Contact: Dr. Leah Cox, Vice President of Inclusion & Institutional Equity, lcox@towson.edu

SECTION 1: SUMMARY STATEMENT

President Kim Schatzel has made a commitment to create a more diverse and inclusive campus which will be achieved through senior leadership and strategic vision for design, promotion, and delivery of best practices in developing inclusive excellence across the campus. This commitment to diversity and inclusivity seeks to enrich the experiences of our students, faculty and staff while also fostering a sense of community, promoting inclusive excellence and equity, and cultivating the intellectual and personal growth of the entire university community.

Creating a more diverse and inclusive campus is one of eight presidential priorities that are linked to and aligned with Towson University's strategic plan. The university produces a Diversity Initiatives Progress Report https://www.towson.edu/inclusionequity/diversity/diversity-progress.html along with goals for the upcoming year. The Progress Report summarizes goals established in 2015. This year, President Schatzel charged the Vice President of Inclusion & Institutional Equity to develop TU's inaugural 5-year Diversity, Inclusion and Equity Strategic Plan.

This summary statement highlights TU's accomplishments for the 2019-2020 academic year, along with proposed goals for the upcoming academic year.

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

Hiring

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

Retention

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

Evaluation

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

Challenges

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

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

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

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

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

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

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

4. **To develop a five-year diversity strategic plan for Towson University**

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

Evaluation

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

Challenges

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

Institutional Progress and Changes

Towson University has begun to change and grow in the last decade. The challenges associated with new leadership, changing demographics, external changes in political ideologies that affect the nation as well as our campuses have created the express need to support all the constituents on our campus in a thoughtful and intentional manner. There continues to be significant diversification of the student body: the 2019 *Chronicle of Higher Education Almanac* listed TU among the top 15 four-year public institutions with the greatest percentage gains in the number of Black Students (2010 to 2017). From fall 2010 to fall 2018 TU experienced a 19% increase (from 21% to 40%) in racial/ethnic minority students – the largest at any Maryland public institution.

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

SECTION 2: GOAL ONE

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Campus-wide and program-specific recruitment and retention efforts	**Metrics to measure how progress of each initiative / strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
Office of Inclusion and Institutional Equity			
Affinity Groups: OIIE supports six faculty/staff groups designed to foster community building, networking, mentoring, and other professional development opportunities for underrepresented populations: *Asian Faculty & Staff Association; Black Faculty & Staff Association; Jewish Faculty & Staff Association; Latinx Faculty & Staff Association; LGBTQ+ Faculty & Staff Association; Women Faculty & Staff Association*	• Participation rates • Self-reported satisfaction with involvement in an affinity group • Evaluation of programs offered by affinity groups	• Each affinity group hosts 4-5 meetings per academic year. • Each affinity group hosts one or more main events for professional and/or personal growth	• Measurement of participation rates • More intentional assessment of affinity group involvement and satisfaction • Evaluating the impact on affinity group participation with retention, advancement, satisfaction
Division of Student Affairs			
SAGE (Students Achieve Goals through Education) SAGE, a peer mentoring program housed in Student Success Programs, fosters academic achievement and a sense of belonging primarily for entering first year, underrepresented students.	• Participation numbers • Demographic data on participants • Academic performance of SAGE students • Retention and completion rates	• 395 students (92%) earned cumulative GPA of 2.0 or higher, 2018-2019 • 237 students (55%) earned cumulative GPA of 3.0 or higher, 2018-2019	▪ Male student participation is a challenge. ▪ SAGE Program staff notices a reduction in mentee participation during the spring semester.

A subset of SAGE students can apply to live together in a Residence Life Learning Community, known as **SAGE Community**. SAGE Community residents complete a 5-day pre-orientation program and receive specialized support throughout the year.		• 99 students (23%) earned Dean's List honors, spring 2019 • 35 students (8%) earned cumulative GPA of 2.0 or lower, spring 2019 **SAGE students**: • African-American, 64% • Caucasian, 13% • Asian American, 5% • Latinx, 10% • Native American, 6.5% **SAGE Community:** • 52 students (93%) earned cumulative GPA of 2.0 or higher, 2018-2019 • 28 students (50%) earned cumulative GPA of 3.0 or higher, 2018-2019 • 14 students (25%) earned Dean's List honors, spring 2020	**SAGE Community** ▪ SAGE community participants experience personal conflicts with roommates and/or other community members. • Students voluntarily report grades to the SAGE Community director. A formal reporting process and early warning tool (Student Success Collaborative) will assist SAGE Community staff in assessing classroom performance.
CROP (College Readiness Outreach Program) CROP is an initiative from Student Success Programs and focuses upon increasing school attendance, academic achievement, and eventual college enrollment or an alternate career choice among ninth grade students attending	• Student participation, retention levels • School participation levels	• CROP mentor participation has increased 112% this year • Carver High School cohort showed a 17% increase in cumulative GPA • Increase of CROP high school students admitted to TU, from 1 (2018-2018) to 8 (2018-2019)	• Continue to increase number of students • Resource limitations inhibit growth of CROP to additional Baltimore City schools.

designated Baltimore City Public High School through outreach and mentoring activities provided by Towson University students and staff.			
Division of Academic Affairs			
Faculty Search Process now includes: Faculty Search Committee Training Materials, national faculty diversity trends, debiasing materials, and revised interview resources.	• Faculty members who complete the training, tracked by search committee, department and college		Continued implementation and offering of the Faculty Search Committee Training Catalogue, given the recent onboarding of the new Assistant Provost for Diversity & Inclusion
Diversity & Inclusion Faculty Fellows Program provides selected faculty members with opportunities to infuse diversity into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices.	• Number of Fellows selected	13 Faculty Fellows were awarded in 2020.	For FY21, Fellows will be provided the option of either the $1,500 stipend or a course reassignment to complete DIFF research projects or initiatives.
The Provost's annual **January Conference**. This year's theme, "Beyond the Grade: Supporting Well-Being in the Classroom".	Conference attendance	249 registrants and 232 attendees, 2020	
Hill-Lopes Scholars Program in the Fisher College of Science & Mathematics provides dedicated, transformational support for STEM majors at Towson	• Participation and attendance at program events • Individual and group interviews with scholars and program leaders	10 Scholars per year who join the program during sophomore year.	

University to improve the advancement and retention of women in STEM fields. Scholars participate in cohort-based community, professional development, mentorship, and career exploration.	• Evidence from observations of how scholars meet the program pillars: community, career exploration and professional development.		

SECTION 3: GOAL 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Efforts designed to create positive interactions and cultural awareness	**Metrics to measure how progress of each initiative / strategy is being evaluated**	**Data to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**
Office of Inclusion and Institutional Equity (OIIE)			
Diversity, Inclusion and Equity Online Knowledge Base: OIIE has partnered with Cook Library and the Office of the Provost to develop an online clearinghouse of vetted diversity, inclusion and equity resources. Piloting begins in fall 2020.	• Usage rates or "clicks" • User evaluation and feedback		Pilot the release of the Knowledge Base with selected departments before launching campus-wide
Allyship & Advocacy Training Series: The former LGBTQ+ ally training is being expanded to offer specific content across underserved populations (LGBTQ+, disabilities, international, undocumented) grounded by a foundational overview session. Offered publicly and by request for students, staff, faculty and administrators.	• Training attendance rates • Attendee feedback from conference evaluation surveys	Multiple departments have requested continued training to improve teaching, advising and curricular changes. 300 people received ally training in the past 9 months. LGBTQ+ Allyship training is offered monthly to the campus.	Have determined the need for multiple levels of trainings dependent upon the audience. Determine a strategic model to disseminate across the campus. Increase numbers of recipients. Determine multiple methods of information dissemination
Discrimination and Implicit Bias Training. Faculty and staff training to understand bias, microaggressions and the impact upon all that we do at our institutions.	• Evaluations • Feedback • Attendance	All members of the President's Cabinet have completed training. Multiple units across campus have received training.	

Cultural Competency Education and Training OIIE offers a menu of trainings available to faculty, staff and students on key diversity, inclusion, and equity topics.	• Evaluations • Feedback • Attendance	The program request has increased. Now created train the trainer to facilitate demands.	
Inclusive Leadership Institute The ***President's Inclusive Leadership Institute*** is professional development program designed to provide the opportunity for selected staff to develop leadership skills through a diverse and inclusive lens, evaluate the success and impact of cross-institutional initiatives, and to help prepare for future leadership roles.	• Surveys during and at the conclusion of the institute. • Presentation of a group case, which explores diversity, inclusion, equity and/or social justice.		Increase the representation of men of color. Refine outreach plans for underrepresentation. Implement surveys for every session.
Center for Student Diversity (CSD) provides advocacy and support for underrepresented and marginalized populations and creates welcoming, inclusive campus environments: **Set It Off**: orientation event connecting new students to campus resources **Retreat for Social Justice**: 3-day student retreat **Dr. Martin Luther King, Jr. Celebration**	• Attendance rates • Attendee feedback from conference evaluation surveys	Set It Off: 2000 students, fall 2019 Retreat for Social Justice: 90 students (fall 2019), Dr. Martin Luther King, Jr. Celebration: 300 attendees, 2020	• Providing consistent 1:1 advising support and follow up for the growing number of multicultural student organizations directly advised through the CSD. • Supporting Asian, Pacific Islander, Middle Eastern and Desi American Student Development Programs remains a challenge without a full-time staff position dedicated solely to this population.
Division of Student Affairs			

CEEP (Community Enrichment & Enhancement Partnership) award, managed by Student Success Programs, is designed to increase access and success of culturally diverse and traditionally under-represented undergraduate students. CEEP (pronounced "keep") resources focus upon retaining students through exposure to academic resources, academic success strategies, diverse cultural presentations, participation in student organizations, interaction with faculty and staff, and exploring graduate and career development options.	• Participation numbers • Demographic data on participants • Academic performance of CEEP scholars • Retention and completion rates	• 113 CEEP Recipients • 101 students (89%) earned cumulative GPA of 2.5 or higher, fall 2019 • 31 students (27%) earned Dean's List honors, fall 2019 • 12 students (11%) graduated, spring 2019 CEEP scholars: • African-American, 68% • Caucasian, 2% • Asian American, 5% • Latinx, 20% • Native American, 5% • Multiracial, 0%	• The goal is to increase male recipient participation to 40%. • Additional funding would provide financial support for CEEP eligible students not receiving CEEP aid.
Division of Academic Affairs			
The Office of the Provost reorganized the **Dialogue @ TU Program**, which promotes dialogue skill sets across campus. The **Creating an Inclusive Classroom 1.0** is a faculty development menu of certifications that provides faculty with classroom strategies for working with various social identities based on race, first generation college students, LGBT populations, military, and others.	• Tracking of all participants. • Participation numbers for the 14 modules which have been developed. The certifications may be taken in any order. Also, the certifications do not need to be taken in total.	• 44 Individuals participated in training 2019-2020. • 33 Individuals were certified as dialogue facilitators. All seven College Deans and Diversity & Inclusion committees have reviewed the curriculum. Curriculum Development and Beta Testing will begin in early fall 2020.	• Rebranding dialogue skills sets to serve both academic, leadership, and administrative settings. • Increased staffing to maintain consistency.

SECTION 4: Diversification of Faculty and Staff

Towson University has employed a number of specific steps to ensure the recruitment, hiring, retention, and advancement of faculty in Academic Affairs. During the last academic year, the Office of the Provost and the Office of Inclusion & Institutional Equity have partnered to provide the Faculty Search & Hire Toolkit, that introduces hiring committees to inclusive and equitable recruitment, interview, and onboarding processes. To address the diversification of staff, the Vice President of Inclusion & Institutional Equity now signs off on all searches for staff positions at the Director level or higher.

The most highly requested, foundational workshop, "Successful Faculty Searches" details how inclusive faculty benefit both faculty and student success, the national and local challenges of recruitment of diverse faculty, unconscious bias as a social condition, eliminating micro-aggressions, and conducting a successful search based on national best practices (Roehling & Granberry Russell, 2012). Within the last academic year, 21 academic departments and 225 faculty have completed the training.

Within this training, the Academic Affairs Outreach Plan is a form that was expanded. This form directs search committees to an exhaustive list of Minority-Serving Institutions through Rutgers University Center for Minority-Serving Institutions, a section requesting a list of personal contacts and invitations, and the Higher Education Recruitment Forum.

Additionally, TU provided workshops include, "Writing a Job Description", "Debiasing the Hiring Process", and the "Search Chair Refresher Course" can be requested online.

SECTION 5: Reporting of Hate-Based Crimes

Towson University (TU) utilizes an online incident report form as a uniform method to document the "What, When & Where" of certain reportable crimes and/or non-criminal hate-motivated incidents that have occurred and have been reported to Campus Security Authorities (CSA) other than the Towson University Police Department.

TU has defined a Hate Crime as "a criminal offense committed against any person or property which is motivated, in whole or in part, by the offender's bias. Clery reportable hate motivated crimes include Murder, Manslaughter, Sex offenses, Robbery, Aggravated Assault, Simple Assault, Intimidation, Burglary, Motor Vehicle Theft, Destruction of Property, Theft and Arson."

Although there are many possible categories of bias, under Clery, only the following categories are reported: Race, Gender, Religion, Sexual Orientation, Sexual Identity, Ethnicity/National Origin, and Disability.

For the purpose of Clery, CSAs are required to document (and record the category of prejudice) certain reportable crimes and non-criminal hate motivated incidents that have been reported to them and occurred in the following locations:

- On-campus property, On-campus residential life buildings, Non-campus property (property or building owned or controlled by the university that is frequently used by students and is not within the same reasonably contiguous geographic area of the institution, or any building/property that is owned or controlled by a student organization that is officially recognized by the university.); and Public property located immediately adjacent to and accessible from campus (includes thoroughfares, sidewalks, streets, and lands).

Confidential and anonymous reports are accepted. While secondhand reports are inherently unreliable and are difficult to verify, such reports are also accepted. Certain individuals, specifically pastoral and professional counselors, are exempt from this requirement to report certain crimes. However, to be exempt from disclosing reported offenses, pastoral and professional counselors must be acting in the role of pastoral or professional counselors.

The university has increased resources for addressing hate crimes and bias incidents: this year the Office of Inclusion & Institutional Equity partnered with the Division of Student Affairs to convene the Tiger Advocacy Advisory Committee (TAAT), focused on education and support for students regarding activism both on and off campus. Additionally, a new position of Coordinator for Hate Crimes and Bias Incidents was created, and the inaugural person started in July 2020.

APPENDIX: Institutional Plan for Cultural Diversity

Attached is the final draft of Towson University's inaugural 5-year diversity, equity, and inclusion strategic plan: *More Inclusive TU: Advancing Equity and Diversity (2020 – 2025)*. The plan is currently being formatted and prepared for public release to the campus in fall 2020.

More Inclusive TU: Advancing Equity and Diversity

2020 - 2025

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Introduction:

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

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

Towson University has historically measured its diversity using key demographic data such as race, gender, ethnicity, sexual orientation, gender identity, gender expression, religion, national origin, ability, political affiliation, military or veteran status, and socioeconomic background. We also recognize that differences in beliefs, values, and ideologies are a part of the greater concept of diversity. Focusing solely on diversity doesn't acknowledge the importance of an equitable, inclusive, and supportive environment where historically marginalized, underrepresented, and underserved members of our community can succeed. It is imperative we make an intentional commitment to explore and support new strategies that will enable every member of the TU community to thrive and reach their fullest potential.

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

This document provides a vision for the institution that clearly and deliberately maps a progressive plan that advances **inclusive excellence** while implementing and maintaining a

[1] https://www.towson.edu/about/administration/president/priorities/
[2] https://www.towson.edu/inclusionequity/diversity/diversity-progress.html

focus on equity. We clarify below our working definitions of inclusive excellence and TU's **equity toolkit** along with our other key terms: **diversity**, **inclusion**, and **equity**.

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

This report presents information on the current state of Towson University in terms of diversity, inclusion, and equity and puts forth recommendations based on quantitative and qualitative data from constituents across the institution. The development of the plan was informed by an inclusive strategic planning process.[3] Over a 15-month period the task force engaged hundreds of faculty, staff, students, alumni and community partners. We convened working groups, held campus forums, provided presentations and asked participants to share, both in person and online, their ideas and dreams for TU's mission and strategic priorities related to diversity, inclusion, and equity.

Table 1: Key Events Timeline

2018	
September	Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force
	Charge letter and goals provided
October	Planning and readiness launch of task force
December	First monthly meetings of the task force
2019	
March – September	Data collection across the community
September – October	Data analysis and coding
December	Task force working meeting
2020	
January	Task force meeting – First Draft compiled
February	Draft presented to the task force, vetted, and revised
March	Draft presented to the university president and provost
April	Final revisions
Ongoing	Track and assess progress

A number of other system and campus initiatives and reports complemented the task force's work, including TU's Overall Strategic Planning process; the Middle States Commission on Higher Education Self Study process at TU; and innovative initiatives

[3] Williams, D. A. (2013). *Strategic Diversity Leadership*. Sterling, VA: Stylus.

such as the one created with a $1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science and Mathematics faculty Dr. Laura Gough and Dr. Matthew Hemm. We referred to the work of other institutions of higher education[4], leading organizations in inclusion and equity metrics, leading scholars in the field of diversity in higher education and reports produced by such entities as American Council on Education, Harvard Business Review and the Race and Equity Center at The University of Southern California.

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

Key Terms

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

Diversity

Diversity is variety or difference within a collective. It is not an individual characteristic: A person is not diverse, but a group, team, office, community or other collective can be diverse. While discussions around diversity often focus on race, it is crucial to consistently take a fuller and more complex view of the wide range of variety in our campus community, including but not limited to:

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[4] We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

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

Inclusion

"Diversity is being invited to the party. Inclusion is being asked to dance."

Verna Myers[5]

Inclusion refers to active participation and contribution by all members of a community and is NOT an automatic result of diversity. A department, organization, college, team, division, or other unit may be diverse while still not necessarily fostering inclusion, as depicted in figure 1 below:

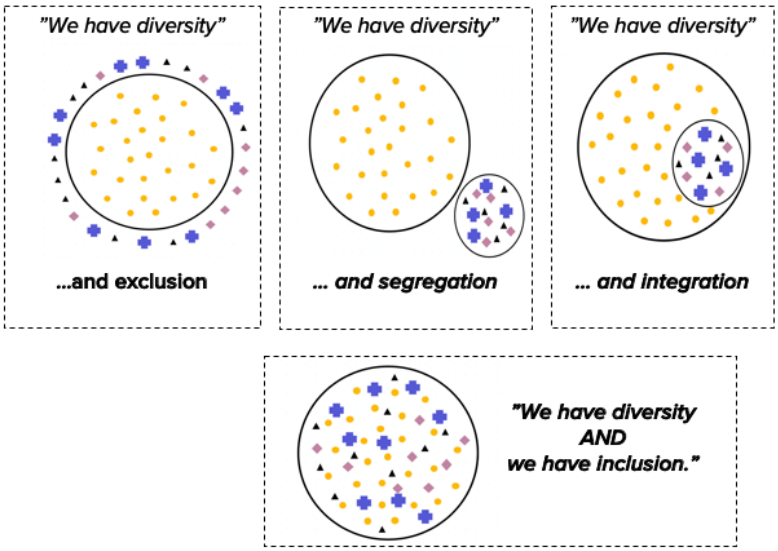

Figure 1: The presence of diversity does not guarantee the presence of inclusion.

[5] https://learning.vernamyers.com

Equity

Equity refers to fairness in access, treatment, and opportunity. Equity is NOT the same as equality. Equality implies sameness, two or more members of a community being identical or having identical identities, cultures, and experiences. Equity requires we regularly examine what supports and resources our diverse communities and populations need in order to achieve our stated goals and outcomes (see figure 2). Putting equity into practice requires an internal focus on our institution and its policies, practices, and programs (opportunity gap), in place of an external focus solely on the communities (achievement gap).

Figure 2: Distinguishing between equality and equity (courtesy of the Robert Wood Johnson Foundation)[6]

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

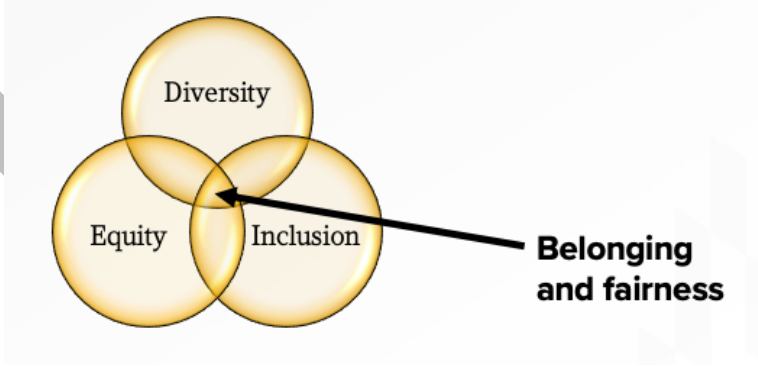

Figure 3: Striving for diversity, inclusion AND equity

[6] https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

Inclusive Excellence

In defining and prioritizing **inclusive excellence** as a central concept in this plan, we start with the Association of American Colleges and Universities (AACU) change model for inclusive excellence,[7] which provides a foundational definition flexible enough for campuses to adapt using four primary elements:

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

Their newly released vision statement of excellence in undergraduate education is grounded specifically in equity and inclusion and stresses two priorities: 1) the *what and why* of undergraduate learning, and 2) the importance of helping *all* students achieve those.

> *"Inclusive excellence takes direct aim at educational disparities and patterns of systemic disadvantage—especially those resulting from historical and contemporary effects of racism."*
>
> Association of American Colleges & Universities[8]

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

Equity Toolkit

An **equity toolkit** is Towson University's framework for calling attention to patterns of inequity linked to one or more social identity markers. Think of social identity markers as the conscious and unconscious ways we view each other with perceived or actual status based on the wide range of diversity (listed above). This toolkit should be applied in many ways at the institution:

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

[7] Williams, D. A., Berger, J. B., & McClendon, S. A. (2005). *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.
[8] Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who It's For, & Where It Happens*. Washington, DC.

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TU's equity toolkit is a foundational resource for implementing this plan. It recognizes that everyone does not have access to the same opportunities, and it is important to identify and address inequities by removing systemic barriers and accommodating differences. The ultimate goal of the toolkit is to support an intentional, university-wide process where each division, college, department, or unit can embark upon an ongoing process that identifies new opportunities to support TU's ongoing transformation to a campus community where people from diverse backgrounds can participate fully, thrive, and contribute at TU.

The implementation process typically begins from a university-wide foundation of guiding/reflection questions followed by additional prompts specific to any office, department, division, or other area of work within the university. In early stages, consider the following as a guide:

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

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

Diversity Strategic Plan Objective

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

Where We Are Now

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

Demographics

In the most recent Chronicle of Higher Education Almanac (2019), Towson University was among the **top 15 four-year public institutions in the nation** in "Colleges with the Greatest

Percentage Gains and Losses in the Number of Black Students, 2010 to 2017[9]." Further, over the period from 2010-2018, the proportion of racial/ethnic minority students increased 19%[10], **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students.**[11]

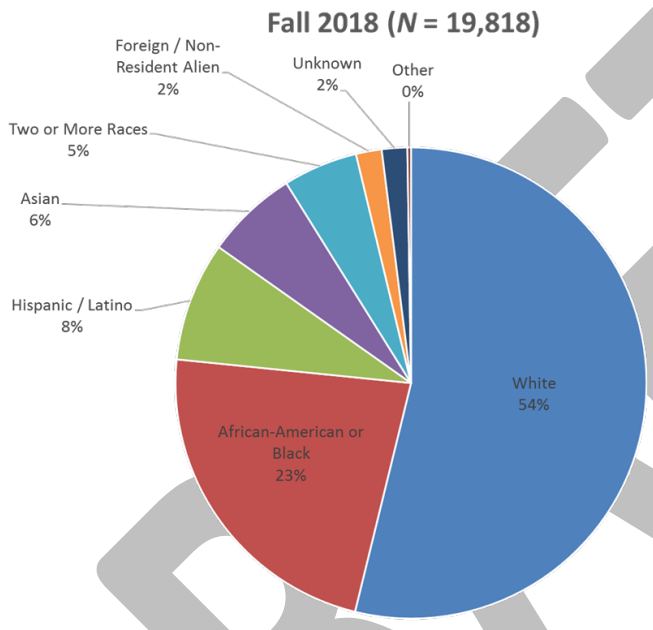

Figure 4: In fall 2018 institutional research reported 19,818 students at TU. Over 42% of the undergraduate students reported as students of color.

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[9] Towson University saw a 64.7% increase in Black enrollment from 2010-2017

[10] The proportion of racial/ethnic minority students in overall headcount enrollment increased from 21% in fall 2010 to 40% in fall 2018.

[11] U.S. Department of Education, *National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS)*, 2010 and 2018 Fall Enrollments, Retrieved on March 4, 2020.

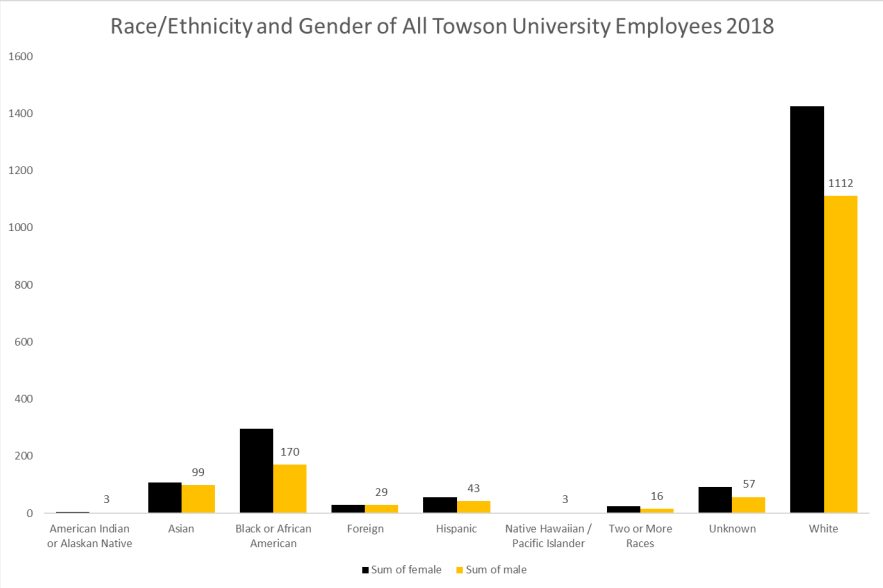

Figure 5 - Race/Ethnicity and Gender of All Towson University Employees 2018

Graduation Rates

Whereas many public universities continue to struggle to address demonstrable gaps in student learning between racial and ethnic groups, Towson University has much of which to be proud. Achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps can be the result of achievement gaps; it is the disparity between actual learning and expected learning for students[12]. **Unlike many institutions across the country, TU does not have a demonstrative racial achievement or learning gap even in the face of the increasing enrollment of racial minorities**. Of particular note: whereas the national 6-year graduation rate is 43%, it is 73% for all TU students; for African American TU students, it is 77%.[13]

[12] Coleman, J. S., Campbell, E. Q., Hobson, C. J., McParland, J., Mood, A. M., Weinfeld, F. D., et al. (1966). Equality of educational opportunity. Washington, DC: U.S. Government Printing Office.
[13] IPEDS 2012 Cohort

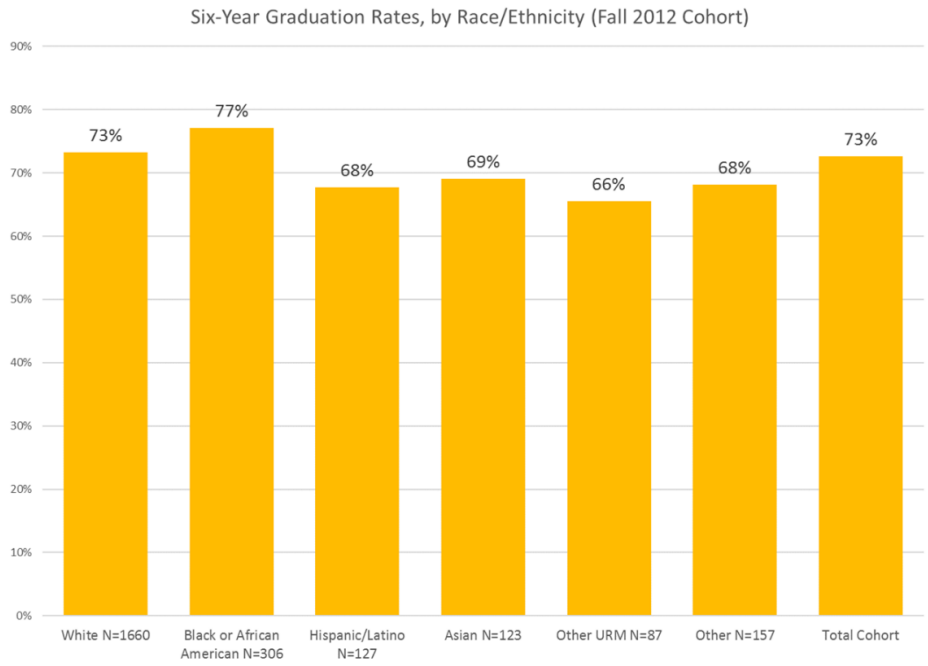

Figure 6 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

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

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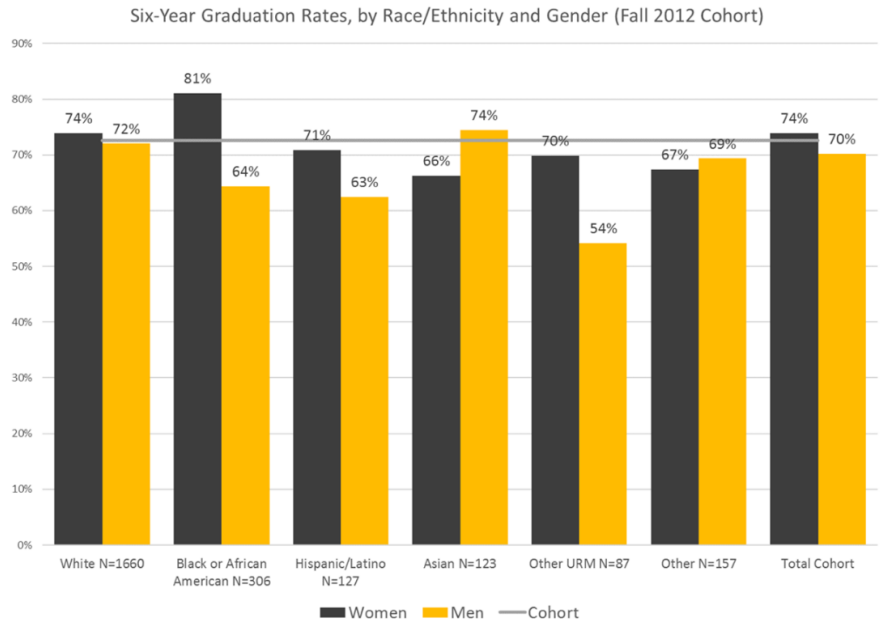

Figure 7 - Six-Year Graduation Rates of First-Time Students by Race/Ethnicity and Gender, Fall 2012 Cohort

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

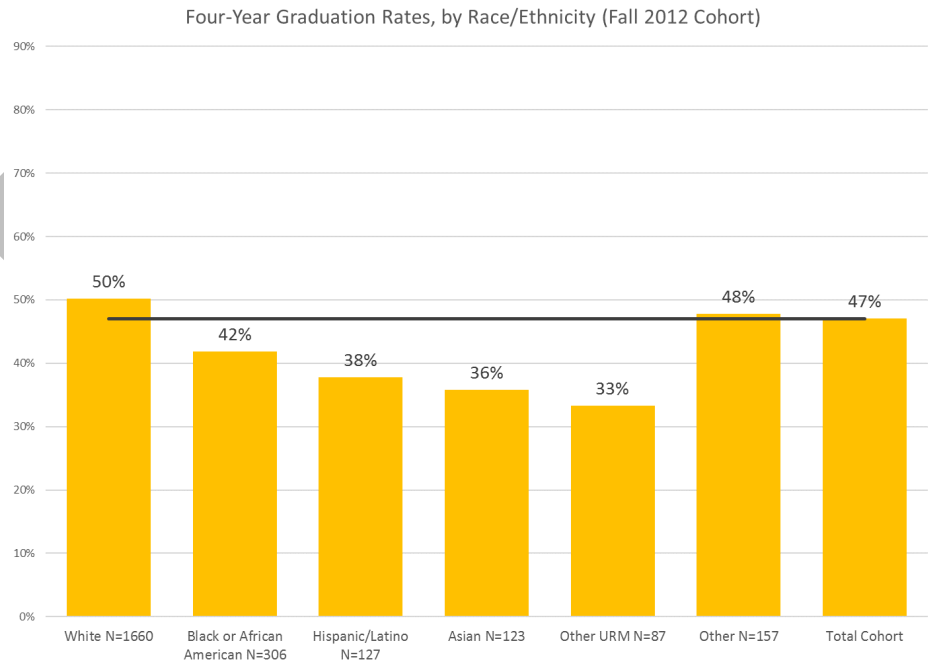

Figure 8 - Four-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

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

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

Strategic Diversity and Inclusion Leadership

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

Milestones

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

Diversity and Inclusion Faculty Fellows

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

Strategic Plan Methods

The Charge

In late September 2018, President Kim Schatzel provided a charge and goals for the task force. This initiated an institution-wide planning process that sought input from the entire campus community, including students, faculty, staff, administrators, and alumni. The yearlong process employed a social justice framework and solicited feedback from

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across the campus, as well as intentionally seeking voices who are often overshadowed—ultimately striving for the representation of all entities who are integral to the work of providing a world-class education through a holistic experience.

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

- *How do we further promote the president's Model for Campus Diversity?*
- *What is the climate on campus related to diversity and inclusion and how is it experienced by individuals and members of the community?*
- *What is needed to recruit and retain a diverse faculty, senior administrators and students?*
- *How do we further cultivate a culturally responsive campus where all community members feel a sense of belonging?*

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

Data Collection

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

- The task force website
- TU news article
- The task force video
- The task force web page online feedback form
- The task force email account, inclusion@towson.edu

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

TU stakeholders were able to participate in:

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

Data Analysis and Coding

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

The coding process included:

- Reflecting and acknowledging one's own personal biases
- Accessing the raw data as organized by the four priority areas

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- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words, and responses

Outcomes

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

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

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

Implementation Guidelines for Inclusive Excellence and Equity

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

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

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

American Council on Education (ACE)

The ACE report finds "high diversity and inclusion capacity[14]" schools pursue the following priorities:

- Strong diversity plans, mission statements, and guiding values for diversity and inclusion work
- Leaders exhibiting knowledge of diversity and inclusion practices and research

[14] The ACE Report identifies three categories of institutions: low, moderate, and high diversity and inclusion capacity.

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

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

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

- Conducting an institutional diversity audit
- Establishing top-level strategies and expected outcomes based on equity, diversity and inclusion principles
- Calling out the difficult issues
- Proactively addressing underrepresentation of nondominant faculty
- Monitoring institutional processes for equitable outcomes
- Investing in systematic and sustained diversity education
- Creating an institutional safety net of resources and support
- Assessing the impact of admissions criteria and financial aid on underrepresented students
- Critically evaluating faculty workload models
- Conducting research on demographic changes and inclusion.[15]

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

Working with Both Urgency and Patience

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

[15] Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

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The following approach to measuring progress from the University of California, Davis (2017)[16] was used to determine measurement, timelines, and responsible units:

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

Specific oversight responsibilities will be assigned throughout the university, especially within divisions, colleges, and departments to encourage campus support for this progress and evolution of the TU culture. Recognizing that inclusive excellence has been typically measured by scorecard tools[17] (Williams, 2005), this plan relies on applying our definition of inclusive excellence along with our equity toolkit. A robust and adept Equity and Inclusion Measurement and Assessment Working Group will prompt and support campus-wide measurement, reporting, and monitoring.

Strategic Measurement and Assessment Questions

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

Students

- Are certain colleges/schools/majors more welcoming to diversity than others?
- What colleges/schools/majors are growing, and is that growth sufficient to make an impact on needed shifts in demographics?
- What relationships exist between our diversity and degree completion rates, including time to degree? Are underrepresented or disadvantaged undergraduate students falling out of the pipeline to graduation? If so, where?

[16] University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

[17] Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

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- Are graduate and professional students falling out of the pipeline to degree completion? If so, where?
- Where are native born, underrepresented graduate students in their field coming from?
- How can we make the social and academic environments more conducive to emotionally and physically healthy, insightful, aware, and successful students?

Workforce

- Are we experiencing diversity across all positions? Are certain positions and classifications more diverse than others?
- How are demographics changing in colleges and departments? Are the changes significant enough to make a sufficient impact on demographics of faculty and staff?
- Are colleges and departments retaining student employees, faculty, and staff, and is that sufficient to make an impact on demographics?
- What can retention rates, turnover rates, duration of hire, vacancy rate, and turnover quotients tell us about who is leaving and when?
- Where are opportunities for providing greater stability in the workforce, particularly among underrepresented or historically marginalized groups?
- Who is advancing and being promoted more quickly? Are there differences in who receives tenure, and in what positions?
- How equitably are financial resources distributed in terms of salary, benefits, and professional development support?

Peer Benchmarking

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

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Diversity Strategic Plan Action Items

Four overarching goals:

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

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

3. **Campus Climate**: Cultivate a welcoming, sustainable and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported.

4. **Evaluation and Assessment**: Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship, recruitment and retention, and campus climate.

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Action Item	Timeline and Measurement	Responsible Units
1. EDUCATION AND SCHOLARSHIP Provide ongoing teaching, learning, research, and service opportunities to prepare and support students, staff and faculty to address diversity, inclusion and equity issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.		
GOAL 1.1: Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, inclusion and equity.	Number and amount of internal and external funds awarded for professional development that prioritizes diversity and inclusion; reported annually.	All Units
1.1.1: Mandatory interactive education and training for all faculty and staff on hate/bias, cultural intelligence, and unconscious bias.	Number of faculty and staff trainings completed annually; participation assessed annually.	Inclusion & Institutional Equity Human Resources Academic Affairs
1.1.2: Provide ongoing professional development opportunities, conferences and workshops to develop and improve skills and knowledge on best practices in inclusive excellence specific to each discipline, profession, or area of scholarship.	Number of faculty and staff participating in each type of activity assessed annually.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.3: Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure, and award selection committees.	Number of faculty participating in each type of activity assessed annually.	Academic Affairs Human Resources Inclusion & Institutional Equity
1.1.4: Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.	Number and percentage by college of selected hires in underrepresented disciplines through the program.	Academic Affairs Inclusion & Institutional Equity

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Action Item	Timeline and Measurement	Responsible Units
1. EDUCATION AND SCHOLARSHIP		
GOAL 1.2: Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of inclusion, diversity and equity while encouraging engagement in the greater community.		
1.2.1: Identify and support development of curricular programs and course offerings on diversity, inclusion, and equity.	Institutional and departmental support for diversity and inclusion curricular and course development; college evaluation of baseline beginning 2020–2021 AY.	Academic Affairs Inclusion & Institutional Equity
1.2.2: Increase the number of diverse participants through centralization of services related to mentorship and leadership	Number and percentage of students engaged in services and mentorship relationships; survey annually.	Academic Affairs Student Affairs Inclusion & Institutional Equity
1.2.3: Increase student participation in faculty scholarship related to diversity, inclusion and equity.	Numbers and percentages of students' college evaluation of baseline beginning 2020–2021 AY.	Academic Affairs Inclusion & Institutional Equity Student Affairs
1.2.4: Mandatory interactive education and training for all students on hate/bias, cultural intelligence and unconscious bias.	Numbers and percentages of completions taken annually.	Inclusion & Institutional Equity Student Affairs Student Government Association

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Action Item	Timeline and Measurement	Responsible Units
1. EDUCATION AND SCHOLARSHIP		
GOAL 1.3: Develop resources for faculty to learn, use, and evaluate inclusive teaching practices and scholarly research.		
1.3.1: Expand new faculty onboarding to include ongoing sessions addressing topics related to diversity, inclusion and equity in the classroom. Present inclusive classroom strategies to engage all students in discussions, projects, internships and externships.	Number and perceived benefit of diversity and inclusion-related session during orientation and HR onboarding Targeted faculty to be determined. Link this data to corresponding campus climate assessment data	Academic Affairs Inclusion & Institutional Equity
1.3.2: Provide the Creating an Inclusive Classroom series of developmental workshops for faculty each semester to focus on responding to challenging diversity, inclusion, and equity classroom issues and discussions.	Number of seminars and workshops offered and number of participants.	Academic Affairs Inclusion & Institutional Equity
1.3.3: Provide professional development opportunities for the campus community focusing on success for all members of the campus (students, faculty, and staff). Trainings must ensure access for all members of the TU community with inclusive and culturally relevant information and knowledge.	Number of professional development opportunities reported annually: Available ___ Conducted___ Attended___ Evaluated_____	Inclusion & Institutional Equity Academic Affairs Human Resources Student Affairs

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Action Item	Timeline and Measurement	Responsible Units
2. RECRUITMENT, RETENTION, AND SUCCESS Create and revise protocols, policies, procedures, and practices that create a pipeline for high-caliber students, faculty and staff to join, stay, and succeed at Towson University. This pipeline includes strategic recruitment, innovative retention methods and measured academic and professional success.		
GOAL 2.1: Identify and seal leaks in the recruiting and hiring pipeline while fostering an inclusive TU environment that encourages students, faculty and staff to stay and flourish.		
2.1.1: Establish and execute recruitment plans for students, staff, and faculty that are innovative, nontraditional and capitalize on the Baltimore metro area.	Number of students, staff, and faculty from underrepresented populations who join the TU community; reported annually.	Human Resources Colleges University Admissions
2.1.2: Establish and execute policies concerning faculty cluster hiring to improve the presence of underrepresented faculty across academic departments that have historically struggled with diverse applicant pools, including funding.	Creation of policy for cluster hiring to assist with Action Item 1.1.	Office of the Provost Colleges Administration & Finance Human Resources
2.1.3: Establish graduate assistantships, teaching assistantships and other USM partnership programs that create a homegrown pipeline for underrepresented populations from graduate school to the professoriate across the DC/MD/VA region including funding.	Number of graduate assistants and teaching assistants tracked annually. Amount of funds provided for these initiatives. Number of GAs and TAs both retained as TU staff and faculty as reported annually.	Office of Graduate Studies/ Graduate Student Admissions Office of the Provost Administration & Finance
2.1.4: Foster a culture of ongoing professional development consistent with best practices in diversity, inclusion, and equity.	Number and amount of funds provided for staff to experience professional development within their respective fields as reported annually.	President's Council

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Action Item	Timeline and Measurement	Responsible Units
2. RECRUITMENT, RETENTION AND SUCCESS		
GOAL 2.2: Build and sustain a campus-wide infrastructure for mentoring students, staff, and faculty as a core value of the campus community.		
2.2.1 Conduct an audit of current mentoring programs for students, faculty, and staff.	Survey audit and/or focus groups conducted within one year.	Student Affairs Academic Affairs FACET
2.2.2 Create a Community of Practice for Mentoring under the auspices of FACET, which will highlight on-campus best practices in faculty mentoring on an ongoing basis.	Community of Practice created in one year.	Office of the Provost FACET
2.2.3 Provide training and professional development for mentors of students, faculty, and staff.	Training modules created for mentoring within one year.	Student Affairs Academic Affairs FACET
2.2.4 Provide training, structure, and space for the ongoing mentoring of students, faculty and staff who are underrepresented on campus generally and underrepresented in their academic departments or administrative offices specifically.	Modules delivered through a train-the-trainer model within a year.	Student Affairs Academic Affairs FACET

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Action Item	Timeline and Measurement	Responsible Units
2. RECRUITMENT, RETENTION AND SUCCESS		
GOAL 2.3: Review current programs, policies and practices that foster a culture of inclusion and equity for students, faculty and staff.		
2.3.1: Identify invisible/uncompensated labor of staff and faculty through a transparent process of creating a dashboard of the current experiences on an office, department, or divisional level.	Create dashboards for each office/department/division with the most up-to-date information concerning labor by identity group and role within the next year; repeat every three years.	Academic Affairs Strategic Partnerships & Applied Research Human Resources
2.3.2: Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor release.	Year 1: Identify national best practices Year 2: Create unit plans implementing dashboard (named in 2.3.1).	President's Council Department Chairs
2.3.3: Create a communication plan that ensures all students, faculty, and staff are aware of campus-wide opportunities.	Daily communication plan should also include lead time for awareness, planning and attendance.	University Marketing & Communication
2.3.4: Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.	Ongoing events, curriculum, or exposure to such populations annually.	Colleges

Action Item	Timeline and Measurement	Responsible Units
2. RECRUITMENT, RETENTION, AND SUCCESS		
GOAL 2.4: Increase the number of faculty and cultivate diversity in the staff from historically underrepresented groups by 2025.		
2.4.1: Develop a plan for diversification and inclusion before authorization of faculty and staff hires.	Baseline information 2019 Numbers reported annually	Academic Affairs Human Resources Inclusion & Institutional Equity

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Action Item	Timeline and Measurement	Responsible Units
3. CAMPUS CLIMATE Cultivate a welcoming, sustainable and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported.		
GOAL 3.1: Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of inclusion and equity.		
3.1.1: Provide robust and intentional onboarding grounded in diversity, inclusion and equity:	Number of sessions and number of participants who complete respective onboarding sessions in a timely fashion	Inclusion & Institutional Equity
3.1.1.1: New students, staff, and faculty understand TU's commitment and key terms, policies, resources and expectations around diversity, inclusion and equity.	Ongoing participant evaluation	Student Affairs Human Resources Academic Affairs
3.1.1.2: Provide intentionally created onboarding for chairs, managers, supervisors and leaders of new supervisory roles.		Human Resources Academic Affairs
3.1.1.3: Provide information, training and support for the development and engagement of alumni affinity groups.		University Advancement
3.1.1.4: Provide information, training and support for the development and engagement of community partners.		Strategic Partnerships and Applied Research Student Affairs
3.1.2: Foster a spirit of collaboration across units.		President's Council Inclusion & Institutional Equity
3.1.2.1: Explore incentives for creating and maintaining collaborations across units.		
3.1.2.2: Provide information, training and support for the development and engagement of community partners.		Strategic Partnerships and Applied Research Student Affairs
3.1.3: Regularly assess practices, procedures and policies through the equity toolkit.	Annual assessment and ongoing	All units
3.1.4: Intentionally plan for monitoring and assessing needs and climate at all levels and in all units.	Annual tracking of internal and external climate studies (students, staff, faculty, alumni, community partners): date, population, response rate	Office of Inclusion & Institutional Equity Academic Affairs Human Resources All units

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3.1.5: Institutionalize efforts, such as the president's Unearthing the History of Diversity at TU project, to collect and maintain the history of institutional and community diversity, inclusion and equity efforts.	Ongoing updates and annual reports	Office of Inclusion & Institutional Equity Special Collections & University Archives Academic Affairs

Action Item	Timeline and Measurement	Responsible Units
3. CAMPUS CLIMATE		
GOAL 3.2: Cultivate a learning and working community, a hub of opportunities where students, faculty and staff feel included, respected, supported, valued and able to participate, contribute and thrive at TU.		
3.2.1: Provide interactive, dynamic, culturally responsive and robust professional development and training opportunities that address university missions for inclusion and equity for all students, faculty, and staff.	Number of offered sessions Number of participants Ongoing participant evaluation	Office of Inclusion & Institutional Equity Academic Affairs Student Affairs Office of Human Resources
3.2.2: Provide ongoing leadership training for department chairs and supervisors, with a focus on office climate, campus climate and culture, inclusive leadership and creating success plans for faculty and staff from diverse backgrounds.	Number of offered sessions Number of participants Ongoing participant evaluation	Office of Inclusion & Institutional Equity Academic Affairs Student Affairs Office of Human Resources
3.2.3: Provide support for participation in professional development and volunteer opportunities with a focus on diversity, inclusion, and equity.	Unit professional development support plans	All units

Action Item	Timeline and Measurement	Responsible Units
3. CAMPUS CLIMATE		
GOAL 3.3: Continue to improve and create buildings and facilities that are welcoming, accessible, and inclusive for all people and cultures.	Annual audits	Administration and Finance Office of Inclusion & Institutional Equity
3.3.1: Evaluate facilities for students, faculty, staff, and visitors. Revise plans for creating more inclusive and equitable facilities. Foster collaboration and shared responsibility for advocating for a welcoming campus.		

3.3.2: Accessibility: Regularly assess the campus environment for accessibility. 3.3.3: Safety: Regularly assess campus grounds and facilities. 3.3.4: Culturally responsive spaces: Regularly assess the availability of dedicated and multipurpose facilities inclusive of identities and cultures.		

Action Item	Timeline and Measurement	Responsible Units
4. EVALUATION AND ASSESSMENT Implement systematic processes and protocols—grounded in inclusive excellence and equity—for regular data collection to report progress on education and scholarship, recruitment and retention, and campus climate.		
GOAL 4.1: Develop systematic plan for conducting climate studies for students, staff, faculty, alumni and community partners.		
4.1.1: Develop an Equity and Inclusion Measurement & Assessment Working Group and charge it with timely and ongoing campus-wide measurement, reporting and monitoring of inclusive excellence and equity, and alignment with university assessment plans.	Annual audits	Office of Inclusion & Institutional Equity All units
4.1.2: Create a centralized hub for diversity, inclusion, and equity assessment efforts, including internal assessments as well as TU participation in regional/national studies.	Annual audits	Office of Inclusion & Institutional Equity All units

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Appendix I: Data

Undergraduate Student Data

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Focus Group Data

Collecting Race/Ethnicity Data: Three Sources

Appendix II: Glossary of Related Concepts

Appendix III: Acknowledgements

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Undergraduate Student Data

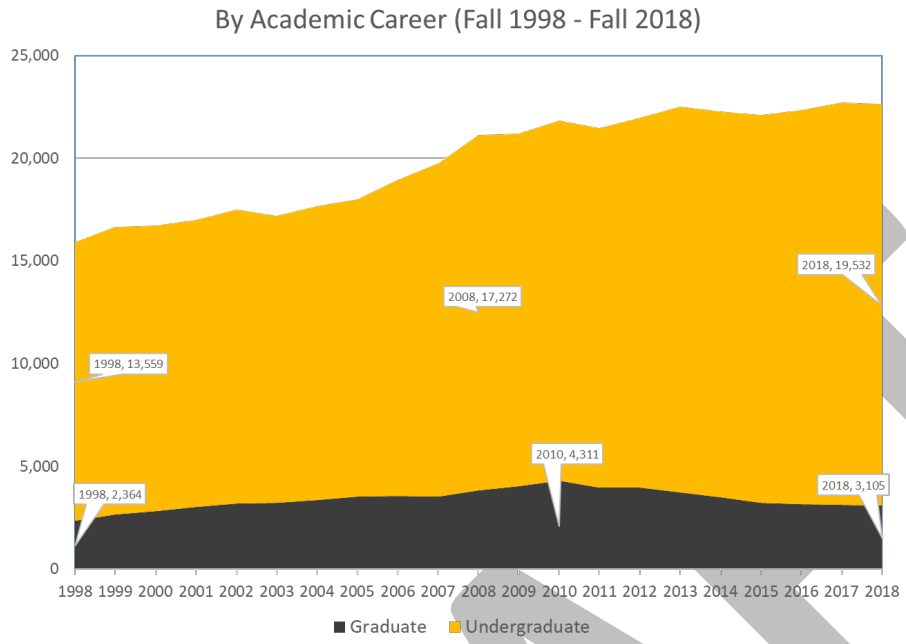

Figure 1: Total Student Head Count by Academic Career, Fall 1998 to Fall 2018
This graph shows tremendous growth in past 20 years. Undergraduate head count is up by 44% since 1998 and 13% in last 10 years. Graduate head count peaked in 2010 and began to decline. It has stabilized in recent years to between 3,100 and 3,200.

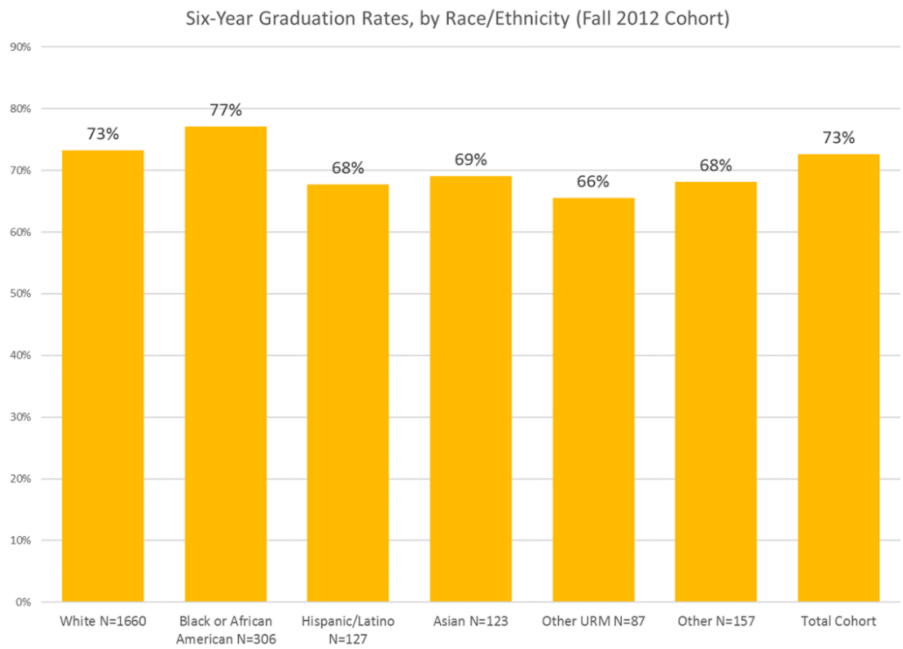

Figure 2: Six-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort
Most recent graduation rate is 73%. That is for the fall 2012 cohort of First-Time Full-Time (FTFT) freshman. This rate has been increasing steadily, from around 59% in 1998 to at or above 70% for the four most recent years. For the past two years, there has not been an achievement gap for African American students. Hispanic and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

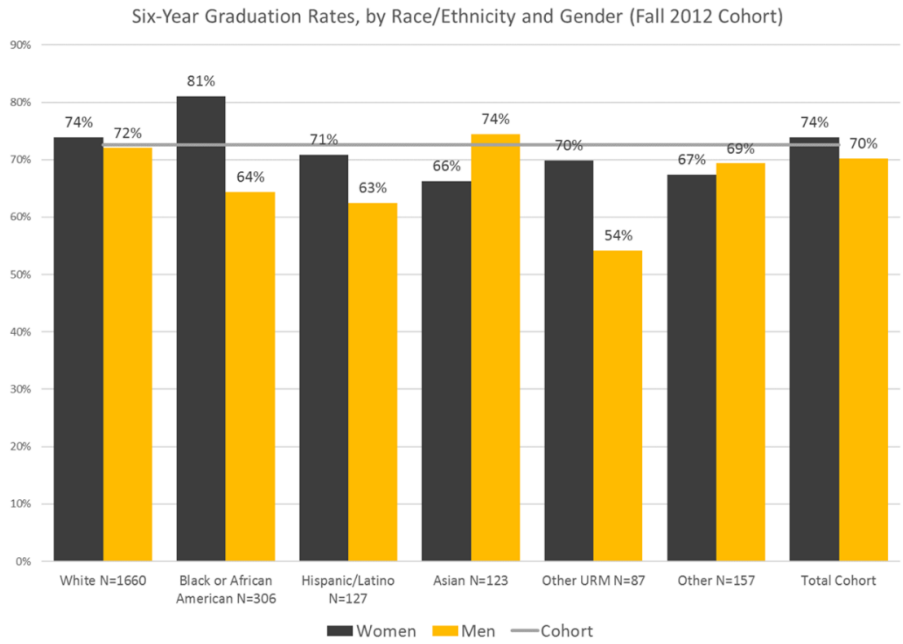

Figure 3: Six-Year Graduation Rates of First-Time Students by Race/Ethnicity and Gender, Fall 2012 Cohort
In the majority of cases, men did not achieve the same level of success as women from the same racial/ethnic group. Also, Asian men were the only male group to meet or exceed the overall graduation rate. Another area of concern is the gap at four years.

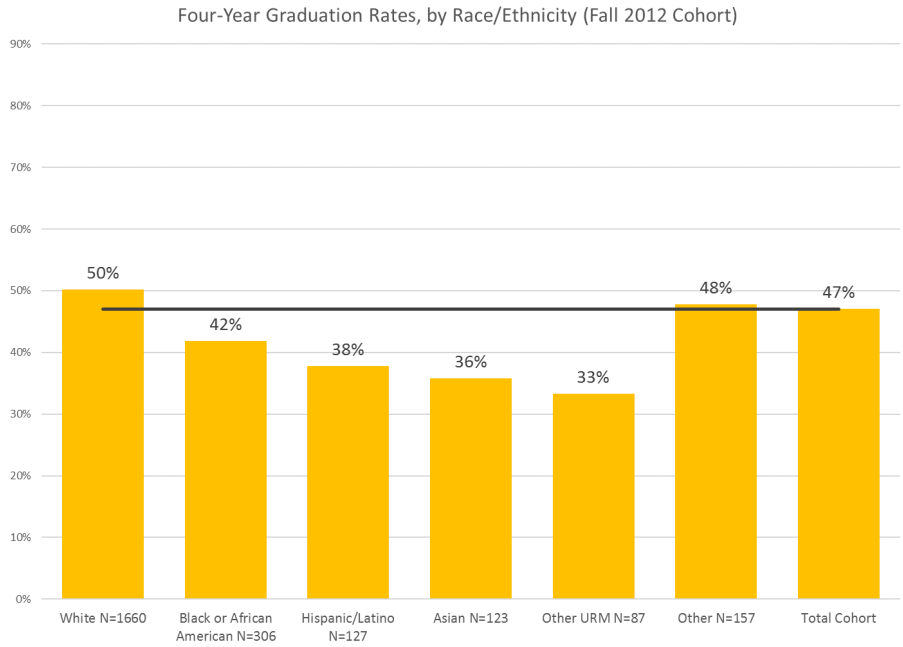

Figure 4: Four-Year Graduation Rates of First-Time Students by Race/Ethnicity, Fall 2012 Cohort

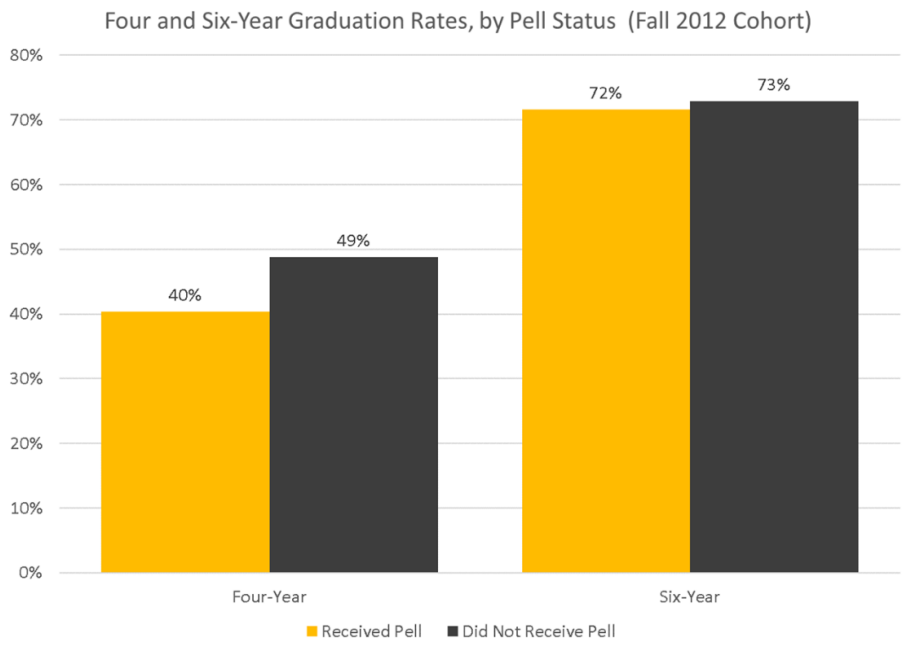

Figure 5: Four- and Six-Year Graduation Rates of First-Time Students by Pell Status, Fall 2012 Cohort

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

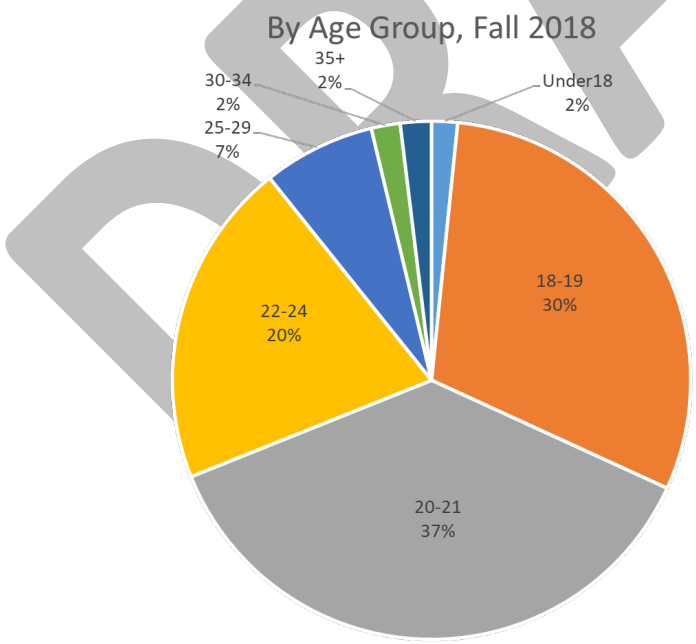

Figure 6: Age Distribution of Undergraduate Students by Age Group, Fall 2018

Undergraduate population is mostly of the traditional age, with almost 90% of students under the age of 25. There are over 2,100 older-age students. This figure has remained relatively stable over the past decade.

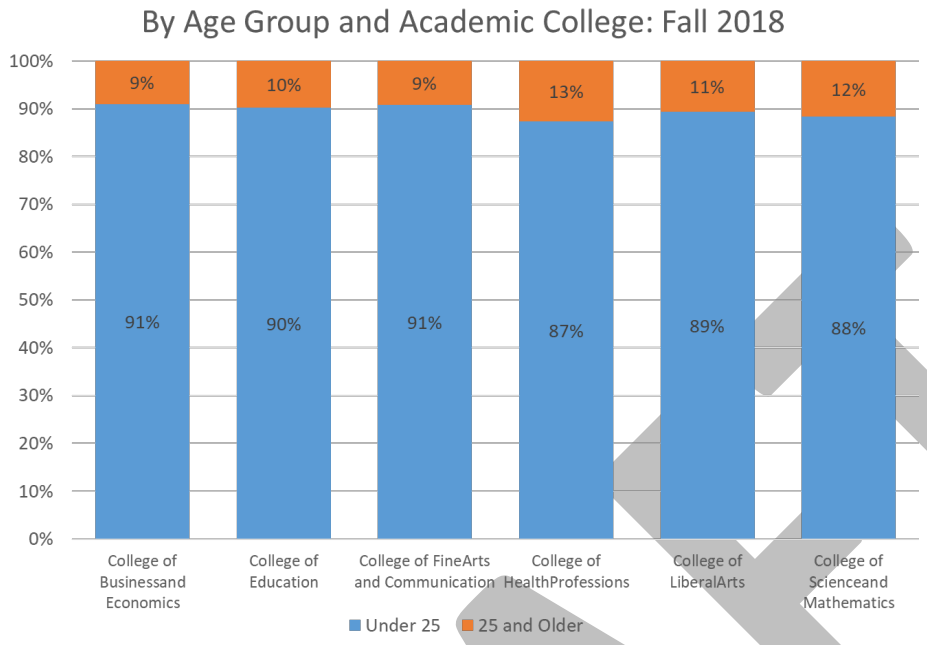

Figure 7: Age Distribution of Undergraduate Students by Age Group and Academic Collage, Fall 2018
The numbers are fairly even across academic colleges. The average age of allied health students is about 10 years higher than the university average.

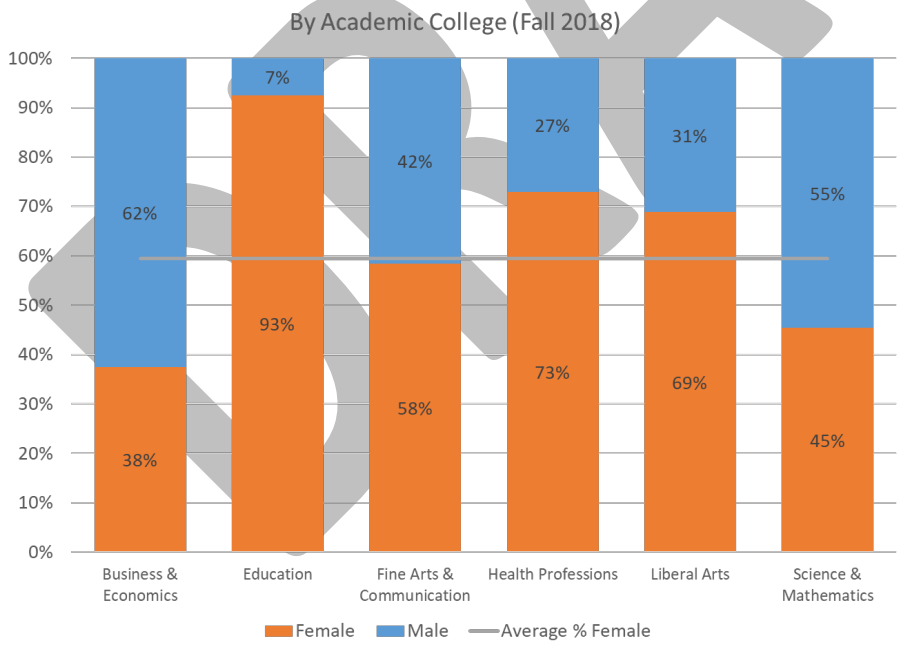

Figure 8: Gender of Undergraduate Students by Academic College, Fall 2018
This ratio has held steady for at least the past two decades at about 60% female and 40% male. The ratio does vary across academic colleges and has been steady with no large movements in the past five years.

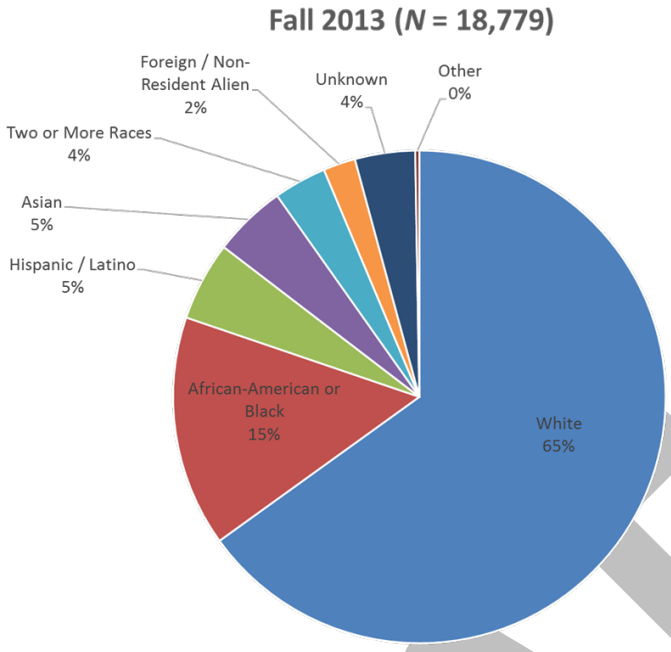

Figure 9: Race/Ethnicity of Undergraduate Students, Fall 2013

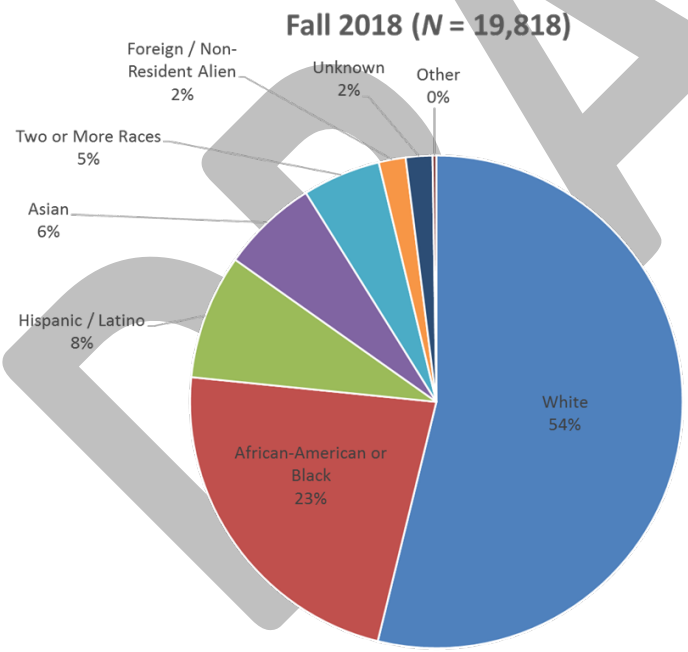

Figure 10: Race/Ethnicity of Undergraduate Students, Fall 2018

While age and gender have remained mostly constant, we have seen large changes in the racial/ethnic diversity of our students. It is more so at the undergraduate level than at the graduate level.

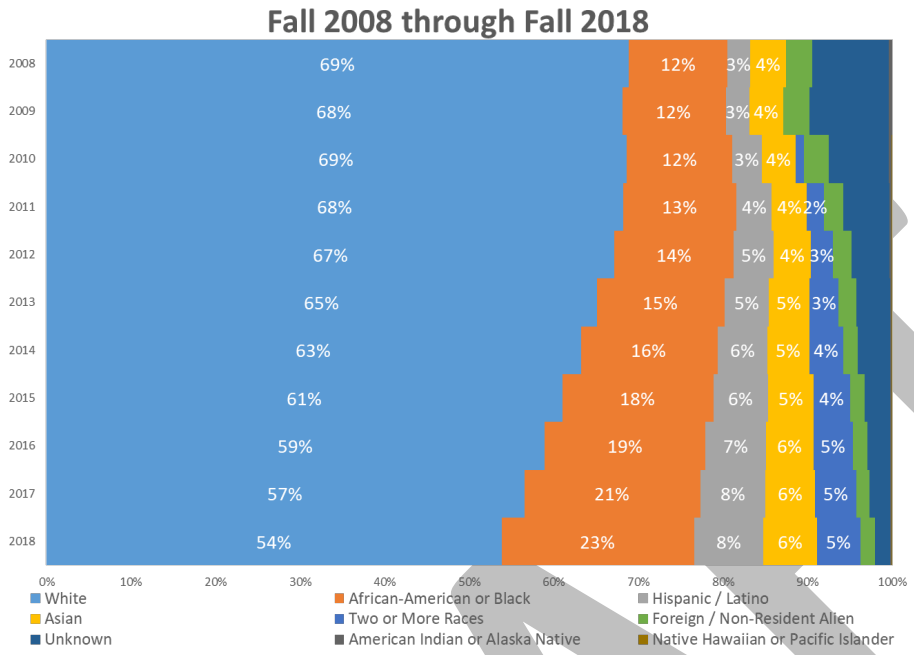

Figure 11: Race/Ethnicity of Undergraduate Students, Fall 2008 to Fall 2018

This trend has been ongoing for at least the past decade and has picked up momentum within the past five years. Compared with 10 years ago, we have 2,500 more African American undergraduate students, an increase of 124%. We have 1,167 more Hispanic/Latino students, an increase of 256%. There are 516 more Asian students, an increase of 70%. Multiracial was not a reported race category in 2008, and we now have more than 1,000 students who identify as multiracial.

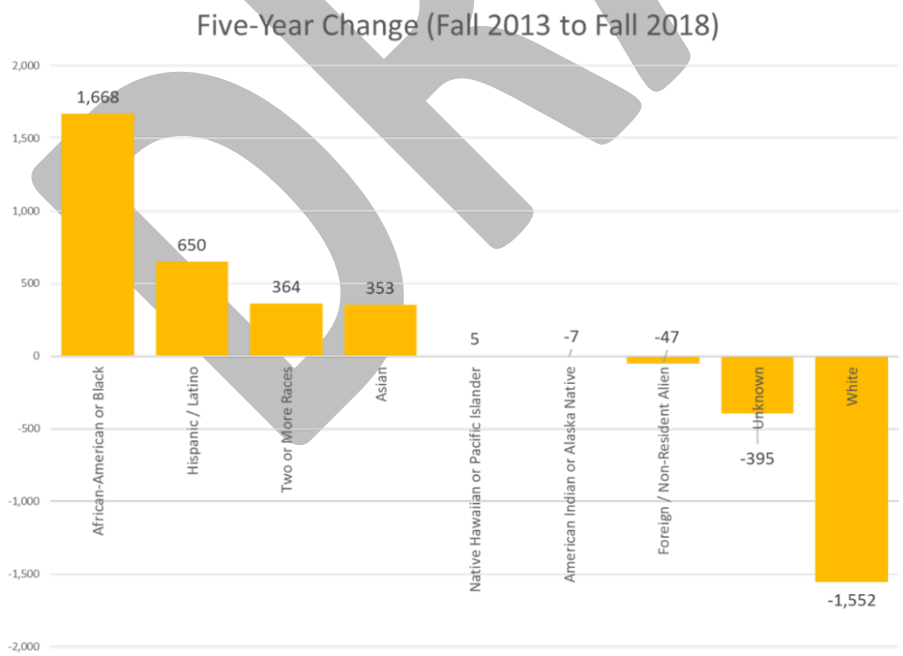

Figure 12: Race/Ethnicity of Undergraduate Students Five-Year Change, Fall 2013 to Fall 2018

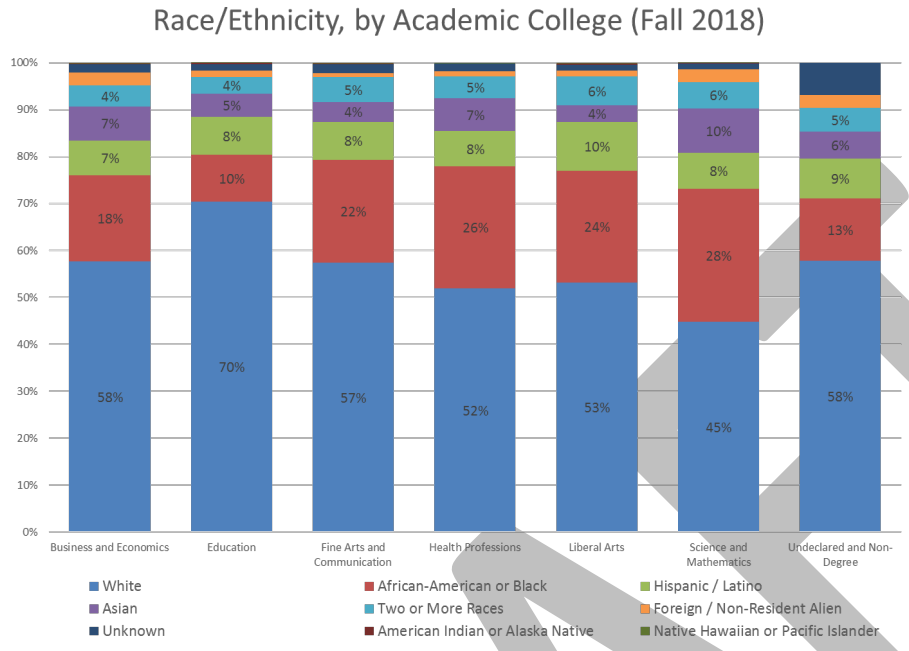

Figure 13: Race/Ethnicity of Undergraduate Students by Academic College, Fall 2018 (100% Stacked)

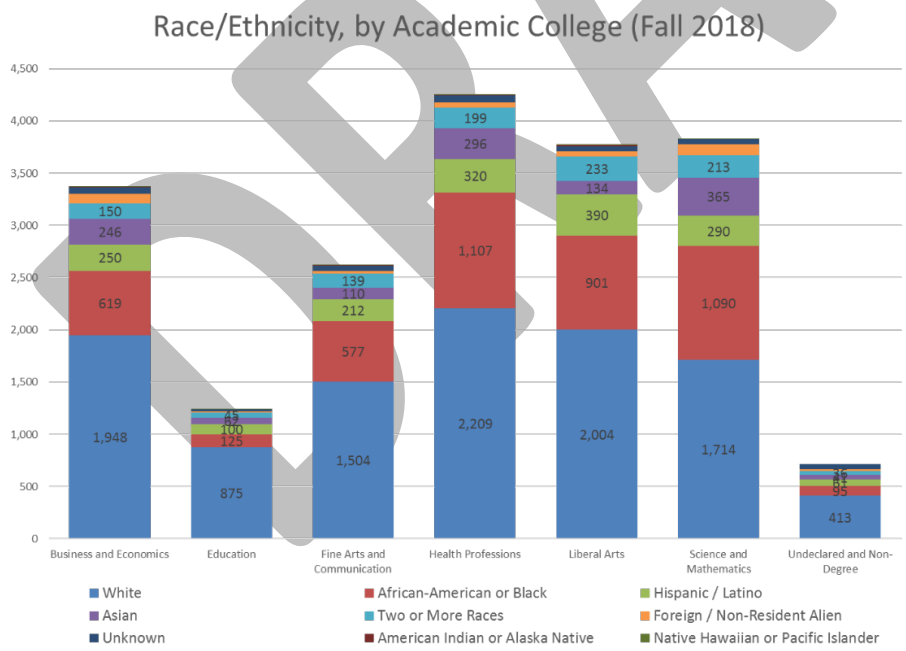

Figure 14: Race/Ethnicity of Undergraduate Students by Academic College, Fall 2019 (Stacked)

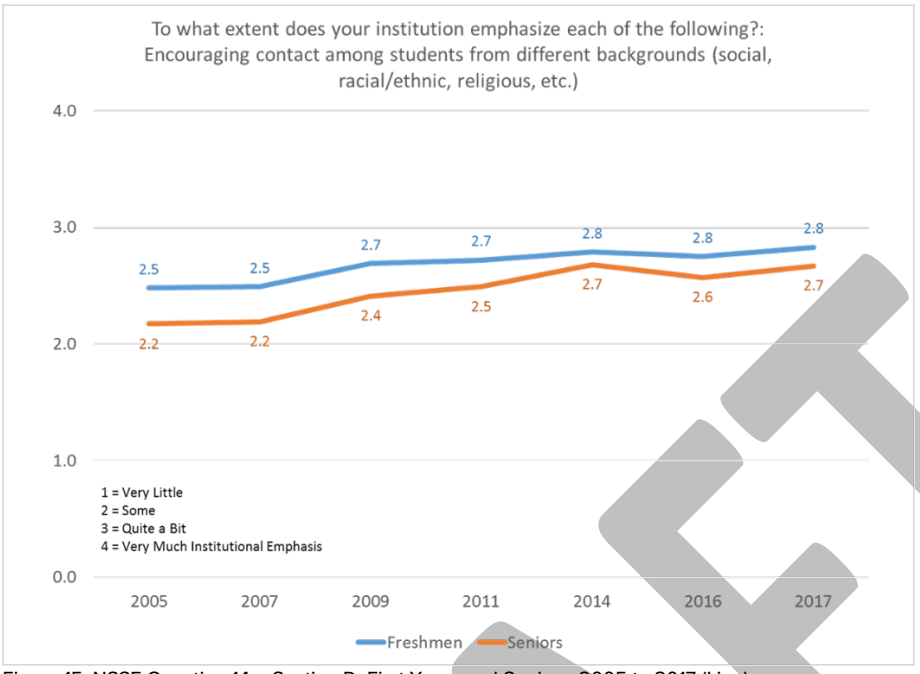

Figure 15: NSSE Question 14 – Section D: First Years and Seniors, 2005 to 2017 (Line)

NOTE:
Question 14: How much does your institution emphasize the following?

Section D: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

Section I: Attending events that address important social, economic, or political issues.

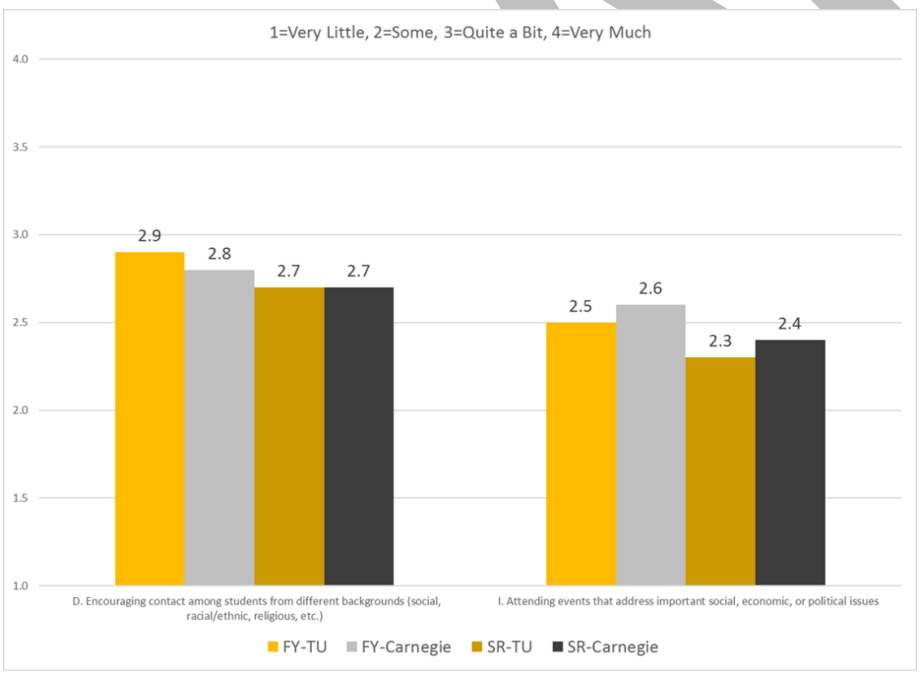

Figure 16: NSSE Question 14 – Section D & I Comparison: First Years and Seniors (Column)
TU is very similar to other institutions in our Carnegie Classification. Seniors were 3% higher and freshmen were 6% higher than other institutions.

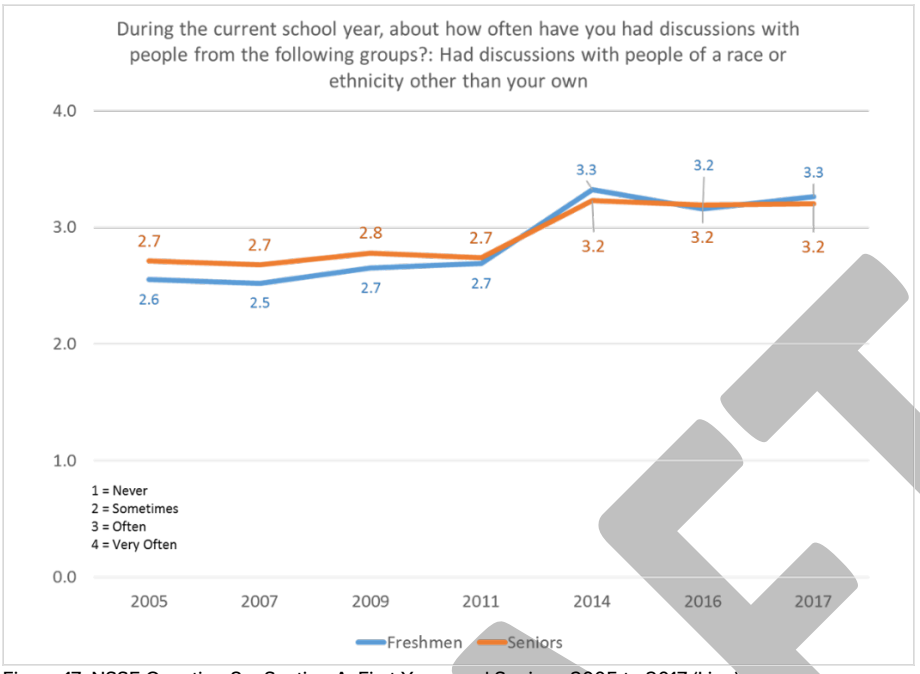

Figure 17: NSSE Question 8 – Section A: First Years and Seniors, 2005 to 2017 (Line)

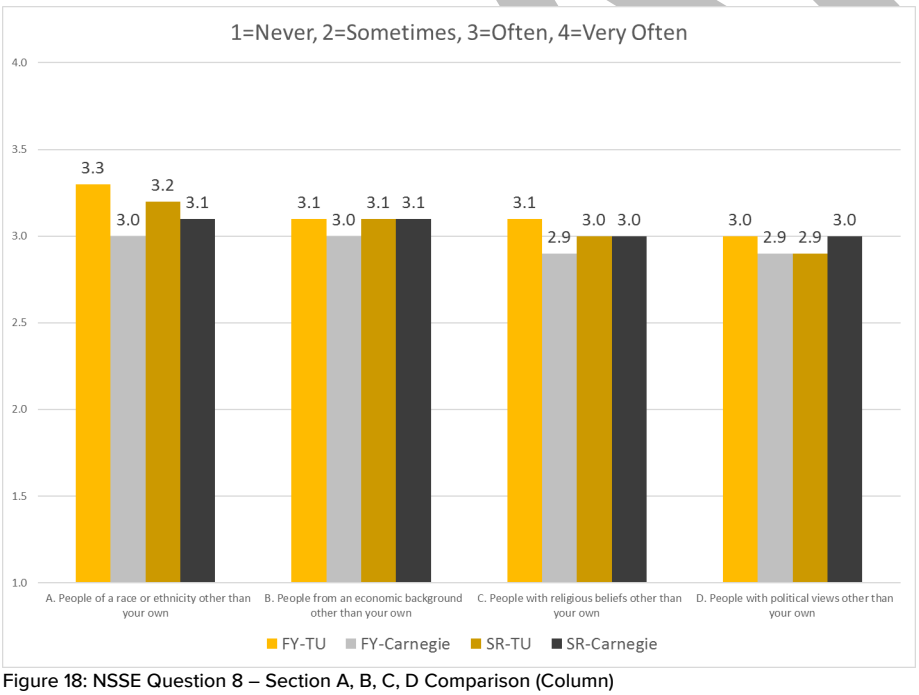

Figure 18: NSSE Question 8 – Section A, B, C, D Comparison (Column)

NOTE:
Question 8: During the current school year, about how often have you had discussions with people from the following groups?

Section A: People of a race or ethnicity other than your own

Section B: People from an economic background other than your own

Section C: People with religious beliefs other than your own

Section D: People with political views other than your own

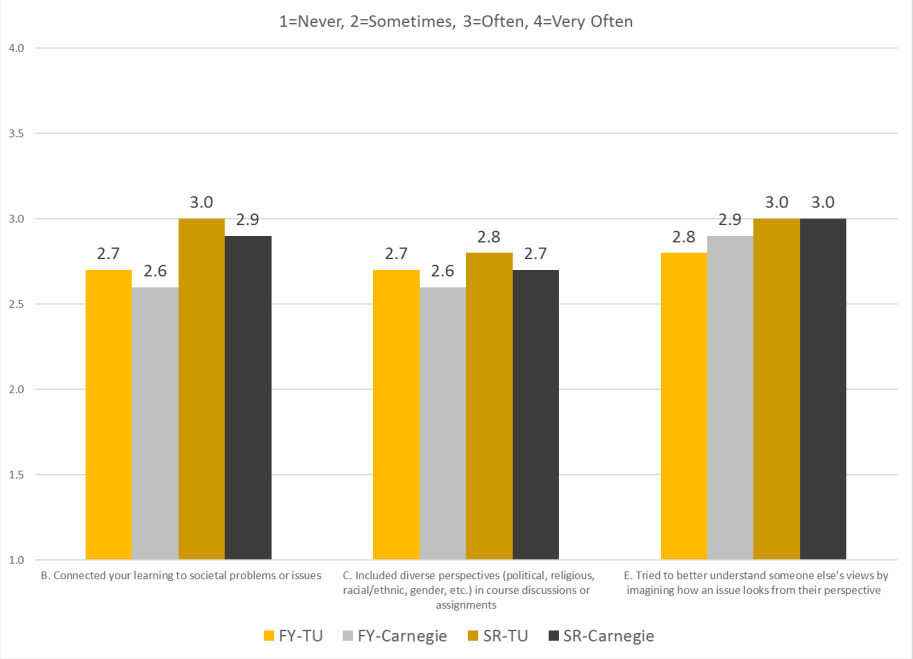

Figure 19: NSSE Question 2 – Section B, C, E Comparison (Column)
The scores were about 7% higher than others in our Carnegie Classification (seniors) and 12% higher for freshmen.

NOTE:
Question 2: During the current school year, about how often have you done the following?

Section B: Connected your learning to societal problems or issues

Section C: Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

Section E: Tried to better understand someone else's views by imagining how an issue looks from their perspective

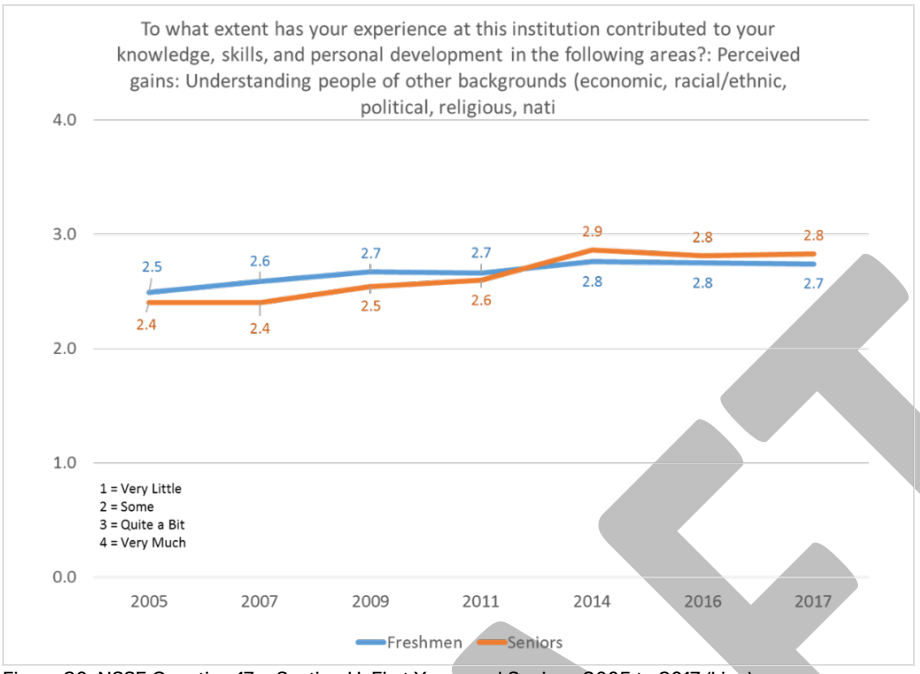

Figure 20: NSSE Question 17 – Section H: First Years and Seniors, 2005 to 2017 (Line)

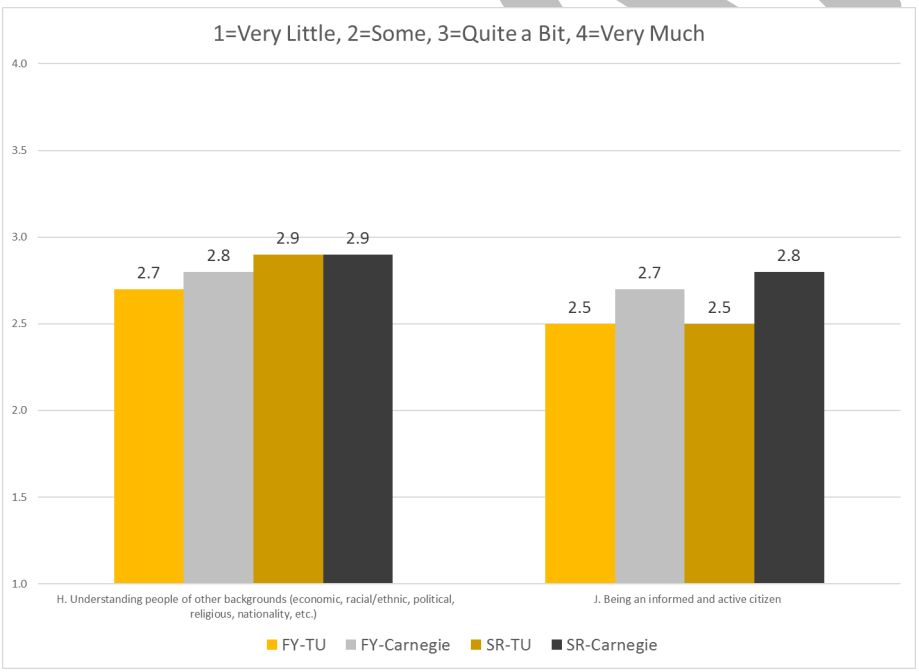

Figure 21: NSSE Question 17 – Section H and J Comparison (Column)

NOTE:
Question 17: How much has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

Section H: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

Section J: Being an informed and active citizen

Graduate Student Data

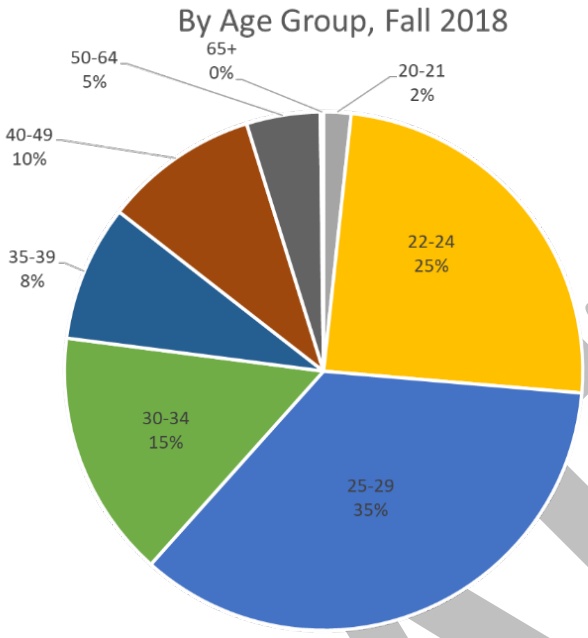

Figure 22: Age Distribution of Graduate Students by Age Group, Fall 2018
About half of our graduate students are early-to-mid-career professionals with about a quarter fresh out of undergraduate studies and about a quarter older than 35. This varies greatly across the colleges.

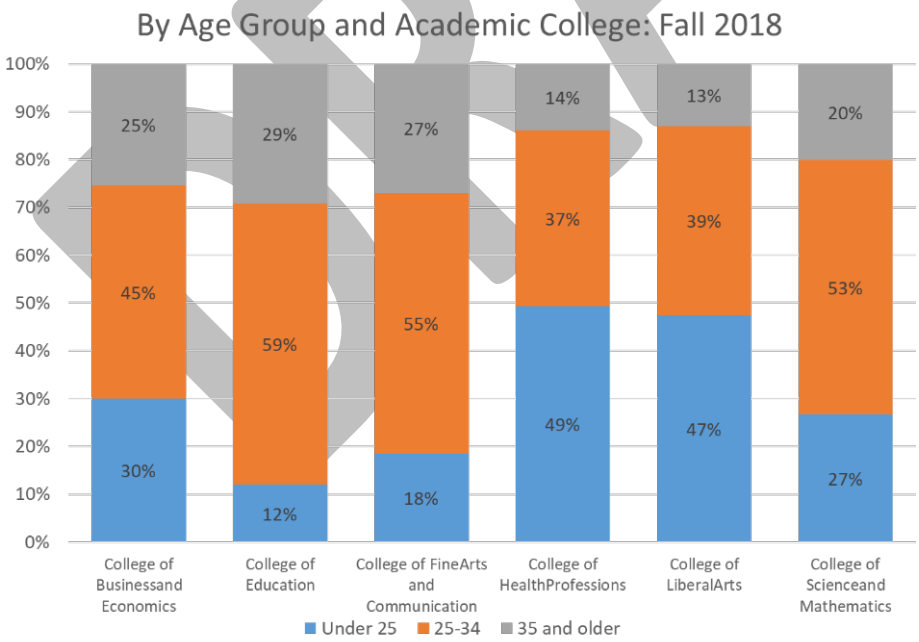

Figure 23: Age Distribution of Graduate Students by Age Group and Academic College, Fall 2018
CHP and CLA have the highest proportion of younger students. COE and COFAC have the highest proportions of early-to-mid-career students. There is more of a mix in CBE and FCSM.

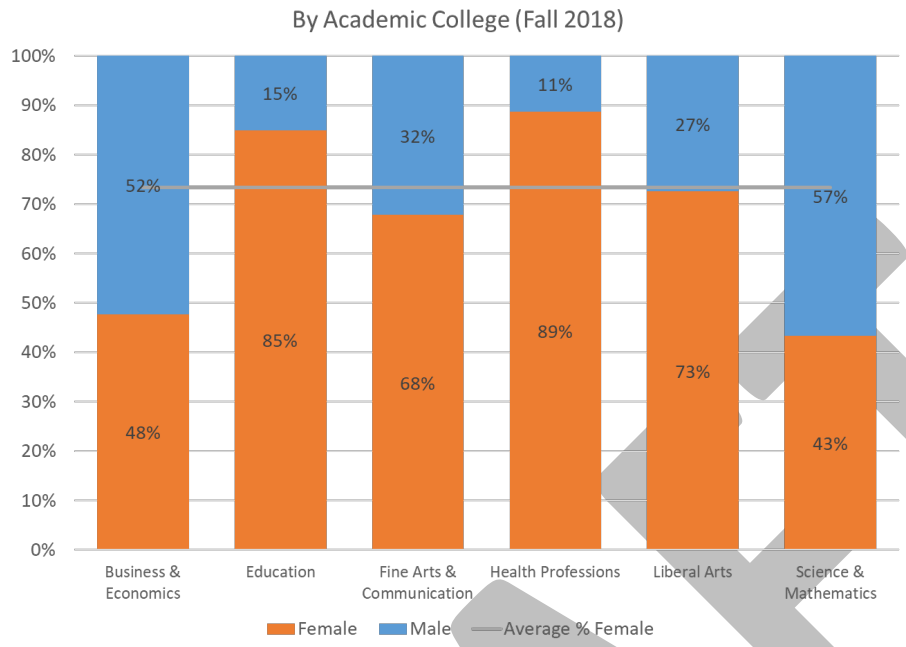

Figure 24: Gender of Graduate Students by Academic College, Fall 2018
Almost three-quarters (73%) of our graduate students are women, and this figure has remained relatively stable. It is driven by the female majority in COE, which enrolls the most graduate students at TU.

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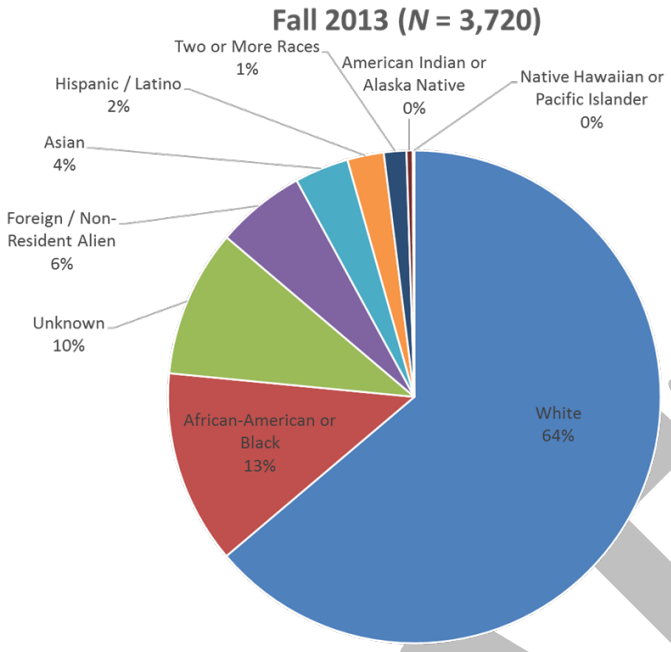

Figure 25: Race/Ethnicity of Graduate Students, Fall 2013

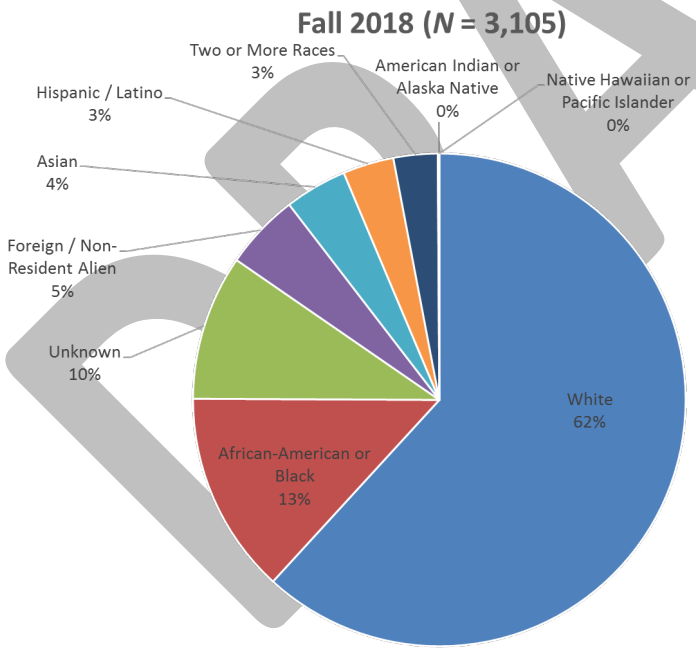

Figure 26: Race/Ethnicity of Graduate Students, Fall 2018

There has been some movement in the racial/ethnic mix of graduate students, but nowhere close to the scale of what we see at the undergraduate level.

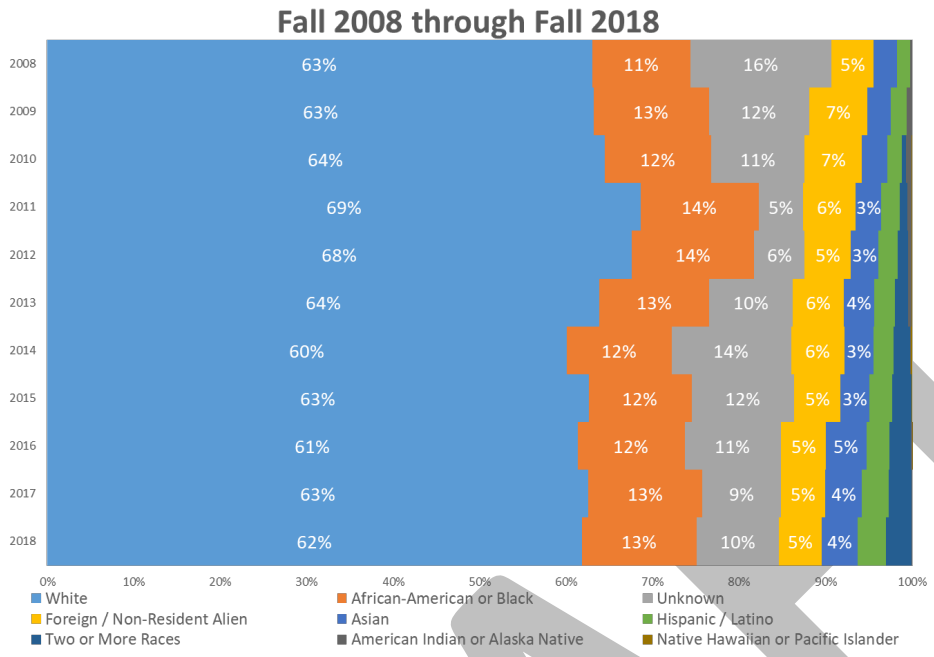

Figure 27: Race/Ethnicity of Graduate Students, Fall 2008 to Fall 2018

During this time period, there have been a number of shifts in graduate enrollment. For example, there were changes and the elimination of TU's joint MBA with UB. Also, there were changes in the enrollment policies for non-degree students. Finally, a general contraction of graduate enrollment at TU has occurred.

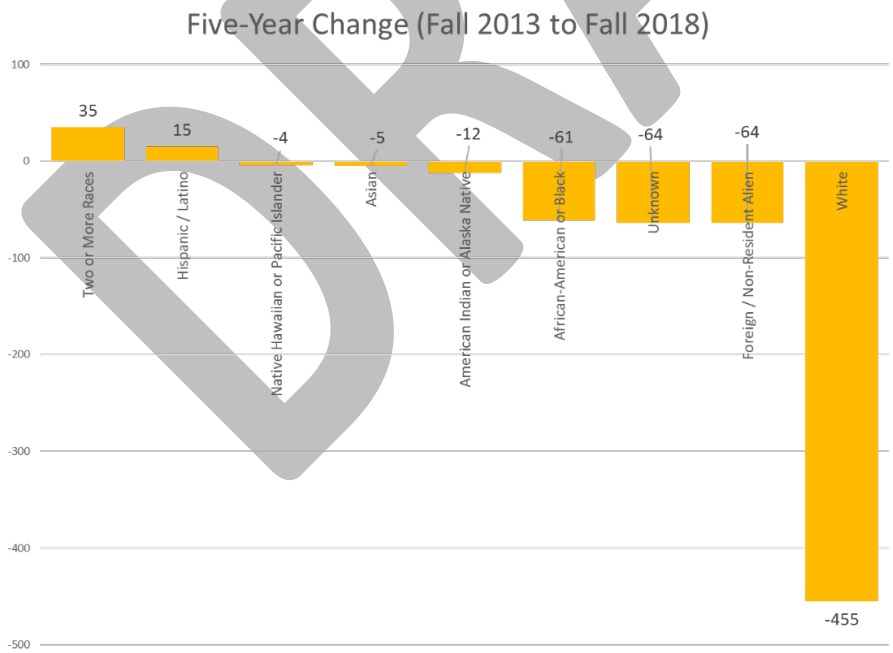

Figure 28: Race/Ethnicity of Graduate Students Five-Year Change, Fall 2013 to Fall 2018

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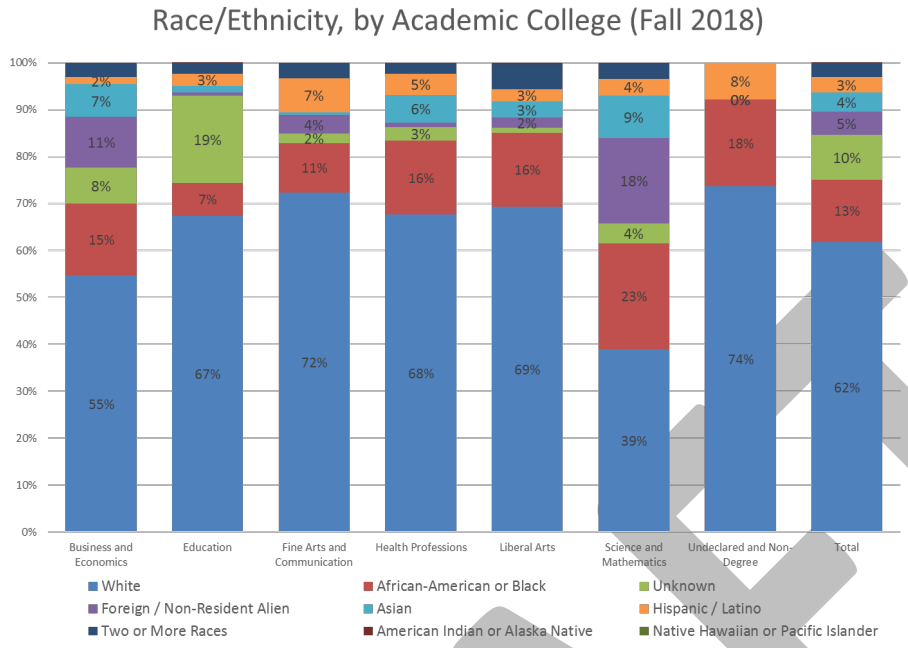

Figure 29: Race/Ethnicity of Graduate Students by Academic College, Fall 2018 (100% Stacked)

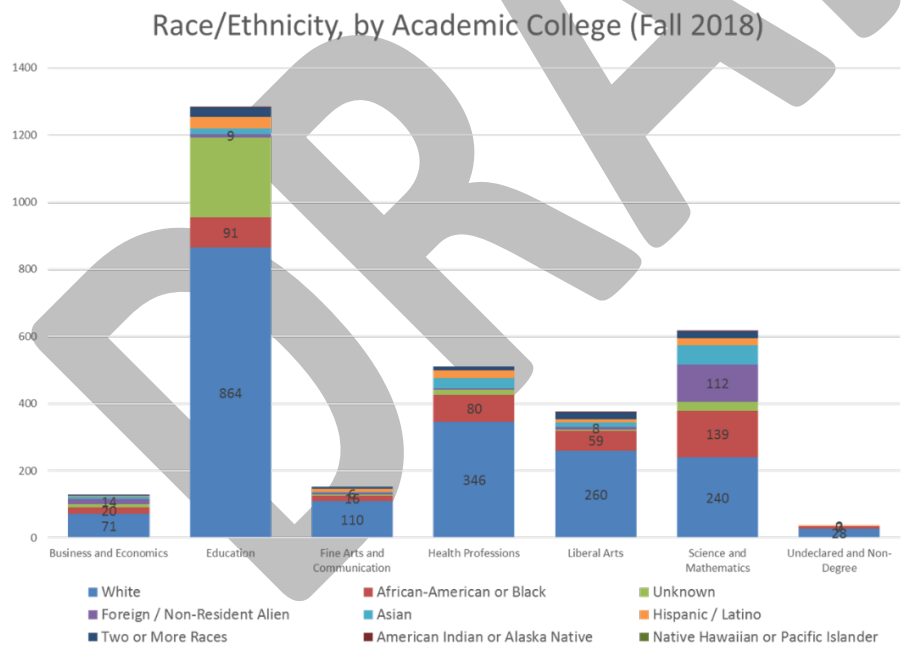

Figure 30: Race/Ethnicity of Graduate Students by Academic College, Fall 2018 (Stacked)

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Employee Data

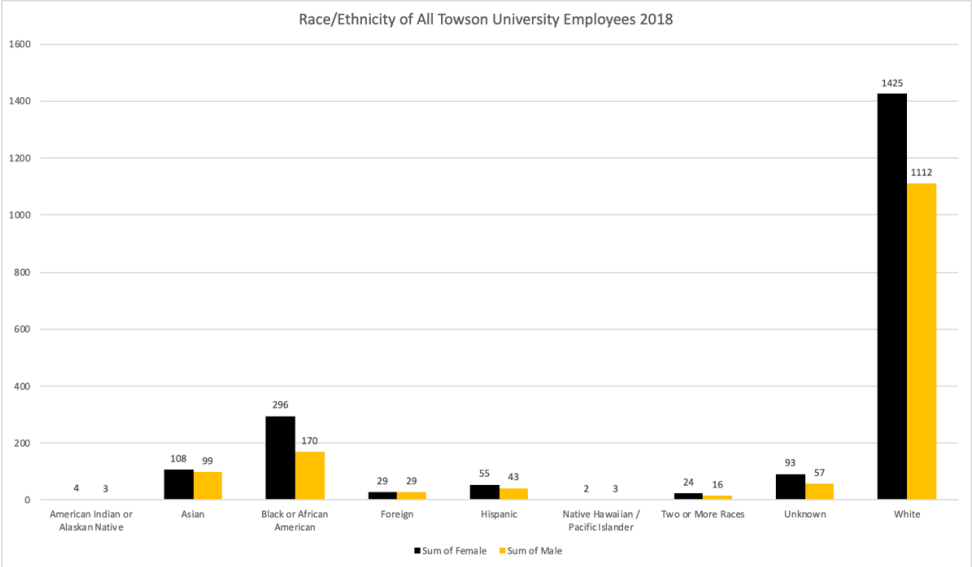

Figure 31: Race/Ethnicity and Gender of All Towson University Employees 2018

Faculty Data

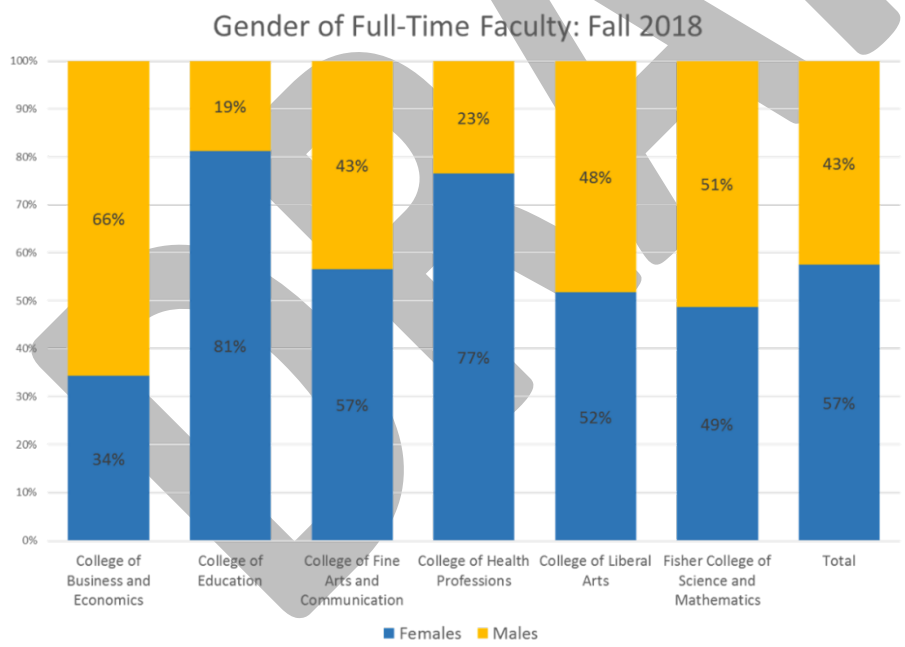

Figure 32: Gender of Full-Time Faculty, Fall 2018 (100% Stacked)
Full-time faculty includes all nonadjuncts: tenure/tenure track, lecturers, clinical and visiting. The largest increases were in African American and Asian full-time faculty.

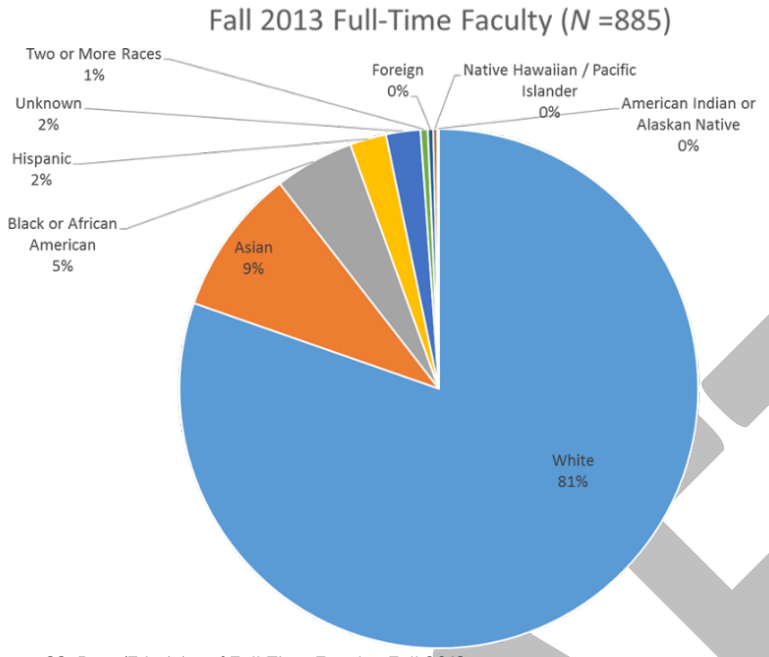

Figure 33: Race/Ethnicity of Full-Time Faculty, Fall 2013

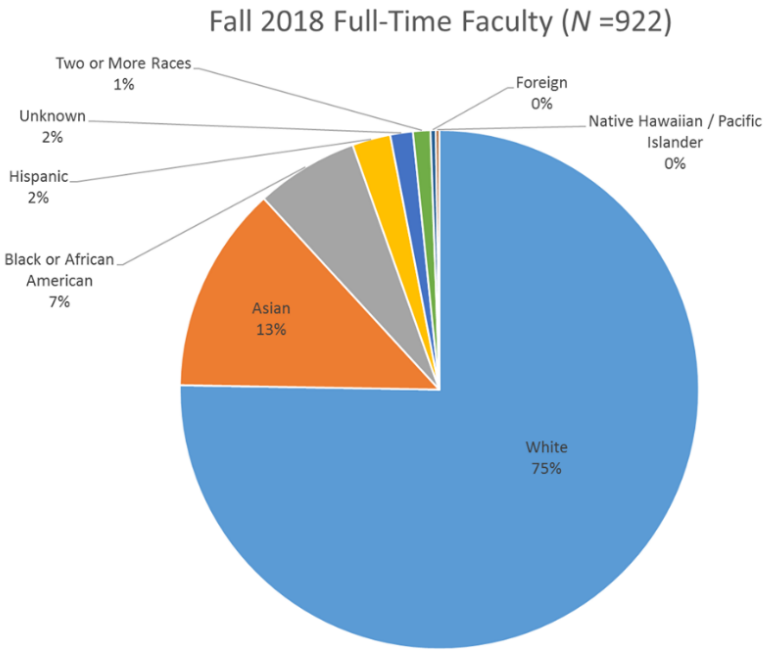

Figure 34: Race/Ethnicity of Full-Time Faculty, Fall 2018
Full-time faculty includes all nonadjuncts: tenure/tenure track, lecturers, clinical and visiting. The largest increases were in African American and Asian full-time faculty.

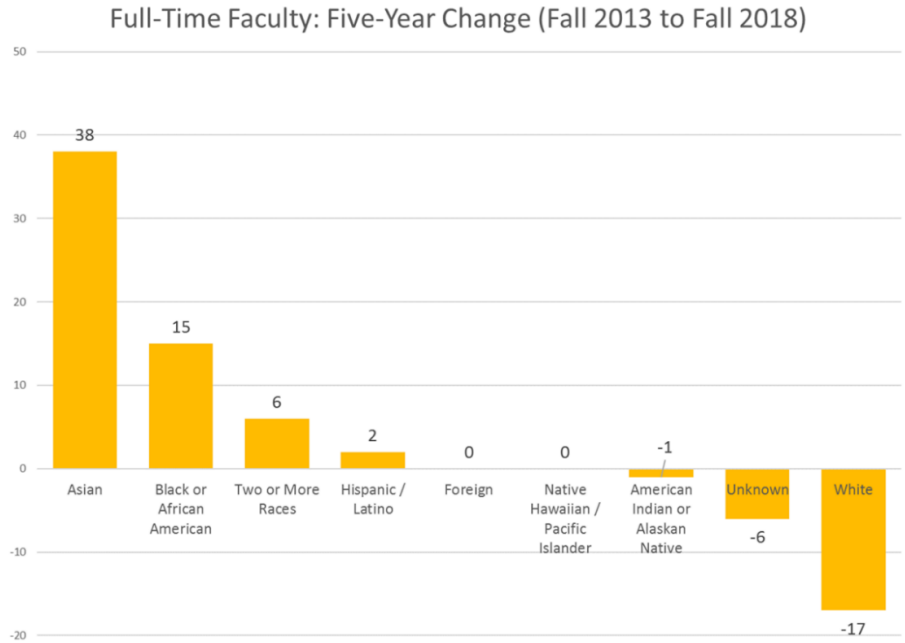

Figure 35: Five-Year Change of Full-Time Faculty by Race/Ethnicity, Fall 2013 to Fall 2018

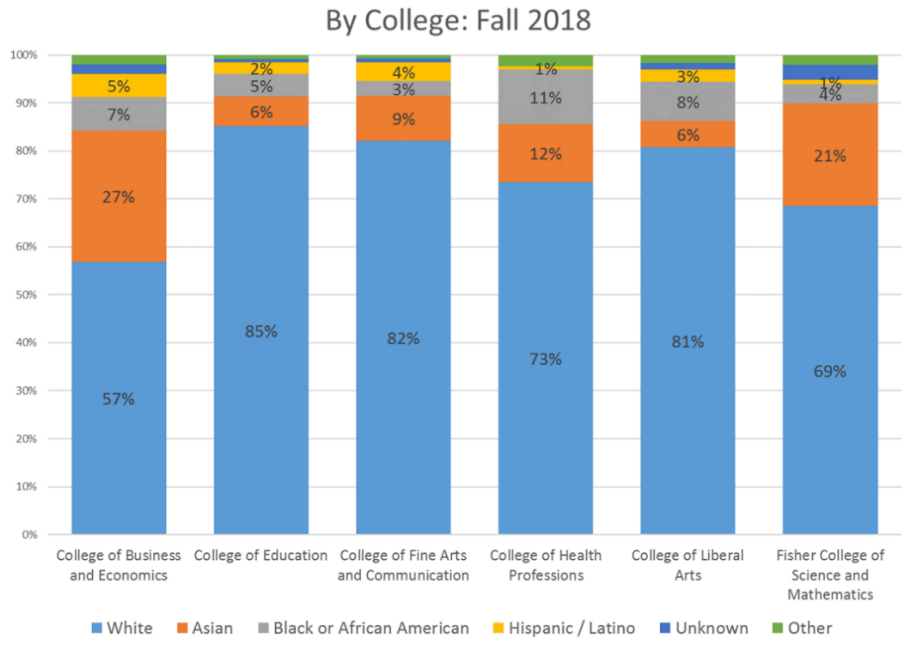

Figure 36: Full-Time Faculty by Race/Ethnicity, Fall 2018 (100% Stacked)

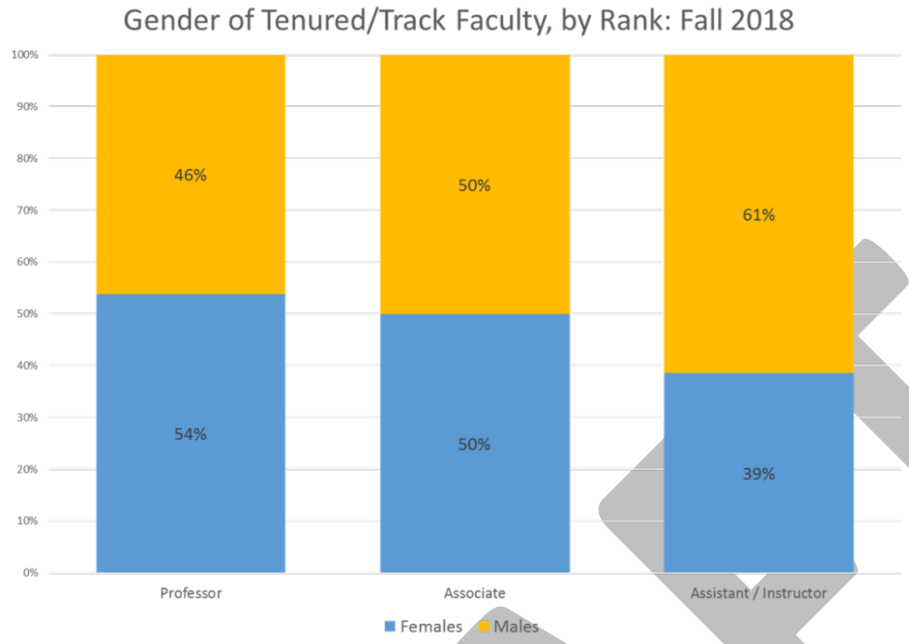

Figure 37: Gender of Tenured/Track Faculty by Rank, Fall 2018

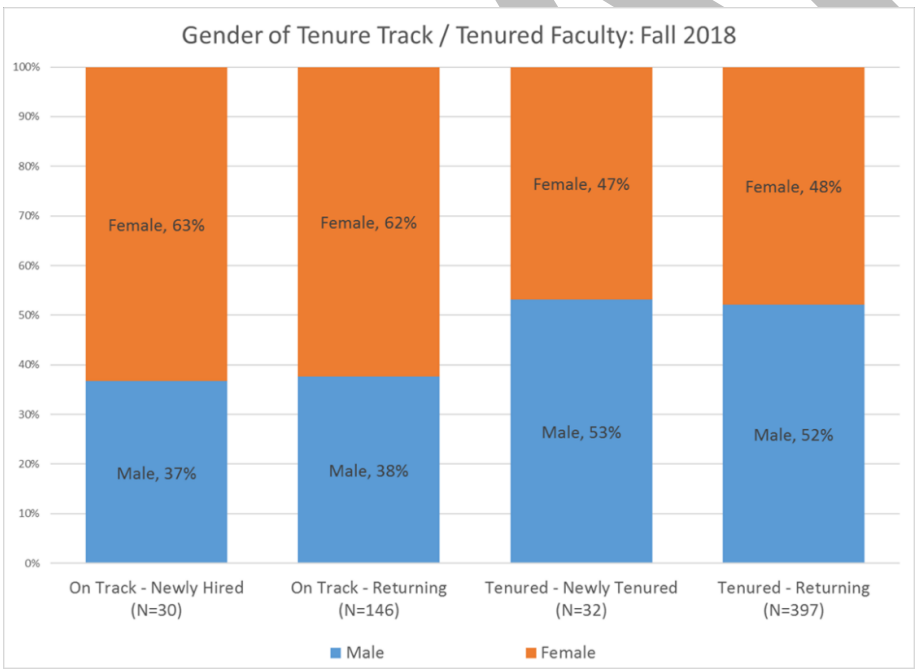

Figure 38: Gender of Tenured/Track Faculty Breakdown, Fall 2018

Gender of Tenured and Tenure-Track Faculty, Fall 2018

Gender	Tenure-Track				Tenured				All Tenured / Tenure-Track Faculty	
	Newly Hired		Returning		Newly Tenured		Returning			
	N	%	N	%	N	%	N	%	N	%
Male	11	37%	55	38 %	17	53%	207	52%	290	48%
Female	19	63%	91	62 %	15	47%	190	48%	315	52%
Total	30		146		32		397		605	

Table 2 - Gender of Tenured and Tenure-Track Faculty, Fall 2018
Data Source: Fall 2018 Employee Snapshot (Office of Institutional Research / TB 2019-02-14)

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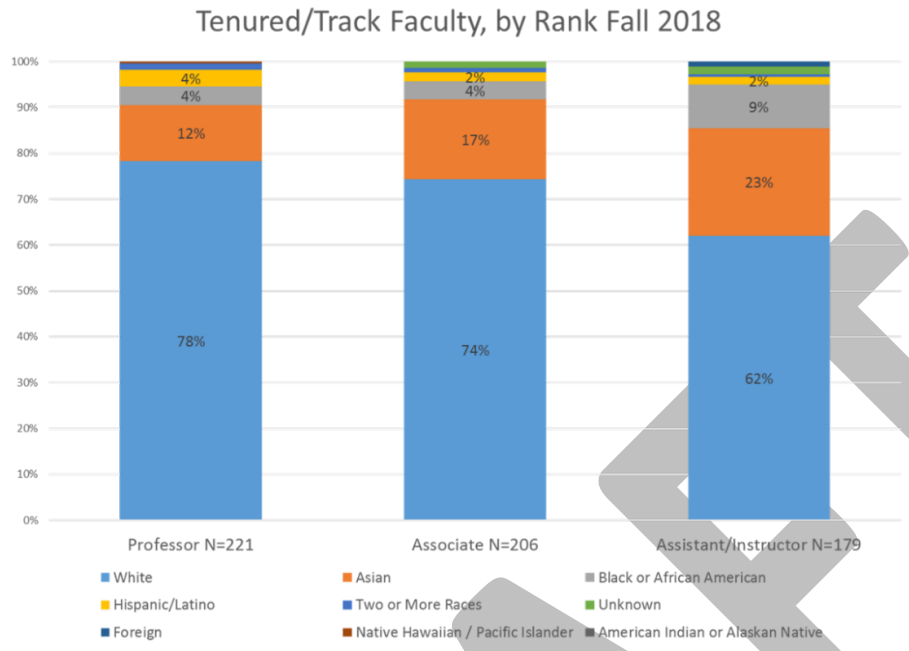

Figure 39: Race/Ethnicity of Tenured/Track Faculty by Rank, Fall 2018 (100% Stacked)

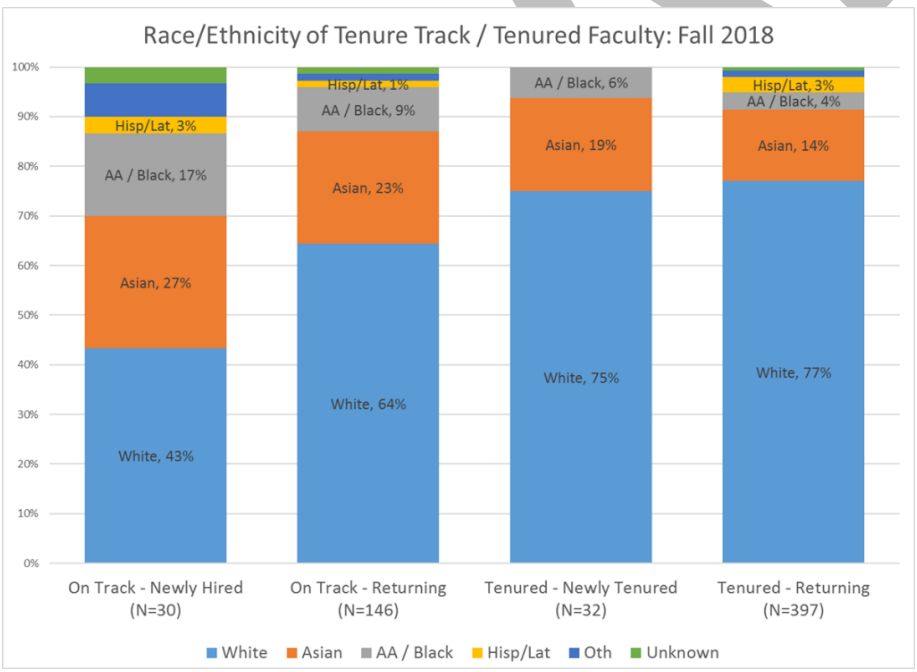

Figure 40: Race/Ethnicity of Tenured/Track Faculty Breakdown, Fall 2018 (100% Stacked)

Race/Ethnicity of Tenured and Tenure-Track Faculty, Fall 2018

Race/Ethnicity	Tenure-Track				Tenured				All Tenured / Tenure-Track Faculty	
	Newly Hired		Returning		Newly Tenured		Returning			
	N	%	N	%	N	%	N	%	N	%
Black or African American	5	17%	13	9%	2	6%	14	4%	34	6%
Asian	8	27%	33	23%	6	19%	57	14%	104	17%
Hispanic	1	3%	2	1%	0	0%	12	3%	15	2%
White	13	43%	94	64%	24	75%	306	77%	437	72%
Foreign	1	3%	1	1%	0	0%	0	0%	2	0%
Unknown	1	3%	2	1%	0	0%	3	1%	6	1%
Native Hawaiian / Pacific Islander	0	0%	0	0%	0	0%	1	0%	1	0%
Two or More Races	1	3%	1	1%	0	0%	4	1%	6	1%
Total	30		146		32		397		605	

Table 3 - Race/Ethnicity of Tenured and Tenure-Track Faculty, Fall 2018
Data Source: Fall 2018 Employee Snapshot (Office of Institutional Research / TB 2019-02-14)

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Staff Data

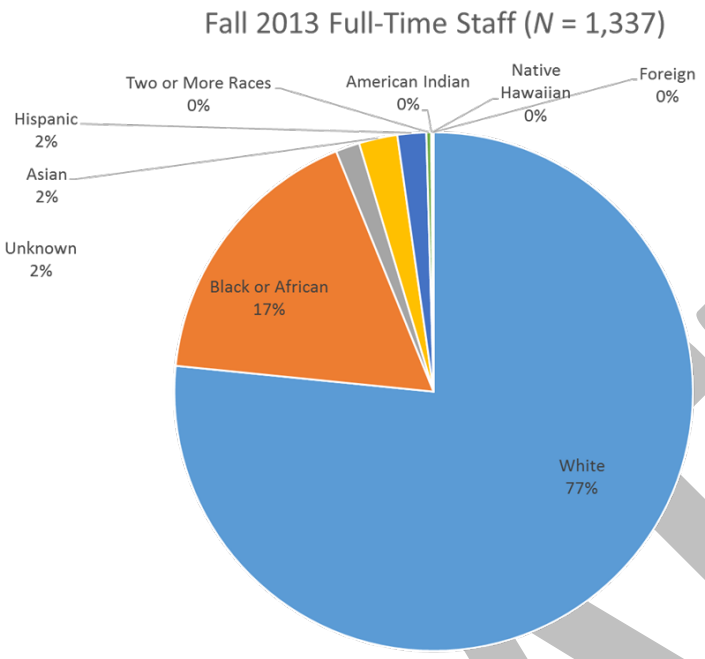

Figure 41: Race/Ethnicity of FT Non-Instructional Staff, Fall 2013

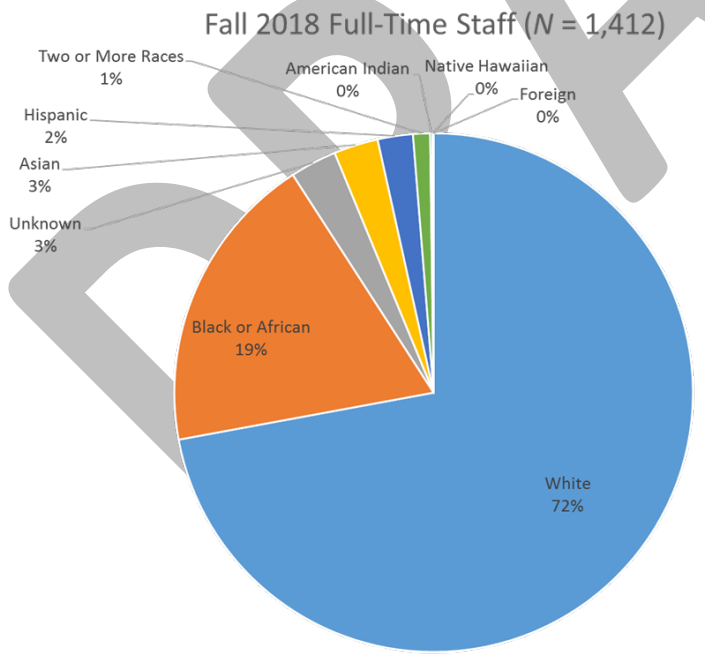

Figure 42: Race/Ethnicity of FT/Non-Instructional Staff, Fall 2018

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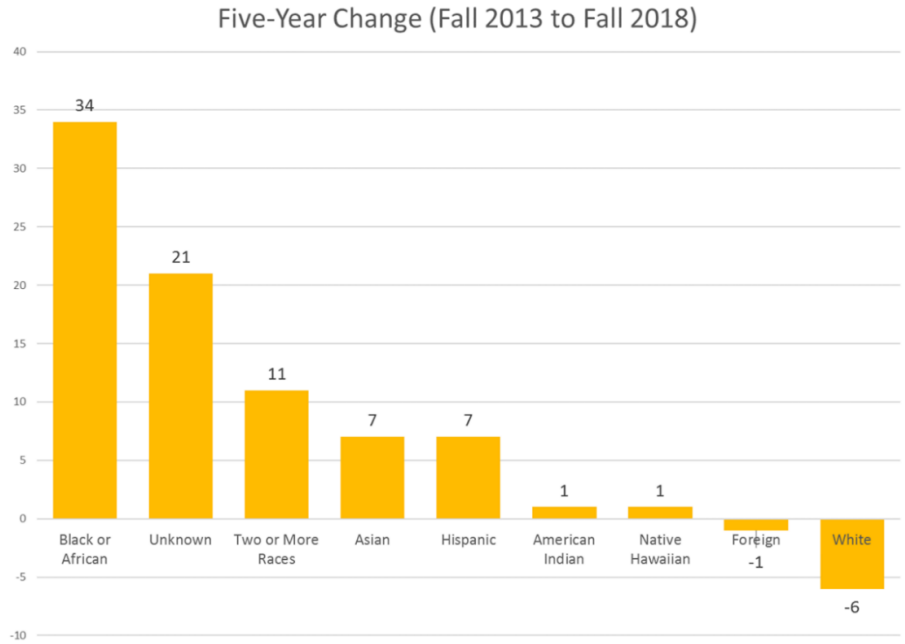

Figure 43: Five-Year Change of Race/Ethnicity of FT / Non-Instructional Staff, Fall 2013 to Fall 2018

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Focus Group Data

Group ID	Total Registered
ES.SFP.030719.01	5
RT.FP.030819.01	1
CC.SF.031319.01	5
RC.SF.031319.02	3
ES.SFP.031419.01	12
RT.SF.031819.01	6
ES.SF.032119.01	5
RC.F.032519.01	3
ES.FA2.032719.01	6
RC.ST.032719.02	5
ES.FA1.032919.01	4
CC.F.040219.01	4
CC.ST.040319.01	4
ES.ST.040319.02	2
RT.ST.040319.03	0
RT.F.040519.01	8
Intentional Focus Groups	193
Response form	12
Grand Total	278

Data Collection Method	
Retention Focus Group	3
Recruitment Focus Group	3
Education & Scholarship Focus Group	6
Climate Focus Group	3
Affinity Focus Group	6
Employee and Student Focus Group	9
Response Form	12
	42

Designation	initial	Total	actual	Total	TU No.	Rep %
Faculty	10	10	56	56	1,743	3.38%
Staff	12	12	104	104	1,826	5.86%
Students	6	6	69	69	22,923	0.30%
Undergraduates				6		
Freshman				1		
Sophomore				0		
Junior				3		
Senior				2		
Graduates				10		
Other/Unknown	40	40	0	0		
Staff/Faculty	2	2	3	3		
					26,492	9.55%

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Collecting Race/Ethnicity Data: Three Sources

1. Administrative Records (Citizenship Data)
2. Ethnicity Question
   - Are you Hispanic or Latino?
3. Race Question
   - Select one or more of the following races:
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White

Reporting Race/Ethnicity Data

If the individual self identifies as...	Report to IPEDS as...
Hispanic only, or Hispanic and any race category	Hispanic
Not Hispanic; American Indian or Alaska Native only	American Indian or Alaska Native
Not Hispanic; Asian only	Asian
Not Hispanic; Black or African American only	Black or African American
Not Hispanic; Native Hawaiian or Other Pacific Islander only	Native Hawaiian or Other Pacific Islander
Not Hispanic; White only	White
Not Hispanic; more than one race category	Two or more races

If the individual...	Report to IPEDS as...
Refuses to respond to both questions	Unknown race and ethnicity
Responds No to the Hispanic question, but does not respond to the race question	Unknown race and ethnicity
Responds to the race question but does not respond to the Hispanic question	Report race as outlined above as if individual self-identified as non-Hispanic
Is a nonresident alien according to the visa and citizenship information on record at the institution	Nonresident alien

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Appendix II: Glossary of Related Concepts

Ability

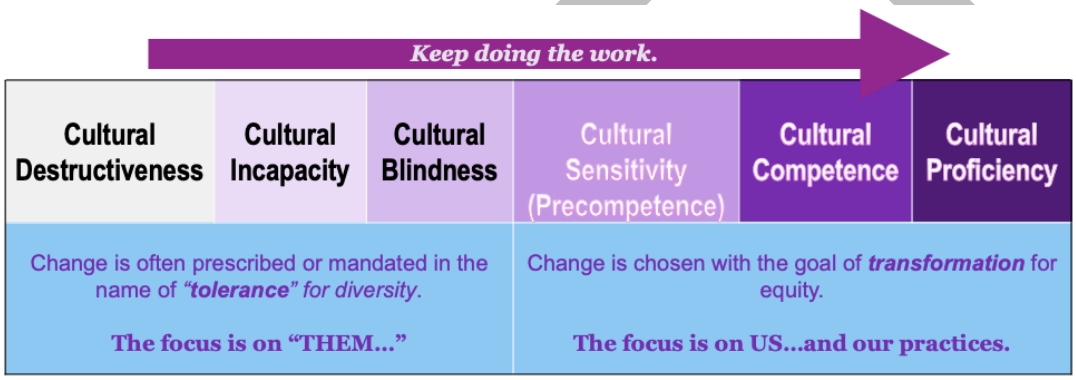
The resources to perform something well

Cultural Competence

"Seeing difference and understanding the difference that difference makes"[18]

Cultural Proficiency

"Seeing difference and responding effectively in a variety of environments"



Think of five essential elements of cultural proficiency (at both individual and organizational levels):

Assess culture: name the differences

Value diversity: claim the differences

Manage the dynamics of diversity: reframe the differences

Adapt to diversity: train about the differences

Institutionalize cultural knowledge: change for differences[19]

Discrimination

The unequal treatment of members of various groups based on race, gender, social class, sexual orientation, physical ability, religion and other categories[20]

[18] Lindsey, R., Nuri-Robins, K., and Terrell, R. (2009). *Cultural Proficiency: A Manual for School Leaders*. New York: Corwin.

[19] Lindsey, R., Nuri-Robins, K., and Terrell, R. (2009). *Cultural Proficiency: A Manual for School Leaders*. New York: Corwin.

[20] Institute for Democratic Renewal and Project Change Anti-Racism Initiative. *A Community Builder's Tool Kit*.

Diversity

The presence of difference and variety of personal experiences, values, and worldviews that arise from difference of identities, cultures, and circumstances

Differences include actual or perceived ability status, age, ancestry, body size, citizenship status, economic status, educational status, employment status, ethnicity, level of food and housing security, gender, gender identity, gender expression, incarceration experience, language, marital/partnership status, military/veteran status, national origin, neurodiversity, political affiliation, pregnancy/reproductive status, race/racial identity, religious affiliation/spiritual practice, sex and sexual orientation.

Empowerment

When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably[21]

Equality

Sameness, the idea that two or more people, communities or organizations are identical

Equity vs. Equality

Equality refers to sameness, where each individual/group/community receives absolutely equal treatment and resources. This, however, does not take into account the needs or the history of each individual and therefore equal treatment does not always result in equal experience. Sameness can often be used to maintain the dominant status quo. Instead, equity refers to fairness, where everyone gets what they need based on their individual needs and history.[22]

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[21]Adams, M., Bell, L. A. & Griffin, P. (Eds). (2016). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge.

[22] Adapted from multiple sources by the W.K. Kellogg Foundation

Equity

Fairness in access, treatment and opportunity, the guarantee of fair treatment, access, opportunity and advancement for students, faculty and staff at every stage of educational and career development

TU acknowledges there are historically underserved and underrepresented populations and every effort is made to identify and eliminate barriers preventing their full participation.

Inclusion

Actively inviting the full participation and contributions of everyone

The act of creating environments where individuals feel welcomed, respected, supported and valued.

Inclusion authentically brings traditionally excluded individuals and/or groups into processes, activities and decision/policy making,[23] and involves the "the active, intentional and ongoing engagement with diversity" in people, the curriculum, the cocurriculum and communities—intellectual, social, cultural, geographical—in ways that increase one's awareness, content knowledge, cognitive sophistication, global and intercultural fluency, cultural competence and empathic understanding of the complex ways individuals interact with values systems and institutions.[24]

[23] Crossroads Charlotte Individual Initiative Scorecard for Organizations Scorecard Overview, revised 3/12/07

[24] Association of American College & Universities. *Diversity, Inclusion, and Equity: Core Principles*. Retrieved of March 4, 2020.

Inclusive excellence

A commitment to continually building our capacity to embed diversity, inclusion and equity into our work across the university and the belief that our ongoing success is dependent upon this commitment

Institutional Racism

Institutional racism refers specifically to the ways in which institutional policies and practices create different outcomes for different racial groups. The institutional policies may never mention any racial group, but their effect is to create advantages for whites and oppression and disadvantage for people from groups classified as nonwhite.[25]

Neurodiversity

An expansion of conventional views beyond physical and intellectual disabilities to also include neurological—further reminding us disabilities are not always visible.

Protected classes

For the purpose of TU policies and procedures, this includes age, color, disability, gender (including pregnancy-related medical conditions), gender identity, gender expression, homelessness status, national origin, race, religion, sexual orientation and veteran status.

Privilege

Unearned access to resources (social power) that are only readily available to some people because of their social group membership; an advantage, or immunity granted to or enjoyed by one societal group above and beyond the common advantage of all other groups. Privilege is often invisible to those who have it.[26]

Because hierarchies of privilege exist, even within the same group, people who are part of the group in power often deny they have privilege even when evidence of differential benefit is obvious.[27]

Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities, not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them.[28]

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[25] Potapchuk, M., Leiderman, S., Bivens, D. and Major. B. (2005). *Flipping the Script: White Privilege and Community Building*

[26] National Conference for Community and Justice. *What is Privilege?* Retrieved on March 4, 2020.

[27] Institute for Democratic Renewal and Project Change Anti-Racism Initiative. (1999). *15 Tools for Creating Healthy, Productive Interracial / Multicultural Communities: A Community Builder's Tool* Kit.

[28] Center for Assessment and Policy Development (as cited in Racial Equity Tools Glossary. Retrieved on March 4, 2020.)

Social Justice

Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. Social justice involves social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and the society as a whole.[29]

It is the conceptual framework for TU's commitment to diversity, equity, and inclusion. The institution recognizes its responsibility to examine traditional power structures and to address unfair treatment of any university constituent within these structures. Moreover, TU intends to educate and empower all members of the community to think critically about systems of marginalization and oppression. This includes a deeper understanding of privilege and the need for all in the community to work toward equity and fairness in the pursuit of transformation of lives, professions and societies.

Structural Racism

"The structural racism lens allows us to see that, as a society, we more or less take for granted a context of white leadership, dominance and privilege. This dominant consensus on race is the frame that shapes our attitudes and judgments about social issues. It has come about as a result of the way that historically accumulated white privilege, national values and contemporary culture have interacted so as to preserve the gaps between white Americans and Americans of color."[30]

For example, we can see structural racism in the many institutional, cultural and structural factors that contribute to lower life expectancy for African American and Native American men compared to white men. These include higher exposure to environmental toxins; dangerous jobs and unhealthy housing stock; higher exposure to and more lethal consequences for reacting to violence, stress and racism; lower rates of health care coverage; access and quality of care; and systematic refusal by the nation to fix these things.[31]

Tolerance

TU's commitment to diversity, inclusion and equity requires us to move beyond tolerance as an appropriate goal. The conventional usage of the word often implies putting up with something that one may find objectionable and/or unpleasant.

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[29] Maurianne Adams, Lee Anne Bell, & Pat Griffin, editors. (2016). *Teaching for Diversity and Social Justice: A Sourcebook*. New York: Routledge

[30] Fulbright- Anderson, K., Lawrence, K., Sutton, S., Susi, G., & Kubisch, A. (2004). *Structural Racism and Community Building*. New York: Aspen Institute

[31] Potapchuk, M., Leiderman, S., Bivens, D., & Major, B. (2005). *Flipping the Script: White Privilege and Community Building*

Underrepresented

Populations that are disproportionately represented. Historically underrepresented groups (HUGs) continue to have limited participation at TU.

Underrepresented minorities (URM)

As defined by state guidelines, this group includes students who are U.S. citizens and identify as Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander or multiple races. Students are not counted as racial/ethnic minorities if they are nonresident aliens, if they identify as white only, or if their race/ethnicity is unknown. Race/ethnicity categories are reported per specifications from the National Center for Education Statistics.[32]

Underserved

Those who do not have access to equitable resources.

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[32] National Center for Education Statistics, https://nces.ed.gov/ipeds/report-your-data/race-ethnicity-collecting-data-for-reporting-purposes

Appendix III: Acknowledgements

President Kim Schatzel, Ph.D.

More Inclusive TU: Diversity Strategic Plan Task Force	
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UNIVERSITY OF BALTIMORE

2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

SUBMITTED TO

UNIVERSITY SYSTEM of MARYLAND

DATE SUBMITTED: APRIL 23, 2020

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

ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Diversity is comprehensively defined at the **University of Baltimore.** UB embraces racial and ethnic groups and individuals who are, or have been, underrepresented in higher education and includes in its definition of diversity other important characteristics, such as: religious affiliation, sexual orientation and gender identity, disability, foreign nationality, and non-traditional student status. At UB, inclusion describes the active, intentional and ongoing engagement with diversity – in people, in the curriculum and co-curriculum, and in communities that are relatable to individuals (e.g., intellectual, social, cultural, geographic). .

The University of Baltimore Strategic Plan 2018-23: Re-Imagining UB solidified its commitment to diversity, equity and inclusion. The sixth goal of the Strategic Plan states:

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

Together with this plan and the aligned university-wide Institutional Plan for Cultural Diversity, UB has developed a strategic framework to identify and address practices and policies that support diversity, equity and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals outlined in the Institutional Plan for Cultural Diversity including:

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

UB's goal is to recruit and retain a diverse community of successful students, faculty and staff. Specifically, UB strives to close the achievement gap for all students and increase its academic profile.

THE UNIVERSITY'S DIVERSITY PROFILE

The University of Baltimore continues to be the most evenly diverse of the Maryland public 4-year universities, as measured by the Campus Diversity Index[1] attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 28; graduate, 33; and law 28) with a majority of students (87%) living in Maryland. Female students represent the majority of students; 59% at the undergraduate level and 66% at the graduate level, and 52% in School of Law. Nearly half of the undergraduate students are Pell-eligible.

The University has experienced significant growth in the representation of underrepresented racial and ethnic groups in UB's student body over the last ten years. The percentage of undergraduate students who identify as a belonging to an underrepresented racial and ethnic group increased from 47% to 58%, with African-American students now representing 47% of the undergraduate student body. (The racial and ethnic profile of our students, faculty and staff is provided in the appendix below.) The percentage of Hispanic students remains small but is currently at its highest level at six percent. Additionally, the percentage of students identifying as two or more races has remained stable at about 4% since 2014, making it nearly as prevalent as Asians (5%).

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 20% in 2009 to approximately 36% in 2019, a 16%-point gain.

Diversity in faculty employment shows slower gains than for students in that employment longevity provides for far slower turnover among faculty than students. Although the change is more gradual, it is consistent and significant. UB regular faculty were 16% underrepresented minorities in fall 2010 and are now twenty percent. This percentage exceeds the percentage of U.S. doctorate degrees awarded to underrepresented minorities in 2017/182, which was 14%. Although faculty employment draws on a national market, UB's higher percentage of underrepresented minority faculty recognizes the higher proportions of candidates in the U.S. northeast and mid-Atlantic regions. UB's hiring of a diverse workforce of tenure and tenure-track faculty remains a challenge for the University. However, among adjunct faculty, where the longevity is short-term, the change is more rapid, increasing from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

This Annual Progress Report describes strategies for implementation and measures for UB's progress with a number of high-level indicators. Upon evaluation, the University is pleased to report its progress over the past year to include the following achievements, among others:

- Increased academic profile of entering freshmen 2019 class (SAT average increased to 1064); highest profile since inception of program in 2007. Reduced the SAT interquartile range of about 200 over the past 8 years to 145 in fall 2019 while maintaining our diverse student body.

[1] *University of Baltimore Factbook 2019*, calculated from MHEC data, fall 2019.
[2] https://www.statista.com/statistics/185310/number-of-doctoral-degrees-by-ethnicity/

- Increased the overall number of Hispanic students in fall 2019 by 50 students, or approximately 25%
- Increased retention for first-time, full-time students from 68.1% in 2016 to 86.8%in 2019
- Improved six-year graduation rate for African American students by 13.5%-points in one year; to the highest recorded.
- Successfully closed the achievement gap.
- Developed an Institutional Plan for Cultural Diversity in 2018.
- Initiated development of faculty diversity plans for each college.
- Created first annual faculty, staff and student awards in 2019 to recognize those who made significant contributions to promote diversity, equity and inclusion.
- Conducted a student campus climate (sexual assault) survey.
- Conducted Title IX sexual misconduct and general sexual harassment prevention training for all staff and faculty.
- Held "train-the-trainer" workshops on culturally sensitive teaching in 2019.
- Designated and hired an employee dedicated to training and development responsibilities, including programming that supports diversity and inclusion efforts.
- Instituted leadership training and development for academic and administrative leaders in 2019, including FMLA, ADA for employees and students, first amendment and documenting incidents.
- Revamped new employee orientation to emphasize anti-discrimination policies and expectations for conduct.
- Demonstrated in both the freshmen and senior class levels areas of distinction in the National Survey of Student Engagement (NSSE). UB compared with the top 10% of institutions nationwide for students reporting the NSSE indicator *Learning with Diverse* others at high levels of engagement.
- Sustained significant increases in the number of African American adjunct faculty over the last decade.
- Achieved slow but steady growth in the percentage of diverse faculty and staff.

As indicated, UB does an excellent job of offering a wide array of services and events to support students. However, given the complex lives of UB's primarily older and working student population, their ability to participate in programmatic offerings is limited. The University is exploring ways to embed more student events into courses and to offer virtual events. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires, and continued tracking and assessing its initiatives. These initiatives, including improvements in tenured-track faculty diversity, are among the University's priorities going forward.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics assessing the progress of each initiative/strategy	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and hire decisions	#,% of diverse candidate representation in all milestone categories. # diverse search committee members and hiring authorities.	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	Design and deliver search committee training on managing bias. Observation of selection process.
Expand outreach for city and regions' growing Hispanic and Asian populations.	Expanded outreach for Hispanic and other International Students. Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at $2,000 each. Foundation offered a total of 10 scholarships in 2019 and is planning to offer 10 scholarships in 2020 at $2000 each.	Hispanic students 3 % in 2010. 4 % in 2018 and 6% in 2019). Hired a LatinX focused Admission Counselor, promoted his language skills on web pages and in publications (Started in Fall 2019). Added Spanish language content to web; produced virtual & printable recruitment flyer (completed January 2020). Increased recruitment for Hispanic-serving events such as the National Hispanic College Fairs and Mi Futuro College Fair. Increased outreach community colleges (CC) serving large LatinX and other international populations, including: Prince George's CC (Largo and Hyattsville), Montgomery College, Baltimore City CC and Anne Arundel CC.	Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG. Additional pages to be translated (English to Spanish) in coming months. Developing new strategies to target Hispanic, Asian and African populations through community college student organizations and various serving non-profits-specifically college access programs.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2019 # of city students registered for dual enrollments in spring 2020.	241 students registered for 3-credit dual enrollment Fall 18-Spring 19, 95% of them from Baltimore City Public Schools. 70% met G.E. requirement for math or writing;	Measure matriculation rate to UB, in general, and to college specifically.

Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Workshops for Baltimore City Public Schools counselors. Lyric Opera House middle school. Urban Alliance Public Speaking Challenge. Building STEPS SAT prep workshops. Summer Academy approx. 400 students. Grads2Careers summer program with Baltimore's Promise and the Mayor's Office of Economic Dev.	Increase in freshmen enrollments from Baltimore City high schools.
Extend reach of the Bob Parsons Veterans Center in Baltimore/area community. Become a known by local Community College circuit (Harford CC, Baltimore City CC, Anne Arundel CC). Establish presence at two major, Army bases (Aberdeen Proving Ground, Fort Mead) & good working relationship with Education Service Office.	Attendance at local Community College (CC) fairs/special events and military base educational fairs. Hosting veteran representatives from local Community Colleges at the Vet Center in recruiting/informational sessions. Expanding footprint into local military community.	Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 28 identified military-affiliated graduates in Fall 2019, 43 identified military-affiliated graduates in Spring 2019. Military-connected students at UB remained at a relatively flat level of approximately 350 students.	Working with other UB offices (Bursar, Financial Aid, and Registrar) to ensure UB has best processes for veteran students including improving processing of financial aid & refunds for priority registration.
LLM – Laws of the United States (LOTUS). School of Law offers LLM in Laws of US for foreign-trained lawyers.	Enrollment data.	This year's students represent 15 different countries	Continue LLM-US program for flexibility to attract permanent residents.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	113 students have been admitted to law schools across U.S. 30 students currently enrolled in law schools across the country: 21 UB. 61 graduated from law schools across U.S. 39 members of Maryland Bar.	Assess retention rates of students in the program and outcomes related to law school admission and success.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Second Chance Program: UB selected for in the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites. Objective to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, improving educational & employment. Classes at Jessup Correctional Facility.	Evaluated with Student Learning Objectives (SLOs) for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 58 students currently enrolled. Transcript analysis shows average GPA of 3.489. Majority of students had a GPA of 3.00 or better.	Continue to review course offerings that are permissible in the prison.
Title IX sexual misconduct, online training for all students, staff, and faculty. A state-mandated biennial sexual assault climate survey of all students. An employee sexual misconduct comprehension and resources questionnaire that is administered at the conclusion of each employee biennial training cycle.	Staff and faculty completion rates for mandatory biennial training and on-going training for each new employee at orientation sessions offered monthly. The number of students that complete the student online training module with assessment tools embedded. The number of students that participate in the biennial sexual assault climate survey.	Employee completion of mandatory biennial training: Seventy-six (76%) percent of staff and faculty completed the mandatory biennial training as of June 21, 2019 – the conclusion of the last training cycle. This initial training featured an optional post-questionnaire to further engage the population. The employee that failed to meet the obligation on time were targeted for subsequent training and given new deadlines. As of April 2019, 849 total faculty and staff have been trained. The next biennial training cycle will begin in 2021. A new employee hire training program now includes sexual misconduct community and captures employees within the first two months of employment. All current UB students, with limited exceptions, are 100% compliant with sexual misconduct training. Newly enrolled students are required to complete the training prior to course registration, which	The challenge is to pinpoint the ideal time for conducting employee online training when the highest participation rates can be achieved, especially for faculty availability. Challenges are to pinpoint the ideal time for conducting the student campus climate survey and the appropriate incentives to secure the highest student participation rate possible. This MHEC survey requirement mandates completion by March 1 of the reporting year.

		is the reason why UB can maintain a completion rate of 100%. A limited number of students receive a deadline waiver to complete training within three months.	
Diversity class - Creating a Diverse and Inclusive Environment on Aug 6, 2019	Attendance	12 staff members in attendance	Review assessment for continuous improvement.
Culture and Diversity Committee - Diversity, Equity, and Inclusion Awards	Development of awards process	10 nominations were submitted for faculty and staff awards. Awards for each category were given out as part of the university's employee celebration in December	Expand knowledge of awards and increase number of nominations
Develop a Hate Bias Response Committee and Protocol	Create protocol and launch a Hate Bias Response Committee	The Office of Student Support in collaboration with Culture and Diversity Committee continued developing a protocol goal of launching a Hate Bias Response Committee in fall 2020. The goal will be to accept & review reports of hate/bias that do not meet threshold of student conduct or discrimination, but should be reviewed and addressed.	Ongoing training and awareness.
Amira Rose Davis event co-sponsored by the History Program and the Diversity and Culture Center	Attendance Data	67 students & faculty attended this open to the public event. Dr. Davis discussed current book, *Can't Eat a Medal: The Lives and Labors of Black Women Athletes in the Age of Jim Crow*, tracing history of black women's athletic labor & symbolic representation.	Continue to offer co-sponsored programs on topics related to diversity
Diversity and Culture Center – Diversity Dialogue Series	Attendance Data	78 students & staff attended the three dialogue events this year. Topics include – *Advocacy & empowerment in mental health; Hidden figures in the black community; and discussion about Latinx cultures.*	Increase program offerings throughout the year.
Diversity and Culture Center- National Coming Out Day	Attendance Data and knowledge of Gender Pronouns	30 students and staff attend this event. Distribution of Gender Pronouns cards and buttons. Post event participant dialogue.	Increase program offerings throughout the year.
Baltimore Faith Based Initiative (Schaefer Center)	Attendance, Number of students graduating	# of congregations participating (5 in 2019 and 3 in 2020); # of students completing program (15 students graduated in 2020)	Review assessment data to determine ways to reach more participants.

Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of 8 students (Spring 2020) in community organizations to assist solving community issues & problems	Development of internal staff member to support program.
Student Consulting Program for Nonprofits (Schaefer Center)	Number of students: satisfaction of students & agencies	Three students placed with the People Encouraging People Organization (Non-profit serving disabled or disadvantaged.	Track success of students in these placements.
Maryland Equity and Inclusion Program (Schaefer Center for Public Policy offered in Collaboration with the Maryland Office of Civil Rights)	Number of students involved; # graduating; satisfaction of students.	33 of 37 students completed the program for a graduation rate of 89%	Completion rate is high. Continue to strive for 100% completion.
"Talking About Race" discussion with Dr. Beverly Tatum and Dr. Sonja Santelises. Co-Sponsored with Open Society Institute	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
"The Master Plan" Book Signing and Talk with Chris Wilson, former prisoner who turned his life into a Second Chance	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Opioids and Addiction: A Public Health Approach to Change-Rosenberg Lecture	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Women in Leadership: Inspiring Positive Change sponsored by Public Administration Student Association and College of Public Affairs	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Dr. Elka Porter supervised 3 women (1 from Nigeria from MSU) last summer (summer 2019) in a 10-week PEARL research internship at the Patuxent Environmental and Aquatic Research Laboratory (PEARL), Morgan State.	Each student gave 2 research presentations throughout their internship at the PEARL/MSU. 2 of the students went on to present their research (posters) at scientific conferences.	All students successfully completed their research internship, presented their work at the PEARL/MSU and at conferences or Frostburg State University.	Discuss potential for increased participation.
Revised the ENGL 365 Curriculum for Shakespeare to emphasize feminist studies and race studies. This course is now online to increase enrollment.	Theory Paper	Department assessment of essays	Review SLO's in the context of persistence and graduation rates by race and ethnicity.
ARTS 201 – Dr. Rachael Zeleny led 3 workshops on empowering students to have a say in whether or not public spaces have done	Papers, presentations with public figures in attendance	Published article on efficacy of assignment and course which includes comments from students	Review SLO's in the context of persistence

the work to be inclusive, accessible, and diverse.			and graduation rates by race and ethnicity.
APPL Counseling Psychology Master's program has a foundation of multicultural and social justice. Course descriptions and student learning objectives for 28+ of MS courses.	Student performance measures; SLO measures	Student performance measures; SLO's	Review SLO's in the context of persistence and graduation rates by race and ethnicity.
Many psychology classes: several faculty members have begun to ask students to what gender pronouns they prefer.	Not all students appear to know/understand what gender pronouns are	Students will be surveyed at the end of the semester about feelings of inclusion	Review course evaluations of persistence disaggregated.
PSYC 305 - Multicultural Psychology course offered every spring - in-class experiential exercises, discussion, etc.	Course SLOs	Course grades, reflection papers, journals	Review course evaluations of persistence disaggregated.
APPL 625 - Multicultural Counseling - in-class experiential exercises, discussion, etc.	Course SLOs	Course grades, reflection papers, journals	Review course evaluations of persistence disaggregated.
Individual research agenda focusing on multicultural education & racial identity (specifically Whiteness) issue in training	Faculty & Students engaged in research design, study implementation, data collection, research presentations	Conference presentations, publication, national interest in research topics	Increase number
Star Power: In-class experiential exercise, research project, and e-book chapter on educational game mimicking effects of capitalist socioeconomic stratification on psychological variables	Quantitative and qualitative data	Conference presentations, publication, national interest in research topics	Increase number
APPL/PSYC faculty Invited e-book chapters on in-class experiential exercises in multicultural psychology regarding privilege and oppression	Quantitative and qualitative data	Embedded course assignments.	Increase number by providing more support for faculty.
Students in the AIT program were encouraged to attend the "Brown Lecture Series: Dr. Mae Jemison" at the Enoch Pratt Free Library on February 19, 2020. Several attended and spoke directly with Dr. Jemison, the first African American woman to fly in space.	Discussion with the students about the event. The event was not associated with any course in particular, so a general discussion is all we could achieve.	Anecdotal evidence that the students learned from meeting Dr. Jemison in person as well as from her presentation.	Consider repeating

INFO 110 sections taught by Sarah Gilchrist aligned curricular content with two community partners: Moveable Feast (Fall 2019) and PRIDE Center of Maryland (Spring 2020).	Cultural investigation of community partners led to published and presented solutions to specific groups, including: homeless with medical food needs, citizens facing lead poisoning, LGBTQIA+ youth.	Documentation includes presentation slides, printed reports, and feedback from community partners.	Encouraging adoption of INFO 110 community-focused syllabi will require administrative and advisor support for additional sections of this class.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2020); *Cancelled Due to Covid-19 Pandemic*: Planned Global Field Studies to Thailand (Mar 2020) and Switzerland (May 2020)) & participation in the Berlin International Summer School Exchange Program. Thailand (Jan 2019), England (Mar 2019), Finland (May 2019), Berlin International Summer School Exchange Program (2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana and Finland worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context
Law School Diversity Council. The Council consists of student from multiple student organizations. Their charge is to bring ideas, concerns and experiences involving diversity and inclusion to law school administration. Fostering an environment that values diversity in all its dimensions	Attendance data and program evaluations	Data, such as climate surveys and program attendance, help track how effective efforts are in improving outcomes for our diverse community.	New Initiative – collecting baseline data at present
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 as is addressed both Goals 1 and 2. This 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 towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation	113 students have been admitted to law schools across the U.S. 30 students currently enrolled in law schools across the country: 21 at the University of Baltimore. 61 students have graduated from law schools across the U.S. 39 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. Currently UB students participate.
LAW 570 BALTIMORE SCHOLARS PROGRAM This course is limited to the eight undergraduate students from UMES, Morgan	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course

State, Coppin State and Bowie State selected to participate in the Baltimore Scholars Program			
The Human Trafficking Prevention Project is a project housed in School of Law's Civil Advocacy Clinic. Focusing reducing collateral consequences 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 addressing root causes of truancy. Voluntary for students and families, consists of 10weekly in-school meetings per session. Law students serve as fellows.	175 Students from 5 schools	171 students showed improvement in attendance	Incorporating assessment data and information to refine and enhance course.
In collaboration with the Maryland Hispanic Bar Association (MHBA), created a paid summer fellowship for a Latin American Law Student Association (LALSA) student member.	Create criteria and selection process collaboratively with MHBA for fellowship.	One LALSA student selected for a paid summer fellowship.	Encourage continued partnership with MHBA to continue the fellowship opportunity.
Held the 2nd annual "BLSA Practice Interview Evening (PIE)" event with Black Law Student Association (BLSA) designed to give students opportunity to enhance interview skills, network with members of the legal community, and begin process of building professional relationships. Students participate in two15-minute *practice* interviews & feedback session with the attorney.	Participation and feedback from lawyers and student participants.	30 BLSA students participated in the programs and 15 lawyers.	A reception immediately follows the practice interview event, providing attorneys and law students with the opportunity for further informal networking. Event to continue annually.
Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food.	Attendance data	8countries were represented, 93 students, faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural based challenges for future programming	Refine and add to training program.

Section 4: Diversification of Faculty and Staff

The most successful strategy in increasing UB's faculty and staff diversity is the sustained focus on key areas where inroads are obtainable rather than applying efforts too broadly. This concentrated approach was necessary as several factors posed major constraints to UB's progress. These factors include the current hiring freeze and hiring limitations due to actions associated with reduced student enrollment and resulting financial constraints – all factors that impact employee composition. The University knew that an all-encompassing approach to diversity and inclusion would not be as effective at this time, but that a focused strategy would yield greater results for the current timeframe. Therefore, following UB's Strategic Plan Goal 6.1(b) on diversity in the recruiting of staff and faculty, the University identified two areas where progress could continue and a strategy was feasible.

The first area involved employee training. Being mindful of and committed to Goal 6, the UB Office of Human Resources dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff so that the University does not lose ground.

The second area of concentration involved faculty hiring. While each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan, we also know that the longevity of tenured faculty can hinder the turnover rate and stagnate diversity efforts. Therefore, in order to 'move the needle' on faculty diversity, University has concentrated on an area of direct impact – the hiring of adjunct faculty. As a result of this effort, UB experienced increased diversity among its adjunct faculty, increasing diversity from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

Diversity hiring efforts have continued with regular faculty as well, but the overall numbers are smaller. When opportunities arose to hire faculty, the UB Office of Human Resources and hiring committees focused on the diversity of the candidate pools for recruiting and hiring employees. For example, of the new faculty hired to begin their employment in mid-August 2019 at the start of the academic year, at least 70% of the new faculty were people of color, and at least 50% of those new faculty were female.

Work still remains to be done in other areas, but UB's strategy of focusing on two initiatives where improvements could be realized through a concentrated effort has produced successful results.

Section 5: Reporting of Hate-Based Crimes

The University of Baltimore's process for reporting hate-based crimes follows the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act"). Campus community members to report to the University of Baltimore Police Department (UBPD) any criminal offense, including an offense that is believed to be hate-based. Each year, UBPD prepares and updates its Annual Security Report that includes statistics concerning certain crimes that occur on campus, in certain off-campus buildings, in areas controlled by UB, and on public property adjacent to or accessible from UB. This report is made publicly available and notification of the annual report is provided via email to all of UB's enrolled students and its faculty and staff. This report of crime statistics includes hate crimes, which are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived Race (RA), Religion (RE), Sexual Orientation (SO), Gender (G), Ethnicity (E), Disability (D), Gender Identity (GI), or National Origin (NO). UB's annual report indicates how many of the total number or reported incidents were motivated by each type of bias. UB is consistently in the 1st or 2nd position in having the fewest crimes in University of Maryland System(USM).

THE UNIVERSITY OF BALTIMORE

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

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

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

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

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

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

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

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the

integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.

2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.

3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.

4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.

5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

THE UNIVERSITY'S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 47% to 58%, with African-American students now representing 47% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 14% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

A. Student Demographics

Enrollment at the University of Baltimore is the most evenly diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index[3], attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 28; graduate, 33; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

[3] UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%. *University of Baltimore Factbook 2019*, calculated from MHEC data, fall 2019.

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

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

Table 1A: Student Race and Ethnicity Report *see "Appendix B" with data thru Fall 2019*	**Undergraduate %**			
	Fall '08	**Fall '12**	**Fall '16**	**Fall '17**
African-American/Black	34.7%	46.3%	48.5%	48.0%
American Indian or Alaskan Native	0.5%	0.4%	0.4%	0.5%
Asian	4.4%	4.3%	4.7%	4.6%
Hispanic/Latino	2.6%	4.5%	4.4%	3.9%
White	37.1%	37.3%	33.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.5%
Two or More races	0.0%	2.4%	4.1%	4.6%
Did not Self identify	20.7%	4.5%	4.3%	5.8%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 1B: Student Race and Ethnicity Report *see "Appendix B" with data thru Fall 2019*	**Graduate %**			
	Fall '08	**Fall '12**	**Fall '16**	**Fall '17**
African-American/Black	21.9%	28.2%	37.4%	38.8%
American Indian or Alaskan Native	0.3%	0.3%	0.2%	0.3%
Asian	5.5%	4.3%	4.8%	4.6%
Hispanic/Latino	2.2%	4.5%	3.5%	3.2%
White	47.2%	53.9%	45.6%	45.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.1%
Two or More races	0.0%	2.0%	3.1%	2.6%
Did not Self identify	23.0%	6.7%	5.4%	5.3%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

B. Staff Demographics

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

Table 2: Staff Race and Ethnicity *see "Appendix B" with data thru Fall 2019*	**Staff %**			
	Fall '08	**Fall '12**	**Fall '16**	**Fall '17**
African-American/Black	39.1%	34.8%	38.9%	36.5%
Asian	2.5%	3.2%	4.1%	3.7%
Hispanic/Latino	1.4%	2.1%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%
Two or More races	0.0%	0.5%	2.0%	1.4%
White	56.7%	57.1%	50.1%	52.5%
Did not Self identify	0.2%	2.1%	3.1%	4.1%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

C. Faculty Demographics

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

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

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

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

Table 3A: Faculty Race and Ethnicity *see "Appendix B" with data thru Fall 2019*	**Tenured/Tenured Track #**			
	Fall '08	**Fall '12**	**Fall '16**	**Fall '17**
African-American/Black	8.5%	9.6%	8.2%	8.4%
Asian	9.2%	6.6%	9.4%	9.0%
Hispanic/Latino	2.8%	3.0%	2.5%	3.2%
White	79.6%	77.8%	79.2%	76.1%
Did not Self identify	0.0%	3.0%	0.6%	3.2%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 3B: Faculty Race and Ethnicity *see "Appendix B" with data thru Fall 2019*	**Other Tenured Status**			
	Fall '08	**Fall '12**	**Fall '16**	**Fall '17**
African-American/Black	11.8%	12.3%	19.8%	19.0%
Asian	3.4%	5.5%	2.8%	4.9%
Hispanic/Latino	0.8%	1.3%	2.0%	3.0%
Two or More races	0.0%	0.0%	1.6%	1.5%
White	84.0%	80.1%	69.4%	64.2%
Did not Self identify	0.0%	0.8%	4.4%	7.5%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

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

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

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

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

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

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

- Assess UB with regard to the Multicultural Organization Development Model[4] and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

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

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.

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

- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

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

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

Strategy 5: Promote a more inclusive and welcoming environment.

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

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

Strategy 1: Expand outreach to build applicant pool

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

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

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

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

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

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

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

- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

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

Strategy 1: Develop a staff diversity recruitment and retention plan

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

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

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

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

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

- Recognize diversity and inclusion contributions in annual performance evaluations.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; "Difficult Dialogues" series).
- Support the development of courses that meet the diversity and global perspectives requirement.

- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

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

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

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

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

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

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

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

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

A. Student Demographics

Table 1A: Student Race and Ethnicity Report ***Undergraduate Students*** **Total Percentage**	**Fall'10**	**Fall '13**	**Fall '18**	**Fall '19**
African-American/Black	42%	46%	46%	47%
American Indian or Alaskan Native	1%	0%	1%	1%
Asian	4%	4%	5%	5%
Hispanic/Latino	3%	5%	4%	6%
Native Hawaiian or Pacific Islander	0%	0%	1%	1%
Two or More races	1%	3%	4%	4%
White	36%	35%	32%	30%
Did not Self identify	12%	4%	7%	5%
International Students	1%	2%	2%	2%
Under-represented Minorities	**47%**	**54%**	**55%**	**58%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Table 1B: Student Race and Ethnicity Report ***Graduate Students*** **Total Percentage**	**Fall'10**	**Fall '13**	**Fall '18**	**Fall '19**
African-American/Black	23%	29%	37%	36%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	5%	4%	5%	5%
Hispanic/Latino	3%	4%	4%	6%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	1%	2%	3%	3%
White	51%	51%	43%	41%
Did not Self identify	14%	6%	4%	5%
International Students	4%	3%	3%	4%
Under-represented Minorities	**27%**	**36%**	**44%**	**45%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Note: Some percentages may not round to within one (1) percentage point due to rounding.

B. Staff Demographics

Table 2: Staff Race and Ethnicity	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	37%	34%	40%	40%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	3%	3%	4%	4%
Hispanic/Latino	1%	2%	2%	3%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	2%	2%
White	55%	56%	51%	50%
Did not Self identify	3%	4%	1%	2%
International Staff	0%	0%	0%	0%
Under-represented Minorities	**39%**	**37%**	**44%**	**45%**
Grand Total	**100%**	**100%**	**100%**	**100%**

C. Faculty Demographics

Table 3A: Tenure/Tenure Track Faculty	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	8%	8%	9%	9%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	6%	8%	13%	14%
Hispanic/Latino	3%	2%	3%	4%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	0%	0%
White	79%	73%	74%	72%
Did not Self identify	4%	8%	1%	1%
International Faculty	0%	0%	0%	0%
Under-represented Minorities	**11%**	**11%**	**12%**	**14%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Table 3B: Other Faculty	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	13%	14%	19%	20%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	3%	5%	4%	4%
Hispanic/Latino	0%	2%	5%	4%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	1%	1%
White	80%	75%	67%	65%
Did not Self identify	3%	4%	4%	5%
International Faculty	0%	0%	0%	0%
Under-represented Minorities	**13%**	**16%**	**25%**	**26%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Note: Some percentages may not round to within one (1) percentage point due to rounding

UNIVERSITY OF MARYLAND, BALTIMORE

UNIVERSITY SYSTEM of MARYLAND

2020

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland, Baltimore **Date Submitted:** _____

Point(s) of Contact: Gregory Spengler, gspengler@umaryland.edu; Karen Matthews, Karen.matthews@umaryland.edu

Section 1: Summary Statement

The University of Maryland, Baltimore (UMB) is nearing completion of its fourth year of implementing the FY2017-2021 Strategic Plan (the "Plan"), scheduled to expire on June 30, 2021. The Plan consists of six themes and 28 strategic outcomes. As of the last report, 306 goals are at varying stages of completion, with greater than 70% of all targets in progress achieved, nearing completion, or have made significant progress toward attainment. A notable feature of the Plan is its focus on continuous improvement, accountability, and timely reporting of results. In the context of advancing cultural awareness among faculty, staff, and students, UMB leadership is increasingly conscious of removing those institutional barriers that challenge the attainment of our cultural diversity goals while also developing attainable tactics that support our objectives.

Dr. Bruce Jarrell, UMB's interim president, remains committed to cultural diversity as a UMB strategic priority. In this regard, the Theme 4 – Inclusive Excellence – addresses this objective. This theme accounts for 14% (42) of all goals in the Plan. For the period ending June 30, 2019, approximately 75% of these goals are achieved, nearing completion or substantially underway. Several goals (or their related tactics) are discussed in Section 2 and 3 of this report and reflect the specific activities occurring in UMB units. Also, the progress reports for the execution phase of the entire Plan are available on the UMB strategic plan website.

UMB continues as a collective to emphasize faculty and staff cultural diversity awareness and its demonstration in the policies, plans, activities, and outcomes it employs. The Diversity Advisory Council (DAC) serves as the advisory body to the University leadership. Their members comprise of representatives across each School and the campus, including the staff and faculty senate, human resource services, and the student body informing initiatives and efforts. The DAC and their efforts have influenced the execution of climate surveys, the development of strategies, and the active engagement of experts to improve UMB's outcomes. Section 4 of this report accounts for two specific UMB initiatives currently underway. The activities are 1) the participation of a renowned cultural diversity expert to influence and design programs that prepare us to achieve our cultural diversity outcomes across our campus, and 2) the efforts to diversity UMB's faculty ranks using evidence to increase the likelihood of success. As of the writing of this report, the Covid-19 pandemic is underway. Nonetheless, the UMB leadership remains committed to the intent of diversity and inclusion and will continue to pursue the outcomes promoted to ensure a diverse workplace.

Section 2: Goal #1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally-underrepresented students, staff, and faculty.	*Metrics to measure how progress of each initiative is being evaluated*	*Data to demonstrate where progress has been achieved/ indicators of success*	*Areas where continuous improvement is needed*
Project Search - Preparing young people with significant disabilities for success in competitive	Total number of participants	1 student per 12 weeks	n/a

integrated employment (URecFit).: (AA CLS) - Campus Life Services			
Develop Family Friendly Water Safety Events in the URecFit pool (URecFit): AA CLS	Number of total participants	Surveys to be distributed to families after events to see if perception of water safety has changed and whether they feel their families are safer around bodies of water.	Marketing the events to local s UMB partnership schools in West Baltimore
Increase military access to fitness center by instituting a discount for veterans and active duty military members (URecFit) : AA CLS	Number of participants	No data reported in this fiscal year	
Increase access to students with disabilities through the Testing Center (ESDS): AA CLS	Number of school partici-pation/student utilization	AY20 (as of 4/6/2020): 90 students, 499 exams, and 5 schools, compared to AY19: 67 students, 559 exams, and 3 schools	
Create a setting to foster increased global literacy, connect UMB students with opportunities abroad, and provide opportunities for students from non-USA countries to interact with UMB by 8/2020 via creating an international fellowship program: AA GEI - Global Education Initiatives	Number of new global curricular opportunities at all UMB schools	A Collaborative Online International Learning (COIL) courses was created between SSW and University of Botswana, to support reflective writing during global experiences; a new course in global health preparedness, and other innovative global curricular projects. Opened applications for second cohort of GLOBALtimore Teaching Fellows with a FY21 focus on COIL courses.	We need to share the value of global education to more faculty on campus and provide more faculty development to support curricular internationalization.
Coordinate with partners to host events promoting law careers to traditional underrepresented populations: (CSL) - Carey School of Law	* Number of events	* 8 events hosted.	We need to host more summer engagement experiences.
Host single-day pipeline events in the Baltimore Metro area : CSL	* Number of events organized	4 events organized. MLaw Summer program, CollegeBound at UMB day, Youth Day's with Prince George's County, & Baltimore City at the law school.	
Attend conferences and recruitment fairs focused on recruiting underrepresented groups interested in careers in law : CSL	* Number of fairs attended	Attended 8 Diversity Law Conferences/fairs. Also visited 15 HBCU's & 11 HSI's in this recruiting cycle.	
School of Dentistry participated in annual presentation to the Meyerhoff Scholars at UMBC : SOD	Number of program applicants as a result of the program.	UMB is outpacing other dental programs by 5%.	Tracking program participants to learn where they finally enroll.
Sponsored a group of middle school students involved in UMB summer camp to expose them to dentistry through oral hygiene information and dental materials projects: SOD	Number of program applicants as a result of the program.	Impact will remain unknown for 8+ years (twenty 7th graders visit for one week in summer). This program runs in conjunction with the UMB Cure program.	Determine a means for offering academic mentoring through high school and college.
The SNDA, in conjunction with the PreDental Society at UMBC, participated in the Generation NexT mentoring program at Vivien T. Thomas Academy : SOD	Number of program applicants as a result of the program.	Impact will remain unknown for 4 – 8 years as these students are in high school.	Tracking program participants to learn where they ultimately enroll for school.

Campus visits and Admissions presentations for UMCP Charles R. Drew Pre-Medical Society and UMBC Meyerhoff Program: (SOM) - School of Medicine	* Number of UMCP and UMBC campus visits * Estimated number of attendees engaged at each visit and recruitment event	* We were invited in the Fall 2018 and Spring 2019 to present to the Charles Drew group and at UMCP. This year this group was included in the October 2019 visit to UMCP. We continue to have strong representation of UMCP and UMBC students matriculate at UMD SOM	For combined events, would need to consider ways to identify member of the CRD when they are included in larger events.
Campus visits and Admissions presentations at multiple regional conferences and institutions with diverse student representation: SOM	*Number of presenta-tions and recruitment fairs attended; *number of attendees engaged at each visit	Have increased total number and broader range of recruitment ground covered from Austin, TX to Bronx, NY, - including universities within the USM* No current data is available but will be tracked in the future	Need additional administrative support to continue data management and analysis
Recruitment tables at national and regional conferences targeting underrepresented students including SNMA, LMSA, NHMA (Latino-focused) conferences, and recruitment fair in New York City : SOM	* Estimated number of attendees engaged at each visit and recruitment event	AAMC LSL Minority Student Recruitment Fair Nov 2019: 200 AAMC Virtual Medical Career Fair: approximately 500 LMSA National Conference, Medical School Recruitment Fair: 100 Registered for SNMA National Conference April 2020; Covid-19 outbreak has cancelled other planned events to occur in April 2020 with the exception of SNMA 2020; this meeting will occur virtually.	Would like to increase presence at regional and national meetings. The impact on virtual meetings due to Covid-19 will likely impact our results.
Increased recruitment efforts of graduate students from historically-underrepresented populations (HOPs). : (SON) - School of Nursing	*student enrollment from HUP in masters/doctoral programs.	* Enrollments in minority students for masters and doctoral programs for period 2017-2020 increased by 11.7%:	SON continues to focus on decreasing incomplete applications, for all of its academic programs
Advertising position vacancies in diversity publications including Insight into Diversity, DiverseEducation.com, Maryland Workforce Exchange : SON	% change of under-represented minorities in full time professor positions the past 3 years	Minority representation of faculty has increased by 34% in 2018, and 37% 2019. 2 minority faculty were promoted into executive leadership positions. The male population in SON (all employees) have remained fairly constant at 17% and 16% the last 2 years.	Strengthen our diversity recruitment efforts for faculty.
Developing clear career paths for staff : SON	% of promotions	While the HR director vacancy was filled, there is still additional time needed to fully implement the strategies and vision of department. There was minimal promotional movement from the last reporting period for staff. We can clearly report that minority representation among staff has increased. 40% in 2018 43% in 2019	Continue to strengthen efforts to promote clear career paths for staff.
Facilitate student organizations that bring together diverse groups for mentoring, co-curricular, research, and service activities : (SOP) - School of Pharmacy	* Number & type of events	5 events: Puerto Rico Hurricane relief fundraising; Global Health Brigades to Malawi and Honduras; Interprofessional Student Learning & Service Initiatives; UMB Community Engagement Center Activity; Special Conversations on poverty, religion freedom, and social equity	Need additional administrative support to continue data management and analysis
Enhanced PharmD student recruitment at NACAC events, National Hispanic College Fair events, HBCU college fairs, etc.: SOP	Underrepresented minority enrollment	18% increase in P1 student enrollment for African American and Hispanic students	Resources for student retention efforts.

Recruit diverse graduate students and provide effective mentoring and support to ensure their retention and degree completion : SOP	* # Meyerhoff Fellows * Other awards	* Since 2015; 12 Meyerhoff Fellows enrolled; 2 PhDs completed since 2018* NIH Diversity Supplement* Carl Storm Minority Travel award * CBI Fellowship* NIH F31 Diversity award* Poster award * Travel award * Department Merit award	Will need to watch federal budget and support for graduate students. Stipends are very low.
Expanded educational pipelines (K-12) for under-represented students, such as the school's Bridge to Academic Excellence (ABAE), NSF's CAREER Program, and the University's CURES Program : SOP	* Type of activity * Number of scholars	ABAE / 110 students NSF CAREER Program/41. UMB Cures Host /3 SOP Students/Faculty continue to host CUREs students and ABAE students (130)	A longitudinal tracking system, with local schools to access impact
Secured new global/international advanced pharmacy practice experiences (APPEs) for students to gain experience with diverse patient populations : SOP	Number of sites/ students	* 10 APPE Sites * 114 Students experiences	We expect a decline in global rotations;
Deployed a module in the CORE ELMS online rotation management system to capture preceptor demographics : SOP	* Increase among various preceptors KSA related to diversity/cultural sensitivity	* Successful deployment of module for new preceptors	With renewal of appointment all preceptors will be required to take training.

SECTION 3: Goal #2

Goal 2: Provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff…	*Metrics to measure how progress of each initiative/ strategy is being evaluated.*	*Data to demonstrate where progress has been achieved / indicators of success*	*Areas of continuous improvement is needed*
Introduce I&E activities and learning opportunities that increase appreciation and value of employee's unique contributions, and leverage our diverse strengths to cultivate trust, collaboration and accountability : A F - Administration and Finance	Develop a project plan to implement and track A&F's Inclusion and Engagement activities.	Formed the Inclusion and Engagement (I&E) Steering Committee for A&F I&E activities. A project plan exists in great detail. The current agenda for 2020 has been tabled, given the coronavirus pandemic. Older Updates - Metric results: TBD	
LGBT+ Education Programming (ISLSI) : AA CLS – Campus Life Services	Number of programs offered; number of participants	* 30 programs (compared to 6 in AY19)* 528 participants (compared to 43 in AY19)	With the current collection increased demand placed on office. Recruit additional facilitators.
The Poverty Simulation offered to help participants better understand the application to access to care and utilization of services (Campus Life Services – ISLSI). : AA CLS	* Number of offerings * Number of participants	* 7 offerings* 460 participants	

Primary/preferred Name on One Card through partnership with CITS, Human Resources, the Registrar's Office, and Public Safety (Business Services) : AA CLS	Implementing procedures for accommodating preferred name on One Card opposed to legal name	Preliminary meetings have been held with all Campus partners involved; policies being developed by HRS and Financial Aid offices	The One Card office will need to develop policies that support transgender and campus members while minimizing the risk for identity fraud.
Build an inclusive media library for print and digital campus communication materials : AA CLS	Number photos depicting a diversity	1900+ photos depict a diverse audience	
Improving accessibility in digital communication, including website, social media, and videos (Student Communications) : AA CLS	Accessibility score on SiteImprove; Number of documents on web not accessible; Number of social media posts containing alt text; Number of videos posted without captions	92.8/100 Accessibility Score on SiteImprove; All social media posts in 2019-2020 with the capability of alt text had alt text; ~50 posted documents need to be made accessible. ~20 videos need captions	Several documents and online items need to be made accessible. Facebook does not have a way to add alt text to images.
Engage in student climate survey for diversity administration and action planning (CLS) : AA CLS	Administration of survey | Response rate	Final response rate 11% vs. 24% in AY18*; low response rate attributed to competing survey issued by another UMB unit with "climate for diversity" in the title. Also, the survey was issued at start of US COVID-19 crisis.	Better coordination with other units to ensure that similar surveys are not issued at the same time.
Showcasing a diverse student and administrative body via social media (Student Communications) : AA CLS	* Number of social media posts depicting diverse audiences	25+ photos posted across Facebook and Instagram	
Safe Space Initiative (Campus Life Services – Interprofessional Student Learning & Service Initiatives). : AA CLS	Number of programs offered, Total number of participants, Number of participants completing the program who sign the ally pledge, Number of individuals trained as facilitators	10 programs (compared to 5 programs in AY19), 105 total attendees (compared to 23 in AY19), 2 individuals completed the Safe Space facilitator training (2 individuals in AY19)	Additional publicity to reach individuals in the Schools and others who haven't participated.
Diversity education co-curricular programming focused on identity and culture (Campus Life Services – Interprofessional Student Learning & Service Initiatives). : AA CLS	Number of programs offered, Total number of program participants	44 programs for 716 UMB community members on topic related to diversity, equity, and inclusion in professional and personal environments.	Continue cultivating collaborative relationships with students, staff, & faculty, and academic courses.
Increase number of multilingual students served at the UMB Writing Center (Writing Center) : AA CLS	Number of total appointments/clients	Number of clients who indicated a native language other than English in AY18/19 compared to AY 19/20. Clients who indicate if they want feedback on multilingual concerns during the consultation	Challenging to get an accurate picture of how many multilingual clients we serve.

The Poverty Simulation explores the application to access to care and utilization of services (Campus Life Services – ISLSI). : AA CLS	* Number of offerings * Number of participants	* 9 programs offered (compared to 7 in AY19)* 642 total participants (compared to 460 in AY19)	Due to COVID-19, ISLSI offered an online version.
Support university-wide student affinity groups (SDL). : AA CLS	* Number of University-wide groups	* 9 cultural affinity University-wide student organizations, compared to 5 in AY19; New groups include: National Alliance for Mental Illness (NAMI), Queer Student Alliance, and UMB Health Alliance*, and Scholars for Recovery.	Assist student organizations with annual officer transition and member/executive board recruitment.
Continued to offer the cultural responsiveness training program open to all staff and faculty (ISLSI) : AA CLS	Recruitment of cohort members & participants, Program Retention Rate	20 participants recruited to participate in the AY20 cohort 80% retention rate	Consider offering Spring cohorts for units interested in sustained *allyship* training and development.
Inclusion of multilingual theory and practice in the President's Student Leadership Institute track on Scholarly Research & Teaching (Writing Center) : AA CLS	Reflection essay by participants at end of the academic year & number of participants; attendance	Only a small number of PSLI participants completed the reflection essay; AY18-19 - 9 participants; AY 19/20 - 9 participants	Will develop a separate evaluation for the workshop.
Global Perspective Communication Program: students/post-doctoral fellows meet for an hour, facilitated weekly conversation exploring concerns about U.S. academic and social life; matters of cultural, social, and political importance, etc. (OIS) : AA CLS	Increase awareness of global perspectives as a result of these sessions	Facilitators participated in several hours of training and hosted weekly conversation groups with international students and scholars. Mentors expressed increased confidence in their dialogue facilitation skills, intercultural awareness, and strategies to interrupt bias and foster the engagement of participants of diverse identities.	Increase the number of facilitators and participants in the future. 2019-20, 2 facilitators and 11 participants.
Professional development of student writing consultants that focuses on antiracist and participatory and culturally sustaining pedagogies (Writing Center) : AA CLS	Evaluations from student consultants	Qualitative analysis of the following to evaluate the impact of the original training and ongoing professional development of writing consultants in terms of anti-racist, participatory, and culturally sustaining pedagogy: blog entries by consultants, client reports completed after each appointment, completed literacy narratives. Anticipated completion of data analysis in fall 2020.	Develop materials for students and faculty on how to work with multilingual writers in a respectful way that honors their navigation of multiple linguistic realities.
Increase access to number of students requesting academic accommodations : AA CLS	Number student requests	AY20: 338 students, compared to AY19: 299 students	
Pronoun website development to help educate on the use of pronouns and the connection to gender identity (ISLSI) : AA CLS	Page views, unique page views, and length of time spent on the page	723 page views 655 unique page views (from a single IP address). Viewers spent an average of 2 min and 58 seconds on the page.	Promoting the website when they roll out standards/best practices for UMB signature lines.
Communicated commitment of inclusion through public display of adopted land acknowledgement throughout the Campus Center.(Event Services): AA CLS	Event attendance; Feedback	60 people attended the event. Verbal and written feedback collected from clients and guests	Develop assessment strategies to collection feedback

Support students of varying identity groups through academic coaching (ESDS) : AA CLS	Number of total student utilization	For AY19: 50 student requests; For AY20: 55 student requests as of 4/6/2020	
Develop web accessibility how- to & awareness videos for faculty in collaboration with Faculty Teaching and Learning Center (ESDS) : AA CLS	Number of videos available on FTLC website	As of April 6, 2020, only ESDS Faculty Training on website: https://www.umaryland.edu/fctl/resources/	Additional videos to come regarding web accessibility.
Art Speaks program: continued to offer cultural enrichment through art exhibits throughout the Campus Center (Event Services) : AA CLS	Number of total participants		Create a larger database of artists to showcase within the Baltimore/Washington area
Staff training series related to Multiculturalism, Diversity and Inclusion (SCC) : AA CLS	Number of workshops	Total of 5 workshops hosted SCC staff list of Multicultural and Diversity Professional Development trainings during FY19-20:	n/a
Host an annual campus wide mental health focused signature event (SCC) : AA CLS	Hiring of new staff	Counseling center hired a new Prevention and Outreach Coordinator	Consider expanding university counseling centers in the area and providing CEUS.
Offer diverse group exercise classes (e.g., Afro Beat, Cardio Island-Style) (URecFit) : AA CLS - Campus Life Services	Number of classes/Number of participants	1 class, 14 participants	Potentially spotlight classes and increased marketing
Utilize the YouthWorks program to hire youth ages 14-21 as summer camp counselors (URecFit) : AA CLS	Number of participants	9 participants Summer 2019, compared to 5 participants Summer 2018	
Offer Summer U Camp for children ages 7 -10 who attend a UMB Southwest Baltimore partner elementary school or are the children of UMB employees (URecFit) : AA CLS	Number of participants	40 campers in Summer 2019, compared to 30 campers in Summer 2018	
Diversity Strategic Planning for all departments (CLS) : AA CLS	Department meetings | Number of initiatives identified | Ongoing tracking	Held foundation meeting with all CLS units during Summer 2019; identified 35 tasks for diversity strategic planning; We will continue to develop and implement initiatives based on the campus climate data and emerging needs and opportunities.	
Case presentations by and for clinical staff. Selected cases will include multicultural factors, issues of oppression, and exclusion impacting a student's mental health (SCC). : AA CLS	Number of programs/ Total Participants	Clinical staff began multicultural case presentations in January 2020 and conducted 3 presentations in spring 2020. 3 programs/total of 15 participants	Expand to include trainees after hire.
Developing strategic partnerships with universities abroad : AA GEI – Center for Global Engagement	Develop formal relationships with universities and educational entities abroad	Relationships established with Coventry University, Haifa University, University of Gambia, and University of Malawi Chancellor College of Law, and others. MHEC application for an UMBGS MS in Vulnerability and Violence Reduction (with Coventry UK and University of Toronto) submitted in March 2020. MHEC application for UMBGS PBC in Global Health Innovation with Centro	

		InterAmericano de Salud Global in Costa Rica was approved. Program will start in Fall 2021.	
Promote knowledge, expertise and career development by encouraging every staff member to attend at least one professional development opportunity annually : (CITS) - Center for Information Technology Services	Participation in professional development opportunity	CITS staff professional development activities indicated that 95 of the 102 CITS staff (93%) participated in at least one professional development activity.	
Expand and promote cultural competence in the CITS by celebrating a climate of diversity and inviting a member(s) of the UMB DAC to speak at an all-staff meeting each year. : CITS	Number annual presentations by DAC at CITS all-staff meetings	The DAC will present at the CITS all-staff meeting scheduled for late May 2020, as in the prior two years. These presentations and similar have helped expand and promote cultural competence in unit.	
Conduct faculty discussions on topics relating to diversity within the curriculum : CSL	Number events per year	One event on gender identity; the Office of Admissions includes pronouns in signatures for all communications.	More training for faculty on LGBTQ topics.
Assist in recruiting a diverse class of students, e.g., attending recruitment events, calling prospective students, and publicly communicating our I&E initiatives : CSL	Number opportunities per year	We visited more HBCUs and HSIs and attended more diversity recruitment fairs than ever before. We also improved the advertising for our Diversity and Inclusion Scholars Initiative.	Increase recruitment and retention for diversity and inclusion scholars.
Communicate local, regional, national or international events relevant to our community (e.g., over-policing of communities of color) : CSL	Number communica-tions per year	One event; hosted a presentation on *Just Mercy* by Bryan Stevenson with Baltimore City State's Attorney's.	
Fund LGBTQIA students to attend Lavender Law (LGBTQIA-focused conference and job fair) : CSL	Number events per year	One event	Increase outreach and work with FreeState Justice.
Train upper-level student mentors on stereotype and other threats to educational environment for marginalized students : CSL	Number events per year	One event	
Conduct implicit bias training for student groups, including competition teams : CSL	Number events per year	One event. - We did not host an event this past year on implicit bias.	Conducting implicit bias training for faculty and staff.
Invite speakers to discuss topics related to diversity : CSL	Number events per year	One event. - We hosted several alumni speakers at our pipeline events.	
Conduct training on gender identity : CSL	Number events per year	One event	
Conduct training on micro-aggressions. : CSL	Number events per year	One event - We did not attend trainings except on gender identity.	Include a greater range of trainings on topics of diversity.
Promote connecting diverse students to the legal community via our Diversity Scholars program. : CSL	Number students involved	~ 25; We continue to place a significant number of diversity scholars with our alumni community.	
Encourage participation in all diversity training programs and to promote awareness to cultural diversity among staff : DAR - Development and Alumni Relations	No specific measure to report for this initiative	Recruiting more minority candidates for job openings provided criteria for experience is met. We are pursuing significant cultural diversity, with 30% (11 of 37) of our current staff coming from minority groups. We have focused on diversity as a theme of our staff retreats this	We have more to do in this area.

		past year and will continue to do so moving forward. We have promoted two women to senior positions within the department over this past year.	
Create a proposal for advocacy/affinity groups as a means to create a safe space where groups of employees can connect and work together to further UMB's diversity and inclusion mission. : Diversity Advisory Council	Completion of proposal	No data available; however, proposal was created and presented to the Diversity Advisory Council	The structure for this initiative needs to be established and funding needs to be secured to support existing and future affinity groups
Create an academic program that will enhance the cultural competency of students, faculty, and staff (Graduate School). : GS - Graduate School	* MHEC approval; *Begin course design; *Recruit students; *Launch course	MHEC approval received Summer 2018; Recruitment began Fall of 2018; Course design began Spring 2019 and completed Summer of 2020; Degree launched in Fall 2019 with 9 students, second cohort launch in Fall 2020	We had to move an in-person capstone component online due to COVID-19.
Follow-up on the results from the 2018 climate survey to address areas of improvement. : (HSL) - Health Sciences and Library	Events held to address results.	The library hosted an Appreciation at Work Workshop facilitated by HRS OED on January 11, 2019. Several employees participated in Cultural Humility training in March 2019.	Providing and encouraging professional development opportunities for all staff and faculty.
UMB has partnered with the Baltimore City to offer a Live Near Your Work program that offers a maximum of $16,000 towards the purchase of a home in zip codes close to campus : A&F HRS – Human Resources Services	Number of participants	41 UMB employees have purchased homes through the Live Near Your Work program since January 2018	
Reducing barriers to employment and encouraging career mobility, HRS provides career development consultations to employees with little to no career path or significant wage improvement chances.: A&F HRS	Number of participants	58 staff members have participated in career development consultations; Many UMB employees are members of underrepresented groups	
Offer computer classes that prepare staff for administrative jobs who hold positions that have traditionally had little to no career or wage advancement.: A&F HRS	Number of participants	15 staff members have participated in the introductory computer classes; The majority of these employees are members of traditionally underrepresented groups.	
Developed a Manager's Guide to Diversity, Inclusion, and Accommodation : A&F HRS	program implemented		
Culturally Competent Leadership session offered through the Emerging Leaders program : A&F HRS	* Number of participants	Cultural Competence is integrated into the Emerging Leaders development program. Each year 25-30 participants complete the program.	
Deploy a module in PeopleSoft that provides the opportunity to set up career plans and produce Individual Development Plans (IDPs) for employees' career development paths.: A&F HRS	Successful creation and deployment of module	Career Plan & Succession module was created and has been deployed. The module is currently being used to as a central repository to capture employee interactions with the Office of Career Development	
Foster a culture that embodies the University's core values and that enables and encourages		8 small groups made up of Chairs, Department Heads, Faculty and Staff have been meeting once a month since	This has been implemented and is ongoing.

members of the School's community to achieve their highest potential : SOD		June 2018 to discuss: The 12 Elements of Great Managing UMB's Core Values SOD'S Strategic Plan	
Programs and services offered through the Nathan Schnaper Intern Program (NSIP) : SOM	Number of NSIP graduates	The NSIP trained over 450 interns since its inception and 80 since the start of NCI funding in 2015. Participants: NSIP interns have 19 publications and over 40 meeting presentations to their credit in the past 3.5 years alone.	Focus on new partnerships with peer programs nationwide for NSIP alumni.
Began developing Equitable Faculty Search Policy, Equitable Promotions Initiative and Equitable Salary Initiative to cultivate an inclusive and equitable SOM environment. : SOM	* Diversity Dashboard to monitor faculty diversity and equity across rank and salary	Cultural Transformative Advisory Council is working on launching the Diversity Dashboard; the Dean presented Equitable Faculty Search to the SOM Executive Committee and SOM Council – 11/2019	Will need to continuously monitoring data and consider strategies to address any disparities discovered
Programs and services offered through the Bridges to the Doctorate program : SOM	Number of Bridges to Doctorate scholar graduates	Increasing number of Bridges to Doctorate graduates	
Programs and services offered through the Congressman Elijah Cummings' Baltimore Science Internship Program (BSIP) : SOM	Number of BSIP scholar graduates	As part of UMB's Summer Bioscience Internship Program (SBIP), high school students gained hands-on experience in the health care field with a visit to the Maryland Advanced Simulation Training, Research and Innovation (MASTRI) Center at the UMMC; 21 students participated in SBIP in 2019.	Would like to increase interactions with BSIP/SBIP participants, and increase number of BSIP graduates matriculating to UM SOM
Programs and services offered through University of Maryland Scholars : SOM	Number of UM Scholars Program Enrollment, Graduates, Current Activities, Diversity	Piloted a class of 16 scholars. The total number of UM SOM UM Scholars (Program Alumni) is 85.	Develop additional funding streams to provide opportunities for talented UM Scholars.
Programs and services offered through Student National Medical Association (SNMA) : SOM	* Annual Banquet Attendance; *event attendance; *SNMA member attendance /interview day lunches; * # of and attendance/ community engagement activities * Faculty/ student mentor pairings	* Increased attendance by students at SNMA Annual Banquet * Consistent student presence at SNMA Second Look Day Happy Hour * Consistent SNMA member attendance at interview lunches * No current data is available but will be tracked in the future	Increase faculty presence at SNMA Annual Banquet Increase applicant attendance at Second Look Day Happy Hour Enhanced tracking of participation in community engagement activities.
Programs offered through Continuing Umbrella of Research Experience (CURE) Scholars Program for 6th- 12th grade students in West Baltimore: SOM	Number of UMB Cure scholar graduates	Several of CURE's current mentors are affiliated with the SOM (~25%) and are connected via SOM's service-learning program. In 2019, CURE developed a partnership with the UM SSW to assign 2-3 CURE interns for their fieldwork placements.	As the program continues to grow, those social-emotional support needs are also growing; program must find ways to support needs.
Offering unconscious bias education for students, faculty, senior administrative staff, and admissions committee : SOM	* Number of students and faculty trained * Percentage of faculty	* Over 900 students trained* 510 Faculty trained as of April 2020	Will need to adjust training strategy for possibility of online workshops in setting of COVID-19 outbreak.

	completing training * Climate survey results		
Programs and services offered through the Meyerhoff Scholars Program : SOM	Number of recruitment activities including campus visits at UMB and to UMBC	Consistent number of recruitment activities including campus visits at UMB and to UMBC. The program itself is run by UMBC campus administration. Did provide a presentation at UMBC on Wed March 4, 2020.	UMBC currently has no pre-medical advising on campus, this has presented a challenge with respect to coordinating advising on admissions to medical school.
Support the school's PATIENTs research program to increase patient-health system collaboration and promote greater health equity in West Baltimore : SOP	Participation of advisory group members in workshops, surveys, health fair, etc.	Numerous health fairs, conferences and workshops have been conducted to drive the research agenda.	Trust within the community, trust for UMMS as partner.
Evaluate PharmD Graduating Student Survey results that indicate the degree to which students agree or disagree with whether PharmD curriculum prepared students to identify and address issues affecting diverse patient populations : SOP	Survey results	94% of students agree curriculum prepared them to identify cultural disparities in healthcare. 93% of students agree curriculum prepared them to recognize and address cultural disparities in access to and delivery of healthcare. 99% of students agree that APPE experiences allowed them direct interaction with diverse patient populations	Review areas of need and cross walk with curriculum. Plan for improvement.
Formed Center for Women in Pharmapre-neurism to prepare women pursuing innovative solutions to health care challenges: SOP	Currently drafting strategic plan	Secured $1million for endowed funding for center	
Track workplace climate survey and hold focus groups to determine how to further improve. Will develop a program to help managers continue to improve workplace climate : SOP	Compare future campus climate survey results with results from 2016.	Reviewed 2019 survey with managers and staff at town hall. Reviewed results with faculty assembly.	Address issues found in 2019 survey; improve climate within school and work to improve climate among campus.
Incorporate BaFa' BaFa' cross cultural simulated training for PharmD students : SOP	Conduct pre and post survey	Cultural Diversity factor post simulated training	
Increase the number of faculty and staff who have completed diversity and inclusion training : SSW - School of Social Work	Percent increase	First year of implementation – no data available	Explore ways to accurately track attendance for activities within and outside of the SSW
Create a Diversity Spotlight communication to highlight faculty, staff and students who contribute to improving diversity, equity, and inclusion at UMB, and in their personal life.	Diversity Spotlight volume	The Diversity Spotlight was launched in March 2019 as a quarterly communication vehicle.	Increase communication to monthly.

Section 4: Diversification of Faculty and Staff

UMB has engaged Dr. Damon Williams, a national expert in strategic diversity leadership, to inventory and design the campus's capabilities, initiatives and structures, positioning UMB to advance its efforts as a champion for effective strategies to improve diversity, equity, and inclusion (DEI) outcomes in the workplace. Dr. Williams' scope of work includes the planned conduct of 15-21 focus groups and a series of personal interviews with 75-120+ UMB leaders. These

data will be transcribed and analyzed to identify key themes, and a list of recommendations for actions. In summary, the DEI inventory and design project will also encompass the following actions below, the results of which will be shared, as appropriate, with the UMB community:

- Activate a campus-wide diversity, equity, and inclusion (DEI) inventory of capabilities, initiatives, and structure:
- Conduct a study of the lived experiences of diverse faculty;
- Conduct a benchmarking study of peer and aspirant institutions DEI efforts;
- Generate a tapered report with clear insights to support your efforts to strengthen your diversity, equity, and inclusion infrastructure;
- Create an interactive one-day event, that builds on the program inventory and creates a space for collaborative action planning to move the campus forward in their efforts to advance a campus community that is inclusive and excellent for all;
- Engage with faculty and staff in the UMB President's leadership program, supporting their development of stronger strategic diversity leadership knowledge, skills, and abilities.

The University leadership, in conjunction with Human Resource Services (HRS), institutional research, the Diversity Advisory Council (DAC), and other units are also undertaking an effort to increase faculty diversity, while also endeavoring to model effective best practices among its higher education peers. Specifically, the UMB objective is to develop an institutional strategy to move UMB from "good to great" in its effort to recruit, retain, and advance faculty diversity at the institution. UMB plans to achieve the following four areas of focus and inquiry: 1) Focus on the UMB institutional environment; 2) Focus on underrepresented minority faculty, including women; 3) Focus on UMB's recruitment practices; and 4) Focus on institutional accountability

Activities underway or planned to improve and sustain faculty diversification efforts include the following specific objectives:

- Catalog existing initiatives and programs within each of UMB's Schools aimed at recruiting, retaining, and advancing a diverse faculty
- Conduct a detailed l assessment across schools and departments to come to a shared/accepted baseline understanding of UMB's faculty demographics.
- Review and assess the Education Advisory Board's research data and report on this topic to identify peer institutions that have realized success enhancing faculty diversity.
- Query underrepresented minority faculty to understand and fully appreciate their lived experiences at UMB.
- Identify and adopt best-in-class practices for recruiting and retaining a diverse faculty.
- Develop an accountability framework to assess UMB's efforts and performance in enhancing faculty diversity.

Section 5: Reporting of Hate-Based Crimes

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than 10 days from the date of publication of the report by the U.S. Department of Education.

Appendix

Section I: Institutional Plan and Implementation Timeline

The University of Maryland, Baltimore's FY2017-2021 Strategic Plan serves as a guiding document for achieving the institution's priorities. The current Plan, formed under the leadership of then-President, Dr. Jay Perman, remains an institutional priority under Interim President, Dr. Bruce Jarrell. Each school and vice president-led unit determines its specific goals and tactics that align with the UMB collective Plan. Units then provide updates on the progress of implementation no less than annually. The Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) office analyzes and prepares the annual institutional update, which reports are available on its website at https://www.umaryland.edu/about-umb/strategic-plan/progress-report/.

The Plan consists of six themes. As it relates to this report, the theme "Inclusive Excellence" defines our broad strategic objectives for establishing UMB as a leader in promoting cultural diversity and inclusion among our faculty, staff, and student populations. As of the writing of this report, the Covid-19 pandemic is impacting university decisions at rapid speed. It is a likely scenario that disruptions will occur in completing some planned initiatives. UMB, however, will continue to prioritize achieving a culturally-diverse workplace and an inclusive environment for our students to excel and contribute.

Section II: Description of the way the institution addresses cultural diversity among its students, faculty, and staff populations

Strategic Student & Campus Initiatives

Cultural diversity is addressed and enhanced in a variety of ways within each of UMB's seven Schools and across campus. The campus continues to recruit diverse students who reflect the demographic diversity within Baltimore and the world. For example, spring 2020 enrollment data reveal the proportion of minority students increased from 41% to 44% since the implementation of the UMB 2017-2021 Strategic Plan. The following section will highlight examples of significant initiatives during the 2019-2020 academic year focused on supporting underrepresented populations and advancing the intercultural competencies of all students.

UMB continues to implement initiatives based on findings from the February 2018 administration of the Education Advisory Board (EAB) Campus Climate Survey to students. The survey results helped us understand students' experiences, perceptions, and behaviors with diversity and inclusion on campus. UMB Student Affairs, the Schools, and units on campus developed action items based on areas of need and recommendations from the campus climate work group, comprised of students, faculty, and staff. Examples of initiatives include: developing a student pantry slated to open in fall 2020; creating websites that outline resources for diverse populations (e.g., online students, students who are parents, veterans); began the development of a primary/preferred name policy; and improving communication to the campus about the availability of gender inclusive restrooms. "Factuality" workshops focused on structural inequality that were scheduled to occur in March 2020 were postponed due to COVID-19. These two 90-minute workshops for students, faculty, and staff will be rescheduled for 2020-2021. Initiatives will continue to be developed and implemented. An infographic summarizing key findings will be updated to include initiatives and findings from the Spring 2020 administration of the survey.

Presidential transformational funding was awarded in Summer 2019 to create an Intercultural Leadership and Engagement Center. The Center was created due to student feedback and per the recommendation of a campus-wide multicultural center taskforce. The taskforce developed recommendations informed by feedback collected over a six-month period from students, faculty, and staff. The mission of the Intercultural Leadership and Engagement Center will be to focus on the following: supporting underrepresented populations; developing and implementing interprofessional experiences for all students designed to advance outcomes associated with UMB's Core Values and cultural competence statement; and serving as a strategic partner with faculty, staff, and administrators to create an inclusive climate and advance priorities focused on diversity, inclusion, and equity.

UMB entered the American Council on Education's 16th Internationalization Lab cohort in August 2018 with 10 other universities. ACE assists the cohort of universities to undergo "comprehensive internationalization," which includes providing support from a mentor and expert advice during the 2-year process. UMB assembled a campus-wide Internationalization Steering Committee comprised of a representative from each school and key campus leaders. Over two years, the UMB Steering Committee analyzed the current international activities and goals at each School; compiled information and recommendations from central administration entities that have a role in global activities on campus; articulated institutional goals for global activities; and formulated a strategic action framework to guide internationalization efforts into the future. UMB's final Internationalization Report will be published in hard copy and online in Summer 2020 with a campus-wide presentation in Fall 2020. The report will include an analysis of how COVID-19 may impact internationalization on campus, including potential impacts on the number of international students, and recommendations for global activities in the post-COVID-19 era.

Faculty and Staff Populations

HRS remains committed to fostering a diverse and inclusive environment at the university. HRS operations span the university, and through our people-related processes, we can collaborate to impact the experiences of both staff and faculty positively. We will continue to share data and best practices across the university and provide expert input in critical areas, including staff and faculty training, organizational development, employee relations, and recruitment. In this regard, UMB has increased its efforts to recruit administrators with the expertise and lens to improve diversity outcomes throughout the institution. Also, HRS continues to demonstrate our senior leaders' pledge to diversity, equity, and inclusion by seeking the most qualified candidates to fill positions regardless of race, gender, sexual orientation, or other under-represented designations. Consequently, unit leaders are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups.

Section III: Plans to enhance cultural diversity (if improvement is needed)

UMB will continue to review data on the impact of its cultural diversity goals in addition to pursuing proactive steps to increase our institutional cultural awareness and outcomes quotients year over year. Results will be shared institution-wide, as appropriate, and plans to mitigate any incongruities will be evaluated.

Section IV: Process for reporting campus-based hate crimes

The University of Maryland, Baltimore Department of Public Safety adheres to interdepartmental policy and procedures outlined in Written Directive 14.4 entitled, "Clery Reporting Policy" Section II states: "It shall be the policy of the Force to comply with federal laws impacting the daily administration and operation of the UMBPF and to comply with obligations and requirements of the "Clery Act." We publish and distribute an annual "Clery Report" to the US Department of Education. The report identifies campus-based hate crimes as consistent with federal and institutional requirements. The report is published and distributed no later than the 1st of October of each year by the agency's Technical Services and Records Lieutenant or designee, consistent with the mandates of the Jeanne "Clery Act" disclosure of campus policy and campus crime statistics. An annual notice of the availability of the campus crime report is generated and made available to all current students and employees by the Technical Service and Records Lieutenant or designee no later than ten days from the date of publication of the report by the U.S. Department of Education.

As a public safety organization, the UMB Department of Public Safety provides policy disclosure, collect, classify and count crime reports, crime statistics and issue emergency notifications, and timely warnings in addition to retaining certain records for the dissemination of information. The submission of all statistical data is initiated annually by the 1st of August using an electronic online submission to the U.S. Department of Education's website. The submission of all "Clery Act" reportable statistical data including (hate-crimes) is completed annually to comply with the "2008 Amendments to the "Clery Act" which mandates that "Hate Crimes" be reported in the published annual "Clery Act" report.

In addition, in support of the mandated requirements for compliance by the University of Maryland, Baltimore Department of Public Safety, regarding the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; Title 20, USC, SS 1092 (f), the records section request submission of required reporting from the Baltimore Police Department's Central and Western Districts which surround the University. The agency makes crime logs available to all students, employees, prospective students and prospective employees and members of the public at the Police Communications Center.

Also, the University of Maryland, Baltimore Department of Public Safety, works with the Executive Director of Diversity and Inclusion/Title IX Coordinator. The Executive Director of Diversity and Inclusion/Title IX Coordinator works closely with our agency's Clery and Victim Assistance Coordinators as needed. The Executive Director of Diversity and Inclusion/Title IX Coordinator also manages policies and procedures that permit administrative review and response apart from law enforcement when there is a hate crime including sexual violence. Where the alleged perpetrator is a member of the campus community, Office of Diversity and Inclusion/Title IX can establish a review process that includes assuring accountability for actions substantiated as having occurred. Also, when the impacted party is a member of the campus community, they can provide support and assistance to assure ongoing access to work, school, and other services.

Section V: Summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

UMB professional schools are able to recruit and retain some of the best underrepresented minorities, but often times, students are selecting other institutions where they receive a scholarship offer that covers tuition. Our awards across the schools range from $2,000 to $35,000. Additional funding would

allow us to increase awards to make a meaningful impact in the funding provided to this cohort of students whose presence in the classroom provides a richness to human services and health care educational experience.

Minority students represented 2,732 (41%) of the 6,717 enrollment total during Spring 2020. UMB awarded $3,066,232 in state funds to 394 students to recruit and retain diverse students in the School of Medicine, School of Dentistry, Carey School of Law, School of Pharmacy, the School of Social Work, the School of Nursing, BSN, The School of Medicine, Doctor of Physical Therapy, and the Department of Medical & Research Technology. Fourteen percent of the minority students enrolled in Spring 2019 received diversity state funding. Minority diversity differs based on the school/program.

2019-2020 Academic Year Diversity Awards

Unit	Dollar Amount	Number of Students
School of Medicine - MD	$1,845,000	64
School of Dentistry - DDS	$457,000	91
School of Dentistry - BSDH	$0.00	0
Carey School of Law - JD	$339,258	27
School of Pharmacy - Pharm D	$134,650	44
School of Social Work - MSW	$164,100	61
Physical Therapy - DPT	$18,283	10
School of Nursing - BSN	$83,001	83
Department of Medical & Research Technology - BS-DMRT	$24,940	14
Total Awarded	**$3,066,232**	**394**

UNIVERSITY OF MARYLAND, BALTIMORE COUNTY

UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

JULY 31, 2020

Summary Statement

UMBC has continued in 2019-20 to implement its 2019 Diversity Plan, including throughout the shift after spring break to online teaching, learning and work due to the coronavirus pandemic, a summer session of classes online, and planning for mostly online and limited in-person classes for fall.

Diversity in Graduate and Undergraduate Enrollment
For both graduate and undergraduate recruitment and enrollment initiatives, COVID 19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, considering options and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in our approach to the delivery of instruction and academic and support services as students and families balance school, work and family.

Diversity in Faculty Hiring
During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. In light of these circumstances, we are currently evaluating the impact of budgetary constraints on our ability to hire more faculty. Notwithstanding these challenges, faculty diversity and inclusive excellence remains a guiding principle of our institution. Consequently, we have prioritized faculty hiring through our Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

Diversity in Student Affairs and Services
The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in our country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of our decision making.

New Office of Equity and Inclusion
UMBC's newly established Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence and equity. OEI has primary responsibility for managing UMBC's efforts related to Title IX and other civil rights issues. The office ensures compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, informal resolution, education, training, outreach and engagement.
Since its inception, OEI has been focused on building infrastructure and establishing community relationships while continuing to provide services to community members concerned about or affected by discriminatory harassment and sexual misconduct.

In recent months, OEI officially launched a new online reporting form for sexual misconduct and/or discrimination which permits anonymous reporting by students, faculty, and staff. With thoughtful development already in progress, the online reporting platform will also support efficient and effective case management of all concerns reported to OEI regardless of how issues are brought to OEI's attention. This form will be used to report conduct that is prohibited under the UMBC Sexual Misconduct (Title IX) Policy or the Anti-Discrimination Policy. These policies cover actions by UMBC students, employees, faculty, staff, interns, contractors, volunteers and visitors including:

- Discrimination or Harassment on the basis of race, creed, color, religion, sex, gender, pregnancy, age, gender identity or expression, ancestry or national origin, citizenship status, veterans status, marital status, sexual orientation, physical or mental disability or genetic information with respect to educational programs or with respect to terms and conditions of employment
- Hate/ Bias incidents
- Sexual and Gender Based Harassment, Sexual Assault, Sexual Coercion, Sexual Exploitation, Sexual Intimidation, Interpersonal Violence, Relationship Violence, Domestic Violence, Stalking, Cyber Harassment or Cyber Stalking
- Retaliation for reporting or participating in the investigation of any of the issues above

Nearly all students, faculty, and staff have completed the mandatory online and/or in-person training related to sexual misconduct in the last year. OEI is beginning to assess needs and plan programming for online and eventual live trainings intended to enhance prevention and education initiatives related to various forms of discrimination and bias, as well as continued initiatives to strengthen primary prevention and secondary education on sexual misconduct.

OEI has also initiated efforts to establish an independent internet presence. Content for the new office's website https://oei.umbc.edu/ is being added as it is developed and ready for roll out. Currently viewers can find current policies, the online report form link, resource and referral information for on and off campus support services, and information regarding student rights and responsibilities. The site will ultimately house updated policies and procedures, and comprehensive resource lists developed with attention to identity-specific needs.

UNIVERSITY SYSTEM of MARYLAND

2019-2020
Institutional Programs of Cultural Diversity Annual Progress Report

Institution: University of Maryland, Baltimore County **Date Submitted:** 07/31/2020 **Point(s) of Contact (names and email addresses):** Beth Wells, bwells@umbc.edu

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

Table 1: Reporting of Goals

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. **UMBC Goal 1 (from 2019 Diversity Plan):** To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. **UMBC Goal 2 (from 2019 Diversity Plan)**: To encourage and support individual development and advancement.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved/Indicators of Success**	**Areas where continuous improvement is needed**
Enrollment Management: Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2019 event: 22 students; 50 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2019 event: 100 students; 292 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George's County.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2019, 1 student in Baltimore City and 5 students in PG County qualified for a CEO award. 116 admitted freshmen from Baltimore City and 228 from Prince George's County were offered merit awards ranging from $1,000 to $15,000 for each of four years of study. Of these, 31 students from Baltimore City and 58 from Prince George's County accepted, compared to 41 and 54 respectively for Fall 2018. It should be noted that in Fall 2019, UMBC enrolled a smaller freshman cohort overall so the yield on Baltimore City and Prince George's County merit scholars is reflective of the overall yield.	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 who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.	For Fall 2020, 9,024 students indicated interest in UMBC. Of those, 778 applied for admission, 489 were admitted and 266 were offered a scholarship. For Fall 2019 entering class, 8,011 students indicated interest in UMBC. Of those, 1,224 applied for admission, 872 were admitted and 510 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.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved/Indicators of Success**	**Areas where continuous improvement is needed**
Enrollment Management contd… 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 2019 for the 2020-21 application year. Twenty students and their families attended the event (a total of 48 attendees). All twenty students successfully completed and submitted the FAFSA.	The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.
Faculty Diversity and Faculty Development Center - STRIDE	STRIDE offers campus-wide focused conversations, targeted search committee consultations, and provides advice and counsel to the Colleges. STRIDE regularly reports to the URM Executive Committee about their activities. STRIDE collects evaluations from Focused Conversations and the Director of STRIDE conducts a pre-consultation with departments/committees prior to consultations and then follows up with search committee chair or department chair after consultations for feedback and additional needs.	In Summer 2019, STRIDE welcomed three new fellows to account for the planned attrition of three inaugural fellows. This new STRIDE Committee for the first time has a member from the Arts. STRIDE continues to have representation from all three colleges. STRIDE has met with the URM Executive Committee and the Black Faculty Committee to discuss progress, areas for improvement, and needs	Ensure that STRIDE fellows receive continuous educational training. Provide newer members with additional support and education around literature on diversity and inclusion to prepare them to lead STRIDE activities. Meet with members of UMBC's Community Based Faculty groups annually to receive peer feedback on STRIDE's work. Strengthen our retention efforts particularly around providing department chairs with support and advice for inclusive mentoring of faculty. Plan for attrition of STRIDE fellows.
Interfolio Faculty Search	The Office of the Provost, in partnership with the offices of the collegiate deans, use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage. Interfolio Faculty Search provides us with real-time analytics to make immediate adjustments to a faculty search (i.e., requiring a committee to recruit additional applicants, expanding long, short, and interview lists). Review of the data annually by the URM Executive Committee and ADVANCE Executive Committee. Longitudinal analyses of diversity of UMBC's applicant, interview, and hires since 2014 disaggregated by College to identify progress and areas for improvement.	Based on Interfolio report data, deans have made such adjustments to faculty search as requiring a committee to recruit additional applicants, considering more applicants on the long short, and interview lists. The data from Interfolio combined with UMBC's search expectations have allowed committees to avoid ranking finalists and instead focus on the criteria and select the best candidate. Interfolio: Faculty Search in tandem with our other diversity interventions (STRIDE, Postdoctoral Fellowship) has allowed us to document a statistical increase in the diversity of our applicant, interview, and hires. .	Working with Human Resources and Interfolio to further streamline our use of Interfolio: Faculty Search for data reporting. Working in partnership with the Deans to ensure that Provost Office faculty search and reporting expectations are communicated to each department and search.
Postdoctoral Fellowship for Faculty Diversity	Conversion of postdocs from Cohort V into tenure track positions. Recruitment of Cohort VI in Fall 2020. Participation of College of Engineering and Technology and the successful piloting of an Arts analog to the fellowship in Cohort VI. URM Executive Committee oversight of the program and engagement with the College of Arts, Humanities, and Social Sciences and host Departments.	Successfully recruited three new fellows for Cohort V. One fellow from Cohort V has been successfully converted to Assistant Professor with the appointment beginning in Fall 2020. Provided Postdoc On-Boarding Training to mentors, department chairs, administrative support staff, and fellows. Clearly delineated roles, responsibilities, and expectations for all individuals involved in fellowship. Continuous assessment of fellows' progress through templated Faculty Development Plans at the beginning of each semester and End-of-Semester Progress reports for both the fellow and mentors.	Development of separate criteria for Arts analog program. The Provost Office and College of Engineering and Information Technology are developing a recruitment strategy for Cohort VI and identifying opportunities for additional College support for hired fellows. Creating a shared online resource for UMBC departments of materials related to the fellowship program. Incorporation of appropriate research centers into on-campus interviews for finalists in Cohort VI process.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved/Indicators of Success**	**Areas where continuous improvement is needed**
Faculty Diversity and Faculty Development Center contd.. Postdoctoral Fellowship for Faculty Diversity contd…		Based on lessons learned and assessing Cohort I through V, the URM Executive Committee, Provost Office, and the Deans Office have revised our selection process and timelines for Cohort VI to ensure that we can make offers to finalists by January 2021 instead of the previous March award period.	Continuously monitoring progress of current fellows and providing feedback to mentors and fellows where appropriate.
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Recruitment of three new Pre-professoriate fellows to begin in August 2020 in Biological Sciences. Continued support for current fellows in Chemistry and Biochemistry and Physics.	Physics and Chemistry and Biochemistry successfully hired a fellow into their departments. Three of four academic departments in the College of Natural and Mathematical Sciences are now participating in the program. The current searches for fellows in Biological Sciences have worked with STRIDE to develop their recruitment process.	Continue diversity outreach efforts and assessing the applicants' pool via Interfolio: Faculty Search. Continue monitoring on- boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress. Work with STRIDE to improve the process as needed.
On-Ramps to Full Professor	Tracking the progress of the original 8 women in STEM Associate Professors in the NSF funded 2013-2015 On-Ramps to Full Professor Program by requesting updated CVs annually. Launching Phase II of On-Ramps to Full Professor, which applies to model to support the progression to full for women of color associate professor in UMBC's College of Arts, Humanities, and Social Sciences. Using their research acceleration plan, awardees evaluate their progress in a mid-year report and end-of-year report. At the end of the program department chairs also submit a progress assessment for each participant The Provost Office will assess the entire program as it did after Phase I for potential program expansion. As part of institutionalization efforts, On-Ramps II provides campus-wide research acceleration workshops for all associate professors.	Two women from On Ramps I have achieved full and one is now also a department chair. In AY 19-20, four women of color in rank 6-10 years received individualized awards. Applicants submitted a research acceleration plan (with goals, timelines, and benchmarks for measuring success), a current C.V. and letter of support from their chair. Awards average $20,000 and support their research in the form of graduate assistant support, travel funds, course releases, additional research funds, and the services of a research writing coach. The mid-year reports (December 2019) from On-Ramps Cohort II indicate that the awardees are making intentional progress on their research acceleration plans. Campus-wide, the On-Ramps program provided two publishing workshops for associate professors on journals and books in Fall 2019. In January 2020, the Office of the Provost also funded a one-day seminar on *Write Winning Grant Proposals* facilitated by Grant Writers Seminars and Workshops. In February 2020 the Provost Office hosted its annual Faculty ADVANCEment Workshop on Promotion to Full.	Ensuring communication and involvement of the department chairs in the awardees progress. Monitoring the service obligations of those participating in the cohort program. Working with the Colleges and Research Centers to develop more local and individualized support around grant writing. Analyzing the progress of Cohort II to determine how UMBC can expand the program.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
Graduate School - Recruitment: Summer Horizons Program– co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland's AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP, and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 68% (not including the 14% who identified as "other"); 32% of the participants had not received any information on preparing for graduate school prior to attending the Summer Horizons program. 88% reported learning something new about the application process;	We want to be sure that we are reaching all under-represented undergraduate students and get more participation from schools outside of UMBC. Most participants learned about the program through their summer research/internship programs, faculty, or university staff members
Summer Success Institute Postdoc Recruiting Day: UMBC hosted the AGEP PROMISE Academy Alliance (APAA), a USM collaborative project to diversify faculty through postdoctoral hiring, Postdoc Preview Day. This event was in anticipation of position openings for APAA postdoctoral fellows at the schools in the Alliance: UMBC, UMD, Salisbury University, Towson University and UMB.	Evaluations were completed after the event to determine the benefit of the event, the likelihood of the scholar applying to be a part of the AGEP PROMISE Academy Appliance Fellowship program.	8 postdocs attended, 87.5% of which were underrepresented minorities. 86% of participants found sessions "very useful" or "extremely useful" and 75% said they were "very likely" or "extremely likely" to apply to APAA fellow positions.	
PROMISE Engineering Institute (PEI): As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI was in the process of moving, with the PI, to UC Davis during much of 2019. As part of the transition process the contract with the external evaluator was terminated and most activities were place on hold.	We had 6 underrepresented minority students attend National Society of Black Engineers meeting, SREB, attending seminars on becoming faculty, networking, etc. In addition, we had a panel of distinguished engineering faculty at the Summer Success Institute. 100% of participants agreed or strongly agreed (in an evaluation) that this session was helpful.	
HR Continue outreach to campus search committees	Monitor diversity of search committees and in- person charge to campus search committees focused on talent acquisition and retention	Ensure members of search committees are aware of campus mission of recruiting and retaining a diverse workforce	Training provided by HR staff and recommended webinars
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. Exit Survey for Scholars.	$79,507 in scholarships awarded in FY19; 24 scholars + 3 affiliates are part of program. Returning Women Student Scholars + Affiliates retention from Fall 2018 to Spring 2019 is 87% while other UMBC undergraduate women students 25 years and older returned at an overall rate of 70%.	More robust programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program to include providing more effective virtual programming and connection. Limited staffing impacts further success of this program.
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, food insecurity (the Women's Center is a Retriever Essential food pick-up location) etc.	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.	In FY20 (through 3/27/20) staff have recorded at total of 188 1-1 conversations with students, faculty and staff for a total of 130 hours: 70 1-1 conversations with students and F/S related to sexual misconduct (to include 23 reports to Title IX); 22 1-1 conversations with students/faculty/staff related to mental health; 14 1-1 conversations with students/staff/faculty related to LGBTQ issues.	Increase continued awareness about this critical Women's Center service; increase staffing in order to also meet the increase in numbers.
Meyerhoff Scholars Program - During the AY 2019-2020, there were a total of 6 staff and 245 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	245 students enrolled for the 2019-2020 academic year, 78% are underrepresented racial and ethnic minorities (African American and Hispanic/Latino).	
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program 1989 Average GPA of Current Meyerhoff Scholars.	Historical Retention Rate – 88% (84% URM) Average GPA – 3.51 (3.43 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2018-2019 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 44 Placement into Graduate and Professional Programs – 36 (82%) (66% URM)	Work with Graduate schools to provide access to our scholars.

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved/Indicators of Success**	**Areas where continuous improvement is needed**
CWIT: Increase the participation and success of female and URM undergraduates in engineering and information technology.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.	Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.
We have secured a NSF grant aimed at increasing the diversity in COEIT majors by supporting transfer students from Maryland community colleges. It supports the T-SITE Scholars program.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 89% and for Cyber Scholars (who are chosen as freshmen) is 100%.	Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.
We conduct two events each year, Cyber 101 and Bits & Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.	Demographics and numbers of participants	This year, Bits & Bytes served 22 girls, 13 of whom (59%) were from under-represented minorities. Cyber 101 served 25 girls, about 40% of which were from under-represented minorities.	We continually assess and improve the effectiveness of these outreach programs.

Table 2

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 3** (**from 2019 Diversity Plan**): To provide conditions for personal success. **UMBC Goal 4** (**from 2019 Diversity Plan**): To provide a culture of safety, inclusion and respect

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **Curricular initiatives that promote cultural diversity in the classroom, and** • **Co-curricular programming for students.**	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Graduate School--The Summer Success Institute, increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders). sponsored by PROMISE.	Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2019 SSI workshops focused on "Living your best life" as an academic, work-life balance, bringing your full self to the table, and career advancement in addition to networking and panel events.	In 2019, 112 participants attended, 88% of which were underrepresented minority. Of those that did the post-event survey, 80-93% felt sessions were "very" or "extremely" useful. 87% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.	Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.
Human Resources Race in the Workplace, 2/19/19 Part I	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Understanding and building empathy for the social conditioning that has led to not talking about race; Uncovering the benefits of having proactive discussions personally, professionally, and in the workplace; a three-prong approach is used to dissect this conversation into its component parts and understand each version of the conversation. This session is open to all UMBC faculty and staff.	61% rated their knowledge, skills, and abilities in this area to have increased as a result of this program; a combined 80% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: comfort and skill in approaching challenging conversations; understanding systemic racism and its pervasiveness in our culture; ability to share personal experiences with each other and enhance understanding of different perspectives; a balanced perspective on the topic and helping different groups understand each other.	Overall marks for this program were high. The following suggestions for improvement were made: Increase opportunities for engagement with peers and deeper discussion on the topic; increase time for these sessions to allow for more experiential activities; be mindful of multiple generations and their unique experiences; include other POC group perspectives in the mix (beyond a conversation of black and white).
3/11/19 Race in the Workplace Part II	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Recognize the actions that they can take to approach this topic in a more productive way; Make personal commitments to increase trust and build relationships. This session is open to all UMBC faculty and staff.	A combined 87% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 87% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: addressing subtle and not so subtle forms of racism when it happens; increasing empathy for differing experiences/ perspectives of others; initiating intentional conversations about race and inclusion with colleagues, especially white colleagues.	Overall marks for this program were high. The following suggestions for improvement were made: Increase visibility of this topic/workshop for leaders and others on campus and encourage broader attendance; either fold in or create a separate course for other people of color/identities (Latino, LGBTQ).

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **Curricular initiatives that promote cultural diversity in the classroom, and** • **Co-curricular programming for students.**	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Human Resources contd…. Intercultural Development (HR Diversity Learning Track; 3/4/2019)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural differences. Participants received a detailed profile of their IDI results and had an opportunity to discuss these within the context of inclusive excellence at UMBC.	A combined 94% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 82% rated the course content as Excellent or Above Average; A combined 100% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: awareness in speaking to and working with members of different cultures; empathy for the experiences of members of other cultures in learning new language, navigating our culture, etc.; increased curiosity about cultural customs, traditions, and behavior.	Overall marks for this program were high. The following suggestions for improvement were made: Less instruction and more time for personalized application and discussion; time to debrief the IDI results prior to the workshop and create a personalized plan in the session
Student Affairs (Career Center) Creating positive interactions and cultural awareness among students, faculty, and staff by: 1. Collaborating with International Education Services to host an International Student Career Conference.	Student Attendance. Post-participation survey measured: Satisfaction	60 students attended the Spring 2020 conference compared to 56 in spring 2019.	Continue to increase student participation.
Student Affairs (Campus Life) Creating positive interactions and cultural awareness among students, faculty, and staff by: Implementing several SafeZone LGBTQ+ Allyship Development Workshops throughout the year. This workshop is designed to help students, alumni, staff, and faculty to create a more welcoming, affirmative atmosphere for LGBTQ+ members of the UMBC community.	Use participant post workshop evaluations that include Likert scale and open-ended questions. A pre and post-test is also implemented to measure knowledge retention of SafeZone content.	Participants reported that the training offered a safe, yet critical place to learn. Allowed participants to explore the nuances between sex, gender, gender identity, gender expression, sexual orientation and romantic orientation.	Implementing a strategy to motivate departments, offices, and campus organizations to encourage their students, alum, staff, and faculty to take this day-long training. We will also develop a more cohesive tracking process to ensure we are capture the number of faculty, staff and students who participate in this training.
Student Affairs (Campus Life) Creating positive interactions and cultural awareness among students, faculty, and staff by: Hosting annual RESPECT Talk with Dr. Maura Cullen during Welcome Week. Dr. Cullen's talk reinforces the UMBC value of inclusive excellence and helps students think about creating inclusive cultures.	-Number of students who attended the event -Welcome Week post survey	-A total of 917 students attended. -85% of participants reported that Welcome Week events, inclusive of Respect Talk, resulted in understanding UMBC community standards and expected behavior. -76% of participants reported that after attending Welcome Week Events, inclusive of Respect Talk, they can articulate the importance of inclusive excellence at UMBC.	-An increase in the number of student attendees and participants. Ongoing development and metrics for student learning outcomes.
Student Affairs (Res Life) Creating positive interactions and cultural awareness among students, faculty, and staff by: Holding several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Microaggressions training, Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).	- Professional staff data from evaluation - Use participant pre and post training evaluations to indicate participants level of understand before and after trainings to measure effectiveness	-20 professional staff members completed evaluation. 100% indicated they agreed microaggressions training gave them a better understanding of what microaggressions are and heightened their understanding of the impact of microaggressions. 100% could define microaggressions, explain the importance of understanding how microaggressions impact colleagues/self, and could list a commitment to continuing the dialogue.	Ongoing development around metrics and evaluations process for training.

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • **faculty and staff cultural training programs;** • **Curricular initiatives that promote cultural diversity in the classroom, and** • **Co-curricular programming for students.**	**Metrics to measure how progress of each initiative is being evaluated**	**Data to demonstrate where progress has been achieved /indicators of success**	**Areas where continuous improvement is needed**
Student Affairs (Center for Democracy and Civic Life) Creating positive interactions and cultural awareness among students, faculty, and staff by: Implementing annual STRiVE Leadership for Social Impact Retreat (a 5-day immersive experience in which students explore leadership through the lens of social justice, equity, and inclusion)	Participants complete evaluation forms at the conclusion of the program in which they report the extent to which they have gained new insights about diversity, equity, and inclusion, and have gained new insights about how to communicate with people with identities, experiences, and perspectives different from their own. Participants also respond to open-ended questions about their learning and growth.	2020 participants' mean response on a scale from 1 (strongly disagree) to 5 (strongly agree): "I have gained new insights about diversity, equality, and inclusion." = 4.67 "I have gained new insights about how to communicate with people with identities, experiences, and perspectives different than mine." = 4.57	We are adding an interview component to our program assessment. We also continually update the program based on new insights about civic learning and democratic engagement.
Student Affairs (Interact Dialogue) Creating positive interactions and cultural awareness among students, faculty, and staff by: Expanding the Interact Dialogue program. Interact is a 5 week session focused on foundational dialogue skills, cultural storytelling and critical self-reflection.	-Extensive pre and post survey process, including focus group. -Scanned UMBC card at every session to track attendance. -Held ongoing check-ins and facilitator logs with peer facilitators to provide ongoing support.	-Expanded participation from 36 participants in 2018 to 160 participants in 2019 -Based on post-survey data, 79% respondents strongly agreed that the program made them more inclusive leaders, 81% strongly agreed that the program has made them more engaged community members, and 74% found the program to be extremely effective in dialoguing across difference.	-Exploring expansion beyond first year residence hall participants.
Women's Center - On-going identity-based discussion-based programs: Women of Color Collective; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students); Women in STEM; and We Believe You (for survivors of sexual violence); Returning Women Students programming.	Attendance and observation rubrics completed by group facilitators; Attendance for Between Women, Spectrum and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs. End of year survey for We Believe You and Returning Women Students	Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Spectrum moved from once a month events/program to bi-weekly discussion group. FY20: 43% of WoCC participants went to more than one meeting FY20: 60% of BW participants went to more than one meeting	Attendance at some of these discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming; At peek times during the semester We Believe You is oversubscribed making facilitation difficult.
Women's Center contd… Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence/Title IX and workshops related to micro aggressions (with a focus on gender)	Workshop surveys Supporting Survivor workshop and micro aggressions is a pre/post survey	FY20: 16% increase in confidence creating a survivor-responsive campus and 22% increase in sense of confidence in preparedness to support a survivor for Supporting Survivors FY20: 100% participants learned at least 1 strategy for responding to microaggressions 89% they definitely understood the meaning of a microaggression in post-test survey compared to 5% in pre-test for microaggressions workshop.	Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; Finding balance between offering individualized 1-1 support and having bandwidth to provide workshops COVID-19 resulted in several large events and programs to be cancelled.

Item 3:

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

The UMBC Police have specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up. Lastly a mass email notification is sent to the community notifying them of the incident.

Diversification of Faculty and Staff

Faculty
UMBC STRIDE Committee

The UMBC STRIDE program increases UMBC's faculty diversity. Launched in 2015, STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE consists of six highly respected faculty fellows, who are not scholarly experts in the area of diversity and inclusive excellence, but rather each has a demonstrated commitment to these principles. Fellows are mostly from majority groups. This signals that improving diversity and inclusion is a shared responsibility.

STRIDE engages in two main activities: campus-wide focused conversations and search committee consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle, 1) Developing an Effective Diversity Hiring Recruitment Plan (May/September), 2) Creating Shared Evaluation Criteria (October), 3) Best Practices for Inclusive Excellence in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February), 5) Best Practices for Inclusive Faculty Mentoring (March), and 6) Best Practices for Welcoming New Faculty (April). STRIDE also provides consultations with search committees at the request of a department or search that target specific aspects of the search. Depending on the search committee's needs, STRIDE fellows might help improve an active recruitment plan, provide feedback on inclusive language in job advertisements, develop shared evaluation criteria, implement practices to reduce implicit bias during application review, and/or design inclusive interview protocols and processes.

After 5 years, STRIDE is involved in all faculty searches and colleges and committees proactively reach out to STRIDE for advice and counsel. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies. We have also seen an increase in the diversity of our applicant and interview pools, and ultimately our hires. In our most recent faculty recruitment cycle, we welcomed 14 new URM tenure-track faculty of the total 32 new tenure-track faculty (44%). Beyond faculty, STRIDE has also influenced UMBC to think about diversity and inclusion in staff hiring.

Staff
Promoting Diversity in Hiring
UMBC had an increase from 2018 to 2019 in the percentage of applications and ultimately the number of individuals hired for positions for the following categories: minority races, Hispanic ethnicity, identifying as having a disability, and identifying as a protected veteran.
This increase cannot be linked directly to any one individual action.

The PageUp recruitment and hiring system has assisted in promoting UMBC values of diversity and inclusion in the hiring process include:

1. A diversity report is available for each position in PageUp showing the demographics of the applicant pool for the position. The report shows gender, race/ethnicity, disability status and veterans' status. The Search Chair or Hiring Manager can view the diversity of the pool at the various stages of recruitment (initial application, search committee review, phone screen, in-person interview). Hiring Managers and Search Chairs are instructed on how to access and use the report in both group and individual trainings as well as instructions available online.

2. An Advertising Sourcing report is available for each position in PageUp showing the source from which the applicant located the posting/ad. The data assists the hiring departments in determining which sources are effective and most beneficial in posting future positions.

3. There was a 53 percent increase in the number of advertising sources used in 2019 over 2018. Applicants were not only learning of our positions from job posting sites but also from general UMBC branding (TV commercials and radio ads) and social media. Our top three sources are the UMBC website, higheredjobs.com and Indeed.

DIVERSITY PLAN

UMBC

APRIL 2019

INTRODUCTION

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics.

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

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

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

Overarching Diversity Goals of USM and UMBC

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

UMBC Goals:

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

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

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

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

Strategic Plan Preface

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

University Mission

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

University Vision

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

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

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

Supporting Objectives

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

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

3.2 Increase significantly the diversity of tenure-track faculty.

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

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.
Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

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

Primary Goal

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

Strategic Goals

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

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

Supporting Objectives

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

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

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

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

FOCUS AREA THREE: Innovative Curriculum and Pedagogy
Supporting Objectives

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

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

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

Strategic Goals

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

Supporting Objectives

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

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

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

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

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

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)
- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Dresher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

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

The Student Experience 4.1

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

The Student Experience 5.1

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

The Student Experience 5.3

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

The Student Experience 5.4

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

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

The Student Experience 3.2

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

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

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

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

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

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

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

Community and Extended Connections 3.2

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

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

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

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

Community and Extended Connections 3.4

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

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

Community and Extended Connections 3.5

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

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

FOUNDATIONS

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

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

UNIVERSITY OF MARYLAND, COLLEGE PARK

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland, College Park **Date Submitted:** 4/17/2020

Point(s) of Contact (names and email addresses): Dr. Georgina Dodge, Vice President for Diversity and Inclusion, gdodge1@umd.edu

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Section 1: Summary Statement

Efforts to assemble this report began before reaction to the COVID-19 virus directly affected the University of Maryland, College Park. We started to review reports and compile data shortly before the move to virtual environments was announced and began. And while this report primarily reflects the status of cultural diversity as we progressed before the unexpected disruptions occasioned by the health emergency, we choose to begin this narrative by citing the dedication of staff, faculty, and administration to continue our efforts toward the improvement of cultural diversity during this difficult period. Their collective labor has been inspiring. Beyond the mandated movement of instruction to online environments, we have succeeded, wherever possible, in moving many of our initiatives to virtual spaces utilizing various platforms. And, when not directly possible, many have crafted creative solutions aimed at achieving the same or similar outcomes as the original programming. These include efforts intended to address Goal I, increasing the numerical representation of traditionally underrepresented groups, and Goal 2, creating opportunities for positive interactions and instilling cultural awareness among our multiple populations. These latter initiatives are especially evident in the provision of outreach and support for traditionally underrepresented populations.

The inaugural Vice President for Diversity and Inclusion (VPDI) who began in June 2019, Dr. Georgina Dodge, has been at the forefront of these efforts and of our ongoing work toward greater diversity, equity and inclusion (DEI). The elevation of the position of Chief Diversity Officer (CDO) to a VPDI and the subsequent selection of Dr. Dodge realizes a goal that had been articulated for several years. It also changes the organizational structure from a CDO within the Division of Academic Affairs to a VPDI within the Office of the President. This new organizational structure also brought the Office of Civil Rights and Sexual Misconduct (OCRSM) under the direct supervision of the VPDI.

As promised, Dr. Dodge began her tenure with a listening program wherein she met with a broad range of campus constituents to learn what matters to them, what they see as strengths and opportunities, and what they offer to UMD. She is realizing a short-term goal of understanding the breadth of DEI activities on this large decentralized campus. She is also beginning to analyze the impact of these widely dispersed activities with an eye toward identifying strengths and gaps that need to be addressed.

In addition to her listening program, Dr. Dodge has been carefully reviewing the extensive documentation regarding DEI that this campus has produced. Our institutional cultural diversity plan from 2010, Transforming Maryland: Expectations in Diversity and Inclusion, continues to be a guiding document even though there is broad recognition that an updated or completely new plan is needed. Many more recent documents provide more timely guidance for the University. These include the Self-Study Report and the External Review which were submitted as appendices last year. The report of the Joint President/Senate Inclusion and Respect Task Force is perhaps the other most germane document with recommendations for the near term.

The areas of focus articulated last year by the Interim CDO continue to be relevant. They include the following.

- Collaboration and coordination of diversity and inclusion efforts across campus
- Resource allocation
- Leadership and accountability
- Communication
- Training and development

Various levels of progress have been made in these areas. For example, Dr. Dodge added a Communications Officer to her staff. This key position will assist the VPDI in the development and execution of a communications plan that captures the full breadth of DEI activities within UMD. Progress in other areas is more nascent, and we expect more tangible results in the near future. Unfortunately, the current health emergency has led to the cessation of an active search for an Assistant Vice President for Diversity and Inclusion (AVPDI) that would have resulted in more substantial progress and strengthened Dr. Dodge's ability to provide the requisite leadership and expertise on DEI issues for the entire university.

Longstanding areas of emphasis for the university remain unchanged from previous years and are reflective of Goals 1 and 2 of this report.

- Improve recruitment and retention of underrepresented faculty
- Improve recruitment and retention of underrepresented students
- Provide support and outreach to campus community members to increase opportunities for academic and social success, improve well-being, and foster a sense of belonging as a Terp

One area of significant success is the increase in the student applications from African Americans. An ad hoc Enrollment Action Committee formed last year played an important role. It demonstrates the agility this university can muster to address unforeseen negative trends. The tables below highlight many areas of progress in addressing our longstanding areas of emphasis.

This report catalogs many successful and visible efforts, yet it cannot convey the full breadth of DEI work on campus. As requested, the items listed below are restricted to selected campus-wide labor. Many similar efforts are initiatives within individual colleges or departments.

During this difficult period, the University of Maryland, College Park, continues to improve diversity, equity, and inclusion. We anticipate many lessons learned from having gone through this health emergency, and we expect many of those lessons will inform our future progress.

Section 2: Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
The Office of Undergraduate Admissions created and continues to refine a multi-tiered strategy designed to impact students' application and enrollment decisions from prior to the point of application through enrollment and includes: • Education about the college application process • Recruitment • A holistic application review process • Special program and merit scholarship review and selection and, • Yield efforts with personalization of efforts at each level	The primary metrics to evaluate progress are: • The number of interactions with traditionally underrepresented students and those who support them • The number of students who chose to apply for admission • The numbers of these students who complete the application process • The number of these students who apply, enroll, and graduate from Maryland	From Fall 2018 to Fall 2019, the following successes were realized: • The application rate among African American students increased. • The percentage of incoming first-year African American, Hispanic, and Native American and Alaskan Native students increased by 16.3% • The number of interactions	We will continue to learn from what the environment presents and adjust our strategies to allow for optimum effectiveness. We have experienced great success in attracting talented and diverse students to the university over time. We anticipate periods when the numbers may not increase, and at times may even dip because of unforeseen factors. In order to mitigate and prevent those situations, we consistently work to fine tune and target our recruitment efforts.
Graduate School initiatives include the following: • Annual Networking Reception for Diverse Students and Faculty • PROMISE AGEP programming and activities including PhD Completion Workshops • Fall Harvest Dinner and Networking Reception	The primary metrics to evaluate progress are: • Tracking for the last five years of URM students from initial application to admissions to enrollment	• Slight increases in URM enrollment. • Weekly URM tracking using fee waiver list **Other Areas of Success:** • Graduate School Diversity Recruitment Team includes 40+	• Continue to identify and develop appropriate recruitment methods and outreach • Build relationships with institutions, programs, and directors and coordinators that serve

• Writing retreats • Annual Research Symposium and Professional Development Conference • Invited guest speakers of STEM initiatives • Bi-monthly listening sessions with URM graduate students • Spring Speaker Series • Conversations on Graduate Diversity Series • Continued outreach for URM undergraduate research programs nationally and HBCU institutions		faculty and staff members from across campus • OGDI Graduate Student Diversity, Equity, and Inclusion Advisory Board that includes 12 graduate students from different programs across campus	minority/URM/URG students. • Build relationships among institutions, programs, and directors/coordinators to enhance and maximize recruitment efforts among applicant pool • Expand fee waiver programs • Support of more UMCP faculty for recruitment initiatives
Academic Achievement Programs (AAP), recruitment and retention programs in support of low-income and first- generation students. Specific programs include the following: • Student Support Services/Intensive Educational Development program • McNair Post-Baccalaureate Achievement Program • Educational Opportunity Center • Educational Talent Search • Summer Transitional Program	The primary metrics to evaluate progress are: • Survey Monkey questionnaires and other evaluation forms • Addressing academic, personal, and behavioral problems • Administer summative and formative evaluation per event and initiative relative to level of progress and satisfaction of events by diverse student audience	(Campus-wide desired demographic data gathered separately by USMD per Report Instructions) • Report provided to the US Dept. of ED on the composition of each of the seven programs in AAP, with specific student composition reported annually	• Examine closely AAP students' attitudes and each student's actual performance
University of MD Incentive Awards Program, recruitment and ongoing support of economically disadvantaged students from Baltimore City and Prince Georges County.	The primary metrics to evaluate progress are: • Thorough review of students' academic performance on a semester basis • Customized interventions based on review • Number and quality of co-curricular experiences (e.g., internships, research, etc.)	• First-year retention rate: 98% (three points higher than all UMD students) • Six-year graduation rates: 86% (one point lower than all UMD students)	• Refinement of intervention efforts according to students' demonstrated needs • Enhanced professional development to ensure smooth transition to life after graduation

Office of Multi-ethnic Student Education (OMSE), College Success Scholars (CSS)	The primary metrics to evaluate progress are: • First-year retention rates	CSS has served 409 Scholars since 2007. • Cohorts 2007 through 2009	• Additional resources (personnel and material) to support 100%

program – aimed at retention/graduation of Black and Latino men.	• Retention and graduation rates (compared to non-CSS participants)	achieved a one-year retention rate of 90% • Cohorts 2010–2018 had an overall one-year retention rate of over 90% The average six-year graduation rate for 2007-2011 cohorts are as follows: • Cohort 2007 had a six-year graduation rate of 100% • Hispanic Male CSS students higher by 8.23% • Black or African-American CSS students higher by 19.78% • Black and Hispanic Male CSS students 3.5% higher than UMD student population, including non-minority students	retention and graduation rate goals; to support increased number of students served and increased capacity to expand program components
OMSE Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color.	The primary metrics to evaluate progress are: • Number of Sessions • Demographics of tutees	• 1000+ hours tutoring sessions were provided • 1,085 individual and group sessions were held • 296 students attended large review sessions • Black/African American identified students represented 28% of total students served; 22% Asian American students; 17% Hispanic/Latinx students	• Additional resources (personnel and material) to provide tutoring in subjects/ courses with the most critical need; to increase the number of students served based on unfulfilled requests for tutorial assistance
The Student Success Initiative (SSI) is a unique population level, student centered approach focused on increasing retention and graduation rates of Black students at the University of Maryland, College Park. The Student Success Initiative utilizes two distinct but overlapping strategies: direct student outreach/triage work, and face-to-face community development utilizing SSI's Student Service Leadership Model. Both strategies are designed to empower students and nurture their sense of agency and ownership, strengthening their academic and social experiences but also anchoring their sense of connection and belonging to the institution.	• IRPA's 6-year graduation rates • SSLC 6-year graduation rates	(Campus-wide desired demographic data gathered separately by USMD per Report Instructions) • SSLC members have a100% six-year graduation rate.	• Identifying students in need of support earlier in their matriculation at Maryland • Identify additional financial supports for students in financial need

ADVANCE supports the creation and maintenance of inclusive academic cultures for all faculty, with particular emphasis on the recruitment, retention, and advancement of women and URM faculty. ADVANCE hosts the following activities: • ADVANCE Professor mentoring program (one senior woman assigned to each college to mentor and improve work environments) • 5 faculty peer networks for different groups (women assistant professors, associate women professors, men and women faculty of color, women and men professional track faculty, women and men mid-career and senior leaders); groups meet once a month for 2 hours • Leadership development program led by Dean Pines and Dean Thornton Dill and focused on diversity and inclusion themes across many topics • Assistance to faculty searches on inclusive hiring practices—resources placed on website, individual assistance to searches and deans as requested • TERP Allies: interactive theater program that includes a workshop on how to see biases as they emerge in the academic workplace and be a good ally to intervene • Dashboard: Online faculty salary, demographic, service and related data to provide transparency and information for searches • Research and Evaluation: Sharing of recent social science research on workload, academic careers and diversity with campus and via publications • One on one consultation by the Director with Department chairs trying to improve work environments for women and URM faculty on strategies; and with individual faculty for support and advice	The primary metrics to evaluate progress are: • Institutional data (i.e., annual tracking of hiring, retention and advancement data by gender, race, rank, college and a dashboard of demographics, salary, and campus service data) • Participant database that compares the retention and advancement of ADVANCE activity participants to non-participant peers • Pre-post surveys of participants in all major ADVANCE programs and annual program evaluation reports	• Review of annual retention data shows that since 2010 fewer women assistant professors have resigned pre- tenure; there are still more women assistant professors that leave than men pre-tenure but the gap is smaller • There are no significant differences between men and women receiving tenure or promotion among those who sit for the decision • Women and URM advance participants are more likely to be retained by the university than peers who did not participate • Three-fourths of participants in Leadership Fellows program are now department chairs, associate deans, or similar campus leaders • ADVANCE trained more than 80 search committees from 40 departments on strategies to mitigate implicit bias in hiring and attract a diverse applicant pool; created downloaded resources • 8 Terp Allies performances across 7 schools in 2019-2020 • Decision by Provost, and 12 colleges to continue to fund the advance program and institutionalize in the provost's office	• Additional training needed for department chairs and other academic leaders on how to improve workplace cultures to be more inclusive and dynamic; development of stronger ally culture • More women department chairs, STEM center directors • Support needed for women PTK and TT faculty with children to attend conferences • Roll out of inclusive hiring pilot to entire campus for faculty searches
University Human Resources (UHR) supports the recruitment and retention of underrepresented staff and faculty populations through its Affirmative Action Program. The Affirmative Action Plan is a robust document that asserts accountability for the hiring, advancement, and equitable treatment of	The primary metrics to evaluate progress are: • Staff and faculty composition and employment and promotion transactions (used to identify Problem Areas and Placement Goals)	• Analysis of Prior Year Results (appointments, promotions, terminations) • Goals set at the availability when the difference between incumbency and availability is statistically significant	• Enhanced Affirmative Action efforts made in identified Placement Areas throughout the hiring process • Development of outreach programs

women, people of color, protected veterans, and individuals with disabilities.	• Placement goals (which are aspirational targets, not quotas that must be met) determined by comparing external availability of people qualified to perform the essential functions of our positions to internal incumbency		targeted towards identifying and attracting underrepresented classes • Progress toward our goals measured annually and targets adjusted accordingly

Section 3: Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Diversity Training and Education (DTE) within the **Office of Diversity & Inclusion (ODI)**: **Training Program** (Staff, Students, and Faculty).	Learning Outcomes: • Engagement with colleagues on issues of diversity, equity, and inclusion using intergroup work • Ability to engage and maximize in healthy and ethical ways the differences in identity, ideology, and experience in our community Measurements of success: • Number of trainings delivered and number of participants	• Responded to consistent stream of requests for trainings • Met all requests that offered flexibility in terms of scheduling • Facilitated majority trainings on diversity, social power, implicit bias, microaggressions, and other tailored trainings • Partnered with multiple offices and departments across campus to deliver training	• Longitudinal assessments especially for one-time trainings • Expansion of the skill-based practice within the trainings • Stronger series for supervisors, especially faculty in administrative roles • More trainers for sustainability and to meet increasing need
DTE within **ODI: Words of Engagement Intergroup Dialogue Program (WEIDP):** one-credit courses in race, gender, immigration, disability, sexual orientation, religion, social class, size and appearance – the largest group of cultural competency course offerings.	• Survey designed specifically for WEIDP completed by each student at the end of each course • Numeric Data	Academic Year 2019-20: • Number of Dialogues: 21 • Number of Students: 278 • Number of Facilitators: 44 • Survey Response Rate: 98%	• Increase partnerships and outreach to enroll more diverse students • Ongoing review of course content and improvement of facilitator training • Expand undergraduate peer

			facilitation opportunities • Continued faculty/staff dialogue opportunities
Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center within **ODI:** Multiple initiatives spanning support and sponsorship of groups, learning programs, leadership development, and community engagement-outreach. **Rainbow Terrapin Network Program**, a campus-wide network of staff faculty, and students committed to LGBTQ+ inclusion and social justice. **Speakers Bureau**, a peer education program in which peer educators enroll in a specially designed course, LGBT 350, then engage others in panel presentations. **Quelcome**, a campus-wide welcome event for all LGBTQ and allied staff, faculty, students, and alumni to welcome new students, foster networking, and to showcase some of the resources and opportunities on campus or in the community. **Q Camp**, an LGBTQ+ Community-Building Retreat for undergraduates **Lavender Leadership**, an honor society that celebrates and develops leadership for LGBTQ+ social justice. **Advocacy for Campus Transformation**, focused campus-level work toward the establishment of campus policies and procedures in support of LGBTQ+ people.	• Number of individuals attending programs • Learning outcomes for in-person trainings and events assessed by survey • Website analytics • Numbers of materials distributed • Evaluations	• Collaboration in the implementation of campus policies related to Personal Data in Campus Records (Policy VI-1.05[B]) with the Enterprise Resource Planning (ERP) transformation project • Consultation with Facilities Management related to Use of Gendered Facilities (Policy VI-1.05[A]) • Collaboration related to Inclusive Language (Policy VI-1.00[C]) with Strategic Communications • Establishment of Rainbow Terps Task Force to guide future initiatives • Peer educator presentations to 799 undergraduate students for Fall 2019 • 300-350 participants at Quelcome • 32 participants at Q Camp • 48 graduates celebrated at Lavender Graduation along with 6 special awards and over 100 in the audience (2019) • 45 inductees into the Lavender Leadership Honor Society bringing the total number to 203 with an additional 8 honorary members (2019)	• More intentional outreach to units not currently engaged • Continuous updating of all materials and practices to reflect current good practices • Recording of all student queries at peer education presentations to shape the content of the course/training for the subsequent year
Multicultural Involvement and Community Advocacy (MICA) advises and supports more than 100 identity-based student organizations; coordinates the seven campus-wide celebration of	• Attendance • Marketing and collateral distribution •Internship E- Portfolio	MICA's efforts supporting history/heritage theme celebration months included: • APA Heritage Month, Black	• Expanding assessment of long-term student involvement • Outreach to

history/heritage/pride theme months; provides opportunities and spaces that affirm students and their identities; builds inclusive communities among diverse member and creating social change locally, nationally, and globally. Offerings include: **MOSAIC Diversity and Leadership Retreat**, a two-day overnight program established to augment student leadership developmental programs by engaging emerging leaders in concepts related to the Social Change Model of Leadership. **MICA Community Organizing Student Internship Program**, an experiential learning community designed to help students engage and lead cross-cultural and community development efforts within the setting of campus student union. **MICA Monologues Series**, an annual series of Monologues that speak to issues of identity in several of the communities that the office supports. **MICA TOTUS Spoken Word Experience**, a credit-bearing experience that helps students explore marginalized identities and silenced voices in and through poetry to spark dialogue and action around identity, social justice and lived experience; promotes a greater understanding of social justice by examining self and society in relation to systems of power and inequality.	• Course Reflections • Social Media Engagement •Learning Outcome Survey and Focus Groups: • sense of belonging • educational empowerment • social consciousness • organizational management • resilience • intercultural and intra-cultural interaction	History Month, Latinx Heritage Month, Pride Month, Native American Indian Heritage Month, Multiracial Heritage Month, and Women's History Month • Programs offered during 2019-20 academic year reached over 3,000 students, faculty, staff and visitors on the UMCP campus. MICA held welcome events for new and returning students and attendance for POW WOW, which was revived in 2019 with over 300 attending •More than 400 hours of advising provided to student organizations and individuals students	academic-focused identity-based student organizations
Nyumburu Cultural Center within **ODI**: programs include: **Black Male Initiative (BMI)**, a Black Men's Leadership Series **NewsBreak**, Weekly Civic Engagement Forum for Undergraduate Students. **Jazz, Black Literature, and Gospel Choir Courses**	• BMI uses ten-item attitudinal survey to query students' success behaviors • NewsBreak uses 11-item attitudinal survey to query students' engagement on campus • Courses use student testimonials, monitor enrollment trends and invitations to perform by external organizations	For BMI, average weekly study hall attendance, 25 • Average monthly meeting attendance, 20 • 95% of participants are either satisfied or very satisfied with program activities/ objectives For NewsBreak, average weekly attendance,100 • Positive student testimonials • Survey data indicates (90%) increased their awareness on social justice and issues of societal inequality For courses: • Average enrollment, 15-25	• Increased marketing via social media • Recruitment of student ambassadors • Funding for outreach initiatives with academic departments, student organizations, and external campus stakeholders to assess programmatic impact and needs

		• Student/community testimonials regarding artistic programming appreciation	
Office of Civil Rights and Sexual Misconduct (OCRSM) provides required online training for students, staff, and faculty. Online training programs include: Accessibility & Disability at UMD; Responding Effectively to Discrimination and Sexual Misconduct; and for students specifically, Sexual Misconduct. OCRSM also participates in outreach and awareness programs with Campus Partners.	• Training completion rates • Number of presentations and outreach events provided	For 2018-2019 • Undergraduate Student Sexual Misconduct Training: 91% of assigned students • Responding Effectively to Discrimination and Sexual Misconduct: over 70% for assigned graduate students, staff and faculty • Accessibility & Disability at UMD: 87% for assigned faculty & supervisors (required); 10% for assigned graduate students (optional) • 70 in-person trainings, presentations, and outreach events	• Continue to improve training completion rates, particularly among grad students, faculty and non-supervisory staff • Continue to increase awareness of our office and UMCP nondiscrimination policies.
Bias Incident Support Services – BISS (Formally Hate Bias Response Program) within **ODI**: provides training for faculty, staff and students on Response Protocol; outreach and support to individuals and communities impacted by hate bias incidents including **Circles** support group, online reporting system, campus programming addressing the First Amendment, Racism and Islamophobia, and Restorative Practices.	• Requests for training • Increase in awareness of Protocol • Ongoing monthly support group Circles • Availability of Hate Bias Incident Log • Training and Program evaluations • Restorative Practices Surveys	• Over 30 trainings reaching thousands of campus community members • Regular attendance at **Circles** • Increased requests for trainings, programs and restorative responses	• Increased personnel to meet the UMD need for BISS • Continued Incorporation of Restorative Justice principles
Office of Diversity & Inclusion (ODI) – Co-sponsorship and commitments provide funding support for diversity programming and cultural awareness across campus. ODI also endorses diversity programming through staff support and approved logo usage. Consults with units to increase collaboration and make best use of resources.	• Provision of funds to encourage and make possible diversity-themed efforts by other units on campus to promote the university's core values. An online request form gathers information about the diversity programming and requires collaboration.	• Co-sponsorship and commitments of over 15 different diversity-themed events or initiatives across the campus • Over $30,000 disbursed for a wide variety of initiatives supporting greater cultural awareness and the university's DEI mission	• Increase awareness of ODI support and sponsorship • Creation of an online assessment tool

Section 4: Diversification of Faculty and Staff

The most successful single strategy for increasing the diversity of faculty and staff consists of our Faculty Diversity and Hiring Initiatives as administered through the Office of the Associate Provost for Faculty Affairs. (See https://faculty.umd.edu/appointment/hiring.html#diversity.) These include the following.

- **Postdoctoral Fellowship Program –** In 2016, the University of Maryland joined the University of California-sponsored consortium of universities, originally organized in 1984, with the objective of building a pipeline of under-represented minority faculty. This consortium collaborates in seeking postdoctoral scholars who can contribute to an enhanced understanding of the experiences of historically underrepresented scholars through their research, educational background, or personal experience. (See https://faculty.umd.edu/appointment/hiring.html#postdoc.)
- **Assistant Professor Diversity Initiative –** This program provides partial support for hires at the assistant professor level that enhance faculty diversity at the department and college levels. The intention is to secure faculty early in their academic careers who show great promise. (See https://faculty.umd.edu/appointment/hiring.html#asstprof.)
- **Senior Targeted Hire Diversity Initiative –** This program provides support for the targeted recruiting of renowned senior faculty (tenured—generally full professor) who enhance faculty diversity and mentoring and foster the university's goal of inclusive excellence. (See https://faculty.umd.edu/appointment/hiring.html#srth.)

Spousal Hires have also been helpful when recruiting couples.

Thus far, 18 Fellows have been brought in through the Postdoctoral Fellowship Program and there will be at least 5 more in the fall. With the support of the other two initiatives, 6 senior faculty and 15 assistant professors have been hired. All of these have been faculty of color.

Section 5: Reporting of Hate-Based Crimes

The campus process for the reporting of hate-based crimes is consistent with federal requirements under Clery.

UMD Hate/Bias Response Protocol (adopted 2018)

- **Acknowledge receipt of the report and review within 48 hours. The University of Maryland Police Department (UMPD) will offer a verbal acknowledgement and conduct an investigation. The Office of Civil Right and Sexual Misconduct (OCRSM) will provide electronic acknowledgment when reports are submitted via website. The Program Director for Bias Incident Support Services (BISS), formerly Hate-Bias Response Program, will provide outreach.**
  - UMPD
    - Receive and acknowledge report; assess & conduct baseline investigation.
    - Exhaust investigation to determine if further action is needed or if the case is referred or closed.
    - Track and map incident for criminal patterns.
    - Share the report with OCRSM and BISS.
  - OCRSM
    - Online hate/bias reporting form includes an automated response that acknowledges receipt of report.
    - Track incident for pattern of bias or discrimination.
    - Share data about the reports with UMPD and BISS as they are received.

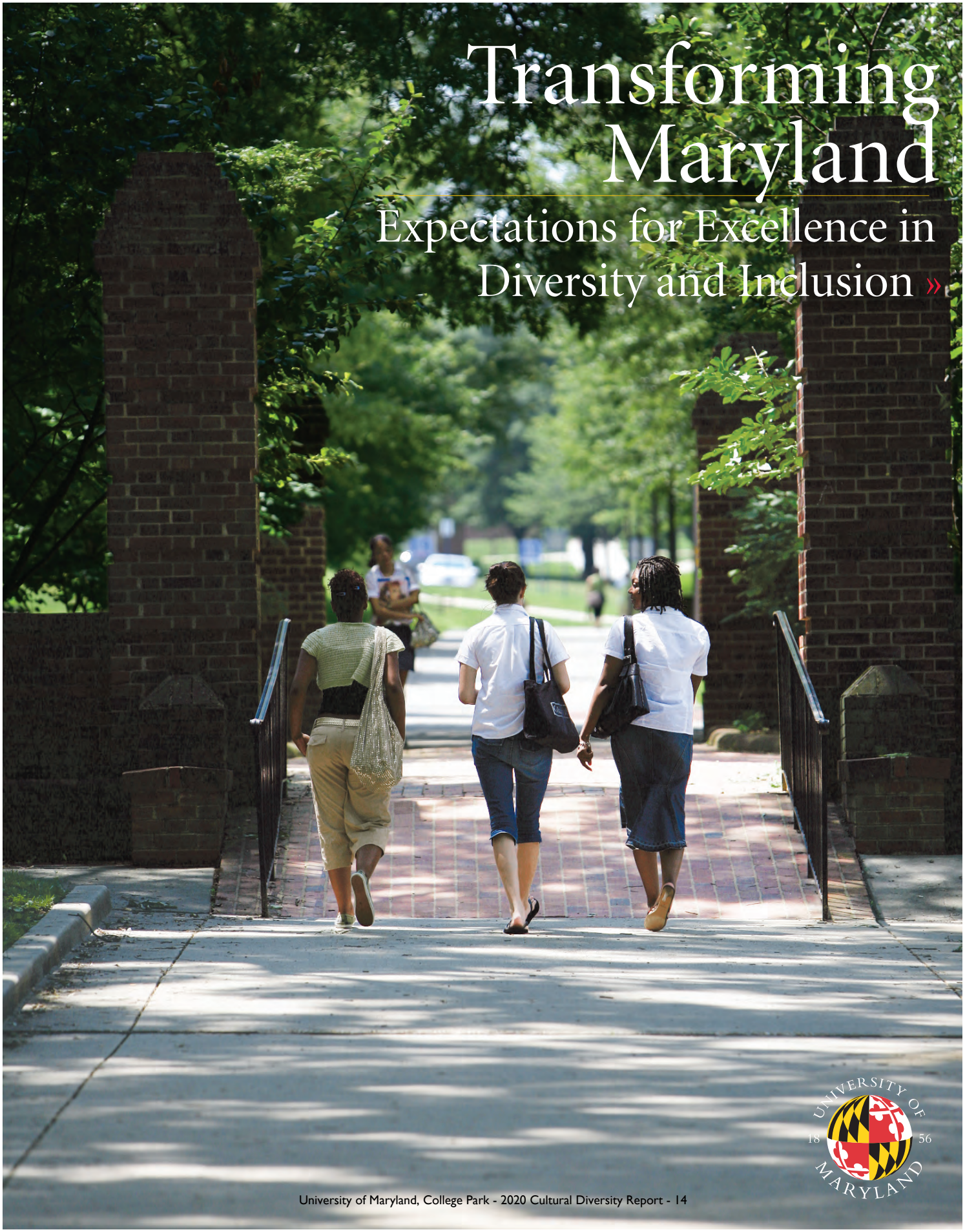
  - BISS
    - Share data about reports with UMPD and OCRSM as they are received.
- **Refer individuals who report to campus resources for support and guidance.**
  - UMPD
    - Provide report and contact information for individuals affected to BISS.
  - OCRSM
    - Automated response for hate/bias incident report form will include list of campus resources for support and guidance. Provide report and contact information for individuals affected to BISS.
  - BISS
    - Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.
- **Inform and consult with relevant campus administrators regarding any necessary and appropriate action.**
  - UMPD, OCRSM, BISS
    - Send confidential notification to relevant campus administrators.
- **Coordinate community outreach and educational programming to address campus climate issues.**
  - BISS
    - Consult with individuals affected by hate/bias incidents and formulate action plans in coordination with Hate/Bias Response Team.

Criminal and/or University sanctions may be pursued against perpetrators of true threats, hostile environment harassment or other legally actionable misconduct. Sanctions will not be pursued when speech is determined to be legally protected.

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

Appendices

- Institutional Plan (Transforming Maryland: Expectations for Excellence in Diversity and Inclusion)
- Report of the Joint President/Senate Task Force on Inclusion and Respect at the University of Maryland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The University of Maryland's strategic plan for diversity, *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*, was produced by University Marketing and Communications for the Diversity Steering Plan Committee. Special thanks go to the plan's editor, Joanna Schmeissner.

Transforming Maryland

Expectations for Excellence in Diversity and Inclusion »

THE STRATEGIC PLAN FOR DIVERSITY AT THE UNIVERSITY OF MARYLAND

DECEMBER 2010

ENDORSED BY THE UNIVERSITY SENATE ON SEPTEMBER 16, 2010

FROM THE PRESIDENT

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

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

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

Our 10-year diversity plan is visionary, inspirational, and inclusive, and calls on our university to serve as a leader for the next generation of scholars. It clearly sets forth our aspiration and our determination to become a model diverse community of learning, exploration, and self-examination whose impact will be felt across the state of Maryland and the nation.

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

Wallace D. Loh
President

FROM THE CHAIR, DIVERSITY PLAN STEERING COMMITTEE

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

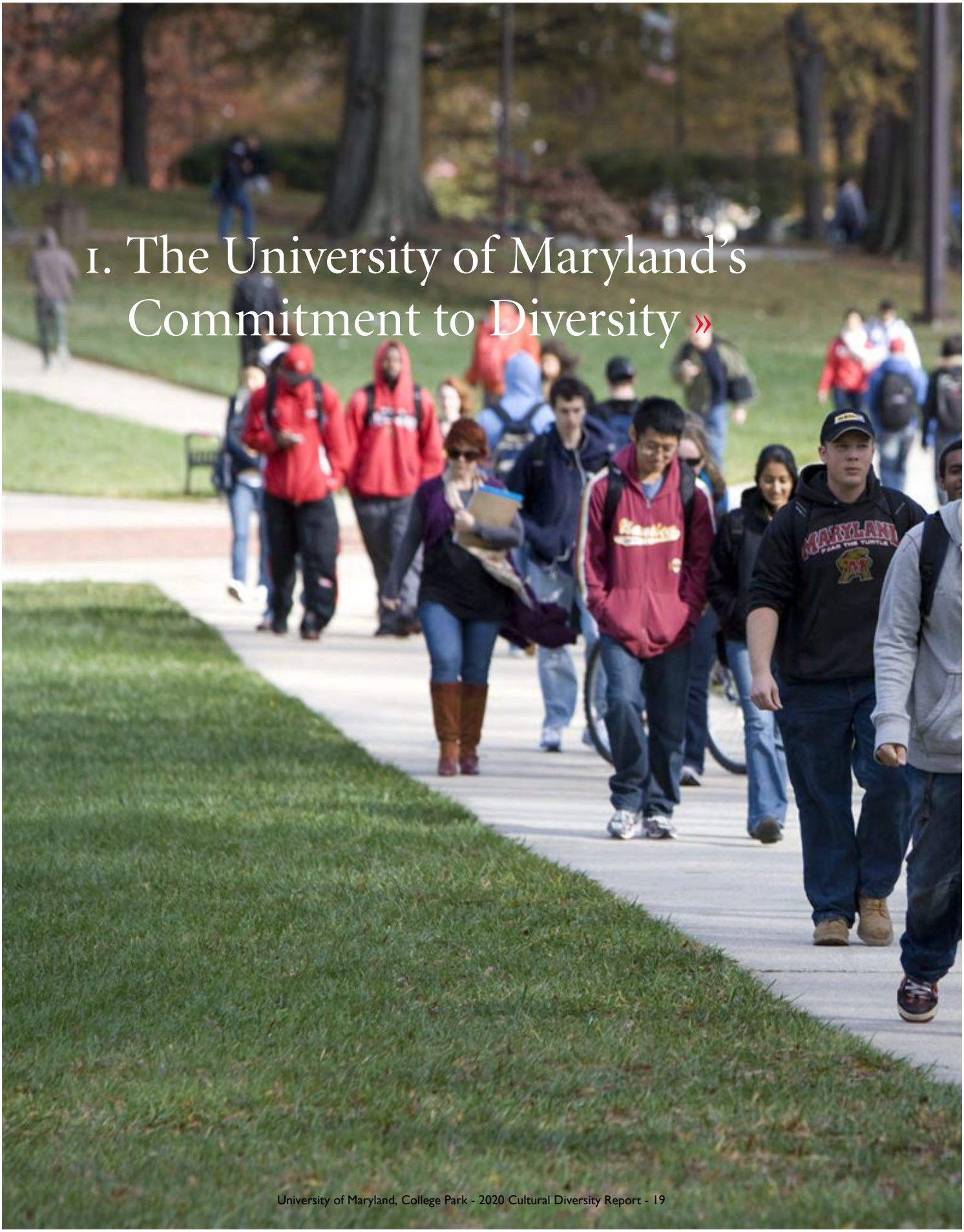
The first 100 years in the history of the university reflect the challenges of our state and the nation. Many were excluded from obtaining an education and working here, and the curriculum made invisible the contributions of many in our society.

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

I am tremendously grateful to the members of the Diversity Plan Steering Committee for their hard work, diligence, and dedication to developing this plan over an 18-month period. I would also like to thank the hundreds of University of Maryland community members who attended town hall meetings and listening sessions and submitted comments on the plan. The suggestions offered improved the document and expanded ownership of the notion of diversity beyond any single community. I would also like to thank the University Senate and university leadership for endorsing and embracing the document.

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

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



1. The University of Maryland's Commitment to Diversity »

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

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

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

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

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

Through the goals and strategies outlined in this plan, we intend to secure and maintain a working and learning environment in which all members of our community are welcomed and can flourish regardless of race, color, creed, sex, sexual orientation, gender identity, marital status, personal appearance, age, national origin, political affiliation, or hidden or visible disabilities.

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

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

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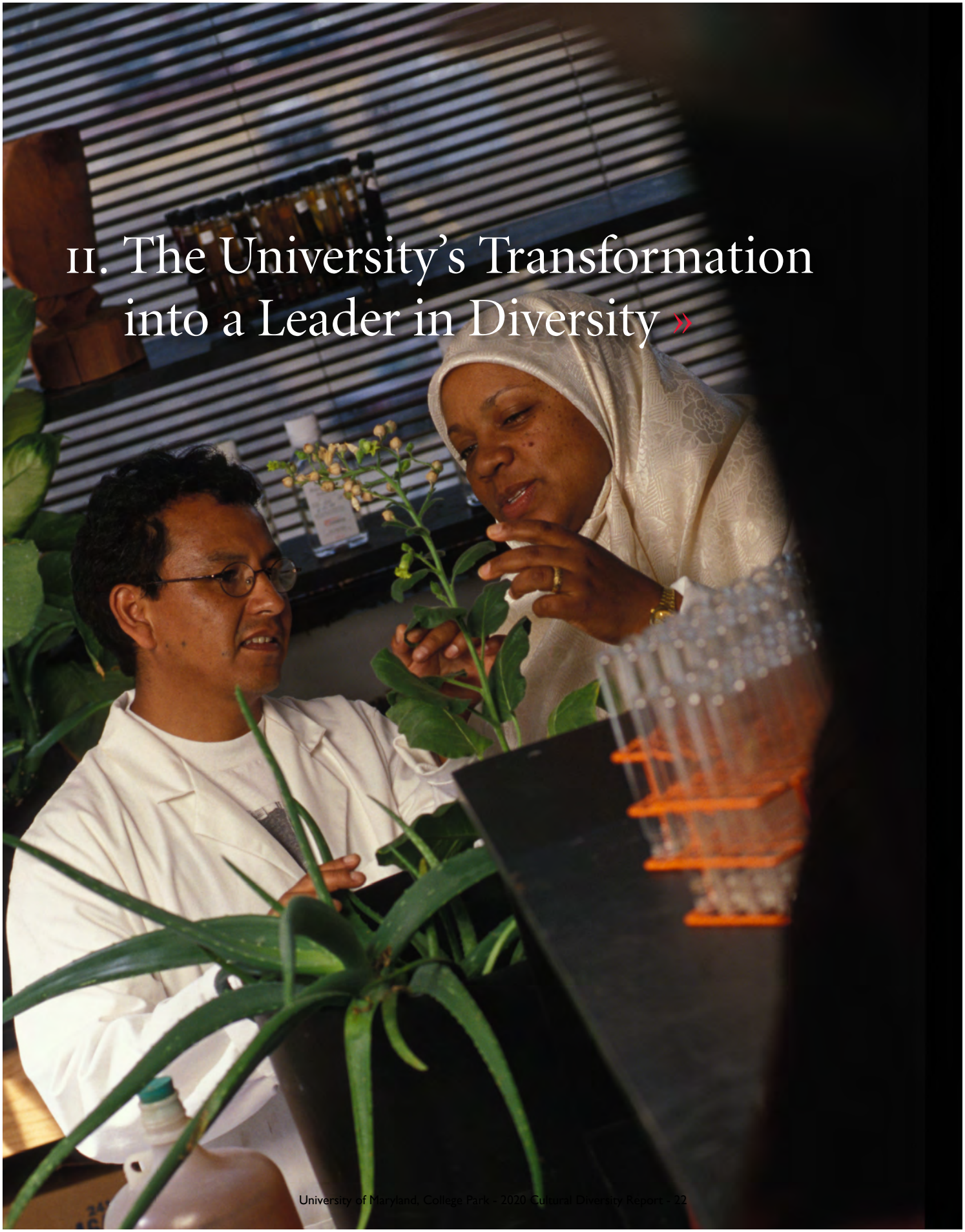


II. The University's Transformation into a Leader in Diversity »

University of Maryland Leaders Embrace Diversity

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

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

During his tenure as chancellor of the University of Maryland, Dr. Slaughter, one of the first African American chancellors of a major state university, challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community." Under Dr. Slaughter's leadership, the university moved from being an institution focused merely on compliance with equity mandates, to an academic community that addressed diversity pro actively.

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

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

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

WHERE WE ARE TODAY: DIVERSITY ACCOMPLISHMENTS

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

The diversity of our students:

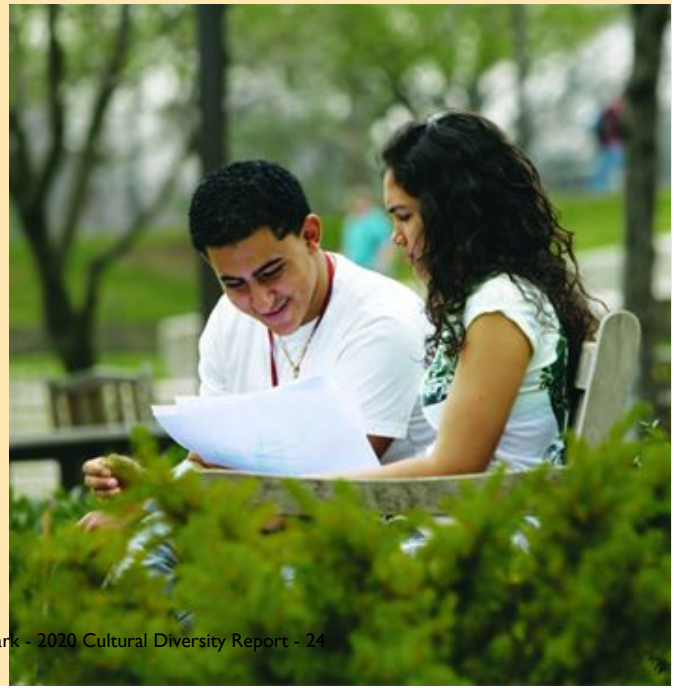
- Students of color comprise 34% of the undergraduate student body.
- African American students constitute 12% of our undergraduates.
- Asian American students comprise 15% of Maryland's undergraduates.
- The Hispanic American/Latino/a student population increased 29% at the undergraduate level and 58%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

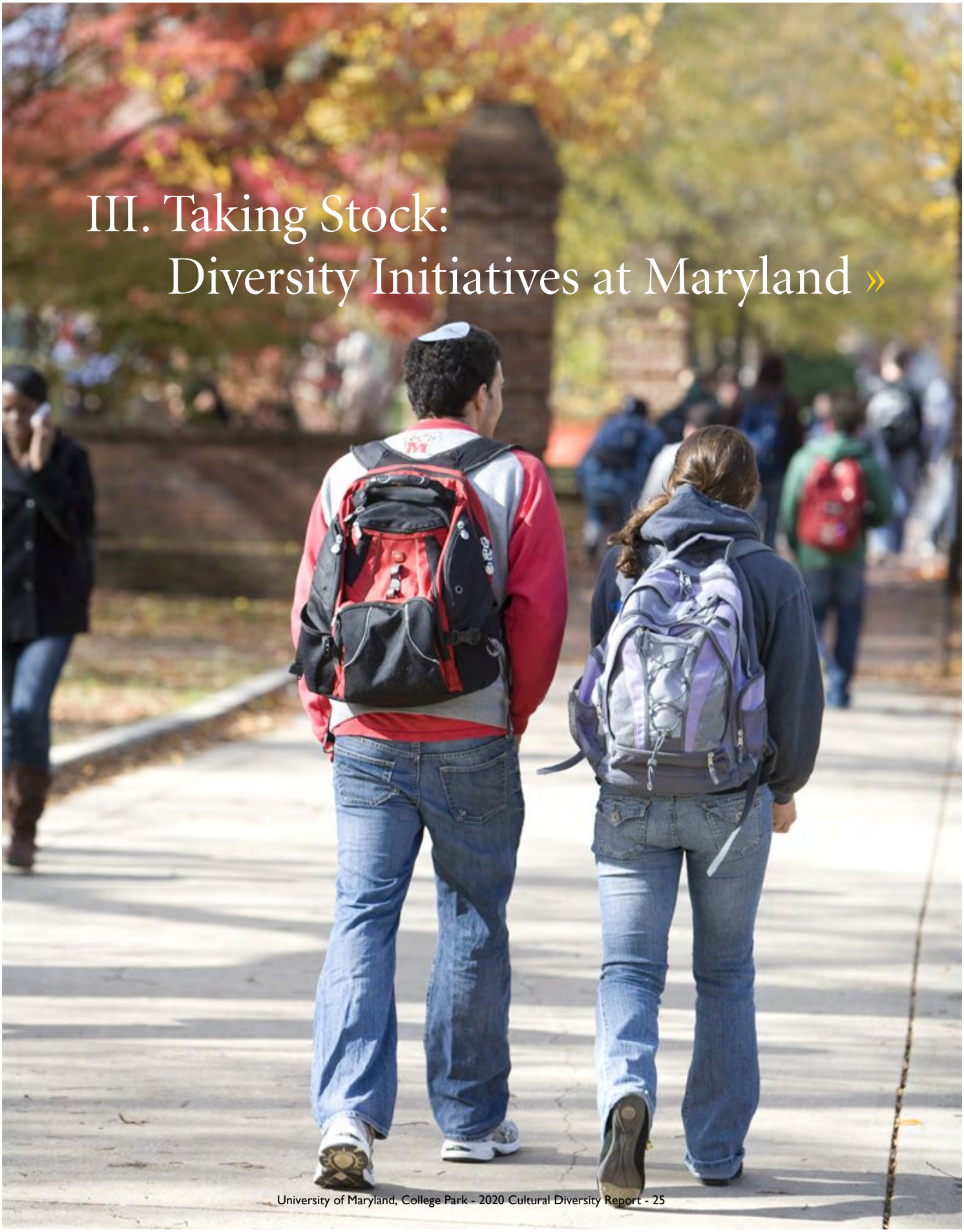
The success of our students:

- The University of Maryland is one of the top degree-granting institutions for African American and other minority students in the United States. In 2009, our campus was rated No. 1 among AAU institutions for the number of African American Ph.D.s.
- In a 2010 study by the Education Trust, the university had the fourth-highest ranking for 2007 graduation rates of minorities among public research universities.
- In the same study, the university was ranked 14th in improved graduation rates for minority students (2002-07).
- Six-year graduation rates for African American students have increased from 46.3% to 70.4% in the past 10 years (Classes of Fall 1993 and Fall 2003). Graduation rates for Hispanic American/Latino/a students rose from 49.3% to 72.0% in the same time period.
- The university has achieved parity between male and female bachelor's and master's degree recipients since 2001. In fact, between 2001 and 2008 more women than men were awarded Bachelor's degrees.
- The gap between male and female doctorates is also narrowing, with women earning 48% of all doctoral degrees in 2009.

The diversity of our faculty and staff:

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





III. Taking Stock: Diversity Initiatives at Maryland »

University Offices that Promote Equity and Diversity

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

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

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

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

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

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

Diversity in the Curriculum

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

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

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

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

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

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

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

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

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IV. Recommendations »

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

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

Our plan seeks to accomplish three goals:

1. To ensure policies and structures are in place at all levels of the university to support transformational leadership, recruitment, and inclusion efforts, and to institutionalize campus diversity goals;

2. To foster a positive climate that promotes student success and encourages faculty and staff members to flourish; and

3. To promote a vision across the university that fully appreciates diversity as a core value and educational benefit to be studied, cultivated, and embraced as a vital component of personal development and growth.

The plan includes many exciting, bold initiatives to help the university meet its goal of excellence in diversity. Highlights include: the appointment of a chief diversity officer and creation of an Office of University Diversity; the establishment of a representative Diversity Advisory Council that will give a central voice to the needs and visions of diverse groups at all levels of the campus community; the introduction of new initiatives to assist with recruitment and retention, such as cluster faculty hires and work-family initiatives; the creation of a "building community" fund to support innovative approaches for enhancing the campus climate; and the emphasis on challenging new general education diversity requirements that will engage students in learning about plural societies and prepare them to be culturally competent leaders.

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

A. LEADERSHIP

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

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

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

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

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

Strategies

A. The president will appoint a chief diversity officer (preferably a vice president with faculty rank) who reports directly to the president and is a member of the President's Cabinet.

B. The university will create an Office of University Diversity led by the chief diversity officer. The officer and his or her staff will advocate for diversity and equity issues; provide active oversight, coordination, and evaluation of work in these areas; track university progress in meeting the goals of the diversity strategic plan; and encourage and support the efforts of units to achieve their diversity goals.

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- The office will serve as a resource providing regular and accurate information on existing university equity and diversity programs, centers, academic units, and identity-based organizations.

- The office will develop a comprehensive communication plan and strong campus Web presence to: provide diversity and equity information; disseminate examples of best practices for promoting diversity and inclusion; and highlight the university's leadership in diversity research, academic, and co-curricular programming, minority graduation rates, and other accomplishments.

- The office will establish a resource center to share diversity materials (e.g., curricula/syllabi, co-curricular programs, fellowships, funding opportunities) and provide a site for consultation and collaboration on diversity, equity, and climate issues.

C. The university will create a campus-wide diversity advisory council with representatives from all divisions, schools/colleges, graduate and undergraduate student bodies, and other appropriate units, to play a key role in advising the chief diversity officer regarding diversity decision-making, planning, and training.

- Units represented on the diversity advisory council will appoint diversity officers who will be responsible for providing diversity education and training, overseeing climate assessments, and supporting diversity-related recruitment/retention, programming, and evaluation efforts within the unit. Diversity officers will also collaborate on campus-wide diversity initiatives. Responsibilities, expectations, and accountability for diversity officers will be clearly defined and consistent across units.

- Although the diversity advisory council will replace the Equity Council as the major diversity leadership body, units may continue to appoint equity administrators to oversee all aspects of search and selection procedures, including data collection.

D. The president, vice presidents, and deans will take steps to increase the diversity of leadership ranks across all divisions, colleges/schools, and departments/units to support a diverse and inclusive institution.

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

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

Strategies

A. The Provost's Office will:

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

- Offer leadership training and mentoring programs, such as

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

B. The university will establish leadership education and mentoring programs for talented staff from diverse groups that provide avenues for professional growth, network development, and career advancement.

C. The chief diversity officer will offer periodic training that prepares faculty and staff from all groups to be influential leaders, advocates, and spokespeople for diversity initiatives across the campus.

B. CLIMATE

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

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

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

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

Strategies

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

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

- Create an online climate assessment survey that will be administered by all units to establish a baseline so they can assess their needs in creating a climate conducive to success. The results will be submitted to appropriate unit heads (e.g., deans, vice presidents) for review and feedback. The climate assessment survey will be repeated periodically, maybe even annually, as dictated by the results.

- Create the framework for a climate enhancement plan and help units use the plan to identify strategies for responding to climate concerns and to create an inclusive, welcoming environment. Climate enhancement plans will be submitted to and discussed with appropriate unit heads and unit diversity officers.

- Develop a schedule for unit heads and the Diversity Advisory Council to reach out, work with units, and offer them support and advice as indicated by the results of their climate assessment surveys and the outcomes of their climate enhancement plan activities.

C. The university will survey graduating students on an annual basis concerning the impact of their diversity-related educational and co-curricular experiences, as well as their perceptions of the campus climate.

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

Strategies

A. The chief diversity officer, in consultation with the Diversity Advisory Council, will identify common themes that arise from climate assessments and develop campus-wide programs to foster an inclusive, civil environment and to remedy climate-related problems.

B. The university will create a "building community" fund administered by the chief diversity officer to support innovative initiatives for enhancing the climate within and/or across units, and between social identity groups on campus.

C. Across the university, in campus-wide social activities and campus offices designed to address issues of different cultural and identity groups, the university will celebrate and promote a community based on inclusiveness and respect for

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

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

C. RECRUITMENT AND RETENTION

Excellence at the university depends on the recruitment and retention of outstanding faculty and staff. Talented individuals with great potential are found among every group. To build an academic community that is preeminent, the university will actively seek and aggressively recruit these outstanding and diverse individuals to our faculty, staff, administrative ranks, and student body. The university has taken action in recent years to remove impediments to effective recruiting and retention of faculty. For example, new policies recognize the needs of faculty involved in child-rearing, a concern that has disproportionately affected the careers of academic women. A newly established Family Care Resource and Referral Service will provide a variety of child and elder care services to facilitate greater work-life balance for faculty, staff, and students. In 2009-10, the university also instituted a policy for part-time status of tenured/tenure-track faculty due to childrearing responsibilities, enabling faculty with young children to work part-time.

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

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

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

Strategies

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

B. The university will join the Higher Education Recruitment Consortium (HERC) to increase its competitive advantage in recruiting talented and diverse faculty and staff, and to identify potential positions for their family members.

C. The chief diversity officer will work with deans and department chairs to determine the availability of women and minorities in targeted fields, and to ensure that departments are making efforts to hire diverse faculty and staff in proportion to their availability in relevant job pools.

D. The Office of the Provost, deans, and chairs will develop mentoring, professional growth, and other retention initiatives, such as collaboration cafés, to reduce disparities in the retention rates of tenure-track and tenured faculty from diverse groups. Administrators should replicate best practice models from departments that have been successful in retaining and promoting faculty of color, and should provide mentorship training to faculty who choose to become mentors.

E. The chief diversity officer will monitor faculty retention and promotion/tenure rates, identify impediments to retention and advancement, and make recommendations for remedying identified disparities.

F. Deans and department chairs will carefully evaluate campus service assignments and mentoring activities of junior faculty, with a particular focus on women and minority faculty, and will ensure that they have time to successfully complete their teaching and research responsibilities required for promotion and tenure.

G. The chief diversity officer will monitor staff retention, promotion, and turnover rates, identify barriers to career advancement, and make recommendations for remedying identified obstacles.

H. The university will implement family-friendly policies and provide services to facilitate work-life balance as retention incentives.

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

Strategies/Undergraduate Students

A. The Division of Academic Affairs will adopt innovative, high-contact recruitment models, including those that employ alumni of color and international alumni, to attract a diverse student body from all areas of the state, the nation, and the world. The university will set appropriate goals for increasing enrollments.

- The university will increase the percentage of undergraduate students from underrepresented groups (African American, Asian American, Hispanic American/Latino/a, Native American, and multiracial) to a target of at least 38% of the total enrollment by 2018.

- The university will increase the percentage of international undergraduate students to a target of at least 8% of the total enrollment by 2018.

B. The university will continue to create scholarship and financial aid programs to ensure that higher education is accessible to diverse undergraduates, particularly low-income, first-generation students.

C. The Division of Academic Affairs will support initiatives that enhance the academic preparation of low-income, first-generation students during their pre-college years, and that encourage their college attendance.

D. The university will regularly review its 27 admission factors, including academic achievement, standardized test scores, and other criteria, to ensure that admissions procedures do not negatively impact women, minority, and low-income students. Members of the university community should make every effort to share information about the individualized, holistic evaluation of student applicants to the university.

E. The university will work to close the academic achievement gap by bringing the graduation rates of African American, Hispanic American/Latino/a, and Native American students in line with those of the general student body. Specifically, the university will reduce the discrepancy between the six-year graduation rate of students from the above groups and that of all students to 5% or lower by 2018.

F. The university will continue to support offices and programs that facilitate undergraduate student success, progress to degree, and timely graduation, including those that provide smooth transitions to campus life, mentoring advising, and positive academic and co-curricular experiences.

Strategies/Graduate Students

A. The Graduate School and deans will develop innovative programs to recruit, enroll, and retain diverse graduate students, and increase their degree completion rate.

- The Graduate School and colleges and schools will educate graduate directors and other interested faculty on best practices for recruiting, retaining, and graduating diverse students.

- Colleges and schools will periodically review and provide feedback on department plans for recruiting a diverse student body.

B. The provost and Graduate School will consider the success of its programs in recruiting and graduating a diverse population of graduate students when allocating institutional financial support to programs, departments, and colleges and schools.

D. EDUCATION

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

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

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

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

Strategies

A. The university will implement the new general education plan with Diversity requirements that increase undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and multicultural competencies. The Division of Academic Affairs and colleges and schools will support the development of new courses and modification of existing courses to fulfill requirements of the Understanding Plural Societies and Cultural Competence courses in the university's general education program.

B. The divisions of Academic Affairs and Student Affairs will integrate diversity and social justice education into academic courses, living and learning programs, residence hall programs, and other co-curricular activities.

C. The university will expand opportunities for all students to participate in global learning and leadership experiences, including education abroad, alternative breaks, service learning, and internships. The university will actively encourage and provide incentives for first-generation undergraduates, students from minority groups, students with disabilities, and other students from diverse backgrounds to take advantage of these opportunities.

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

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

Strategies

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

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

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

Strategies

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

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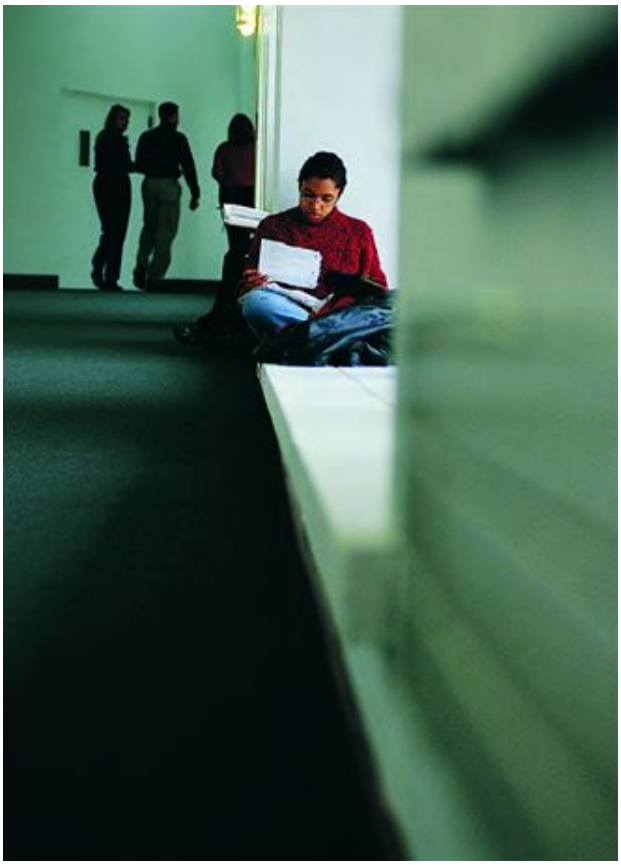
B. Faculty will work with colleagues from Student Affairs to develop innovative co-curricular experiences, such as service-learning, common ground dialogue programs, internships, and international experiences that equip students to work and live in diverse communities.

E. RESEARCH AND SCHOLARSHIP

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

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

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



Strategies

A. The chief diversity officer will engage the faculty in opportunities to participate in diversity-themed, interdisciplinary research centers and programs on the campus.

B. The university will support the recruitment of distinguished senior faculty who can establish world-class, externally funded research/scholarship programs that address race/ethnicity, class, gender, sexual orientation, disability, and other dimensions of diversity.

C. The provost will provide seed funding, Research and Scholarship Awards, and/or Creative and Performing Arts Awards for faculty members engaged in cutting-edge diversity research, scholarship, and creative and performing arts projects, including interdisciplinary collaborations.

D. The provost will sponsor conferences, symposia, and seminars that address diversity research and scholarship, including ways to apply research findings in instructional, co-curricular, and institutional improvement activities.

E. The Office of the Provost will work to ensure that diversity research and scholarship is appropriately valued and evaluated in promotion and tenure decisions.

F. Colleges and schools will increase opportunities for graduate students to participate in professional development and career preparation activities that support scholarship on diversity issues, such as national/international conference presentations and fellowships for international study. Women, minorities, and other students from diverse backgrounds will be actively encouraged to apply for these opportunities.

G. The university will create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose research and presence will contribute to the diversity of the academic community.

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

Strategies

A. The Division of Research will maintain and disseminate information about funded opportunities for regional, national, and international research, scholarship, and creative activities that focus on diversity and equity issues.

B. The Graduate School will maintain and publicize an up-to-date list of fellowships and outside sources of support from funding agencies and foundations that are specifically for minority and female graduate students.

F. COMMUNITY ENGAGEMENT

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

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

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

Strategies

A. The university will create and support opportunities that facilitate dialogue and engagement among diverse students, faculty, staff, and alumni, and that contribute to the professional, social, economic, and spiritual development of all participants.

B. The university will create initiatives that support and expand collaboration on diversity issues between departments/units in Student Affairs, Academic Affairs, Research, Administrative Affairs, University Relations, and the Office of Information Technology. Initiatives will reflect the university's values of diversity, equity, inclusion, and citizenship with the goal of developing the "whole student." The university will showcase innovative and effective initiatives as models for replication.

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

Strategies

A. The colleges and schools, Institute for Internal Programs, and Division of Student Affairs will provide increased opportunities for students to participate in community-based internships, service learning, international exchange programs, and related activities that enhance their knowledge of diverse populations and their cultural competency.

B. The university will create new community-based research, continuing education, and extension partnerships, as well as leverage existing partnerships, that benefit diverse populations in the state and surrounding areas.

UNIVER
MARYLAN

V. Implementation »

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

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

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

A. The president, provost, vice presidents, deans, department chairs, directors, and the chief diversity officer should use the diversity strategic plan for planning and decision making related to campus diversity issues.

B. The chief diversity officer should work with the university's senior leadership to develop incentives for implementing strategies presented in the plan.

C. The chief diversity officer, in consultation with the Diversity Advisory Council, should develop measures to monitor and evaluate the success of plan goals and strategies.

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

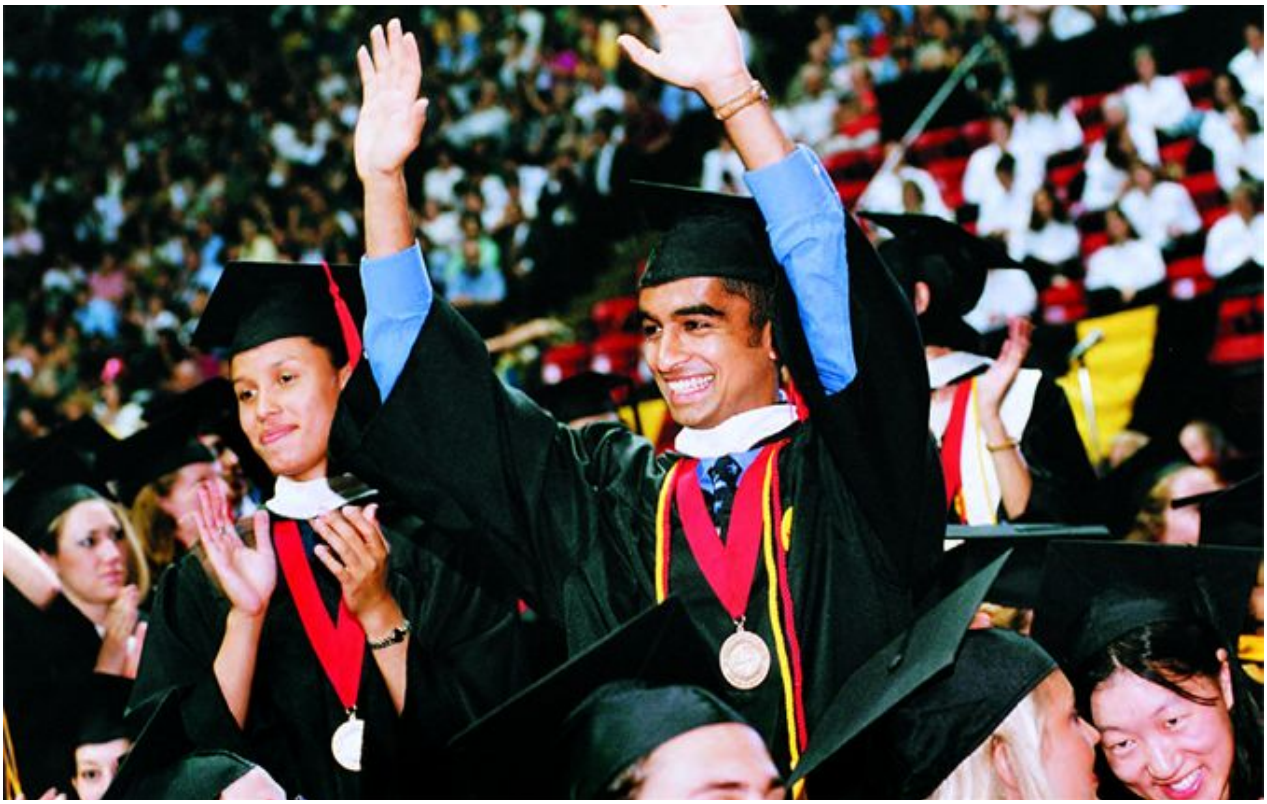
The chief diversity officer, president, and provost will:

A. Annually identify high-priority strategic plan goals and strategies for implementation.

B. Identify the individuals/units responsible for implementing and evaluating the progress of prioritized goals and strategies.

C. Establish realistic time lines and outcome measures for implementing high-priority goals and strategies.

D. Work with the vice president for University Relations and appropriate development officers to seek financial sources to fund the goals and strategies of the plan.



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

A. The chief diversity officer will annually report on the progress of the diversity strategic plan to the president and the president's Cabinet.

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

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

A. Members of the university community will have an opportunity to petition for major and/or minor amendments to the diversity strategic plan.

- **Major** amendments will require revisiting the goals and strategies of the plan or the basic assumptions that have provided direction for the plan. A major amendment would have an impact on many areas of the plan.
- **Minor** amendments might include a change in the wording of a goal or strategy, or changes in responsible leadership.

B. The president will appoint a diversity strategic plan steering committee to complete a major review and update of the diversity strategic plan no less than once every 10 years.

C. The chief diversity officer will chair the diversity strategic plan steering committee.

D. The diversity strategic plan steering committee will include representation from the faculty, staff, senior leadership, and undergraduate and graduate students.

Diversity Plan Steering Committee »

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

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

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

Gloria Bouis, Executive Director, Office of Diversity and Inclusion

Kamilia Butler-Peres, Undergraduate Student

Linda Clement, Vice President for Student Affairs

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

Roberta Coates, Assistant to the President and Staff Ombuds Officer

Carol Corneilse, Graduate Student

Natalia Cuadra-Saez, Undergraduate Student

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

Wanika Fisher, Undergraduate Student

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

Steven Glickman, Undergraduate Student; President, Student Government Association

Gay Gullickson, Professor, Department of History

April Hamilton, Associate Director, Division of Academic Affairs

Paul Hanges, Professor and Associate Chair, Department of Psychology

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

Luke Jensen, Director, Office of LGBT Equity

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

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

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

Elliott Morris, Undergraduate Student

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

Olgalidia Rosas, Undergraduate Student

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

Nancy Struna, Professor and Chair, Department of American Studies

Cynthia Trombly, Director of Human Resources, University Relations

Tanner Wray, Director of Public Services, University Libraries

Ruth Zambrana, Professor, Department of Women's Studies

UNIVERSITY SENATE | **LEGISLATION APPROVAL | #17-18-03**

Approved by the Senate on April 24, 2018

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

TO **Wallace D. Loh | President**

FROM **Daniel Falvey | Chair, University Senate**

I am pleased to forward the accompanying legislation for your consideration and approval. Lucy Dalglish and Warren Kelley, Co-Chairs of the Joint President/Senate Inclusion and Respect Task Force presented Inclusion and Respect at the University of Maryland (Senate Document #17-18-03), which the University Senate approved, as amended, at its meeting on April 24, 2018. Please inform the Senate of your decision and any administrative action related to your conclusion.

Approved: **Date:** **May 2, 2018**

Wallace D. Loh
President

Copies of this approval and the accompanying legislation will be forwarded to:

Mary Ann Rankin, Senior Vice President and Provost
Reka Montfort, Executive Secretary and Director, University Senate
Michael Poterala, Vice President and General Counsel
Cynthia Hale, Associate Vice President for Finance and Personnel
John Bertot, Associate Provost for Faculty Affairs
Elizabeth Beise, Associate Provost for Academic Planning & Programs
Sylvia B. Andrews, Academic Affairs
Ja'Nya Banks, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Lucy Dalglish, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Warren Kelley, Co-Chair, Joint President/Senate Inclusion & Respect Task Force
Andrea Goodwin, Director, Office of Student Conduct
Jewel Washington, Assistant Vice President, University Human Resources
Cassandra Lawson, Manager, University Human Resources
Roger Worthington, Interim Associate Provost and Chief Diversity Officer
Catherine Carroll, Director, Office of Civil Rights and Sexual Misconduct
Joel Seligman, Associate Vice President, Strategic Communications
Katie Lawson, Executive Director, Strategic Communications
Steve Fetter, Interim Dean & Associate Provost, Graduate School
Benjamin Bederson, Associate Provost, Learning Initiatives
Dean Chang, Associate Vice President, Innovation and Entrepreneurship
William Cohen, Associate Provost & Dean, Undergraduate Studies
Susan Ellis Dougherty, Director, International Student & Scholar Services
David Mitchell, Chief of Police
Rosanne Hoaas, University of Maryland Police Department

UNIVERSITY SENATE | **TRANSMITTAL | #17-18-03**

Joint President/Senate Inclusion & Respect Task Force

Inclusion and Respect at the University of Maryland

PRESENTED BY	**Co-Chairs Ja'Nya Banks, Lucy Dalglish, Warren Kelley**
REVIEW DATES	**SEC – April 6, 2018	SENATE – April 24, 2018**
VOTING METHOD	**In a single vote**
RELEVANT POLICY/DOCUMENT	**See Report for More Information**
NECESSARY APPROVALS	**Senate, President**

ISSUE

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force to review these concerns, consider our existing practices, and develop a comprehensive plan for initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

RECOMMENDATION(S)

The Inclusion & Respect Task Force makes recommendations for a comprehensive diversity and inclusion initiative in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation as shown in the attached report.

TASK FORCE WORK

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, reviewed peer institution data, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias. Throughout its work, the Task Force engaged members of the campus community, holding three campus-wide open forums, meeting with faculty, staff, and student groups, and consulting with a variety of administrative units involved in programming and implementation of diversity efforts. The Task Force deliberated on guiding

principles, developed and refined recommendations, and consulted with administrators and offices that may be impacted by the recommendations.

The Task Force unanimously approved the proposed recommendations on March 29, 2018.

ALTERNATIVES

The University could continue with its current efforts in the areas of diversity and inclusion programming, hate/bias response, and campus climate assessment.

RISKS

There are no known risks to the University if these recommendations are implemented.

FINANCIAL IMPLICATIONS

The University will need to provide the necessary resources for the development and implementation of all of the elements of these recommendations.

UNIVERSITY SENATE | **REPORT | #17-18-03**

Joint President/Senate Inclusion & Respect Task Force

INCLUSION AND RESPECT AT THE UNIVERSITY OF MARYLAND

2017-2018 Task Force Members

Ja'Nya Banks (Co-Chair, Undergraduate Student, SGA Diversity Committee Chair)
Lucy Dalglish (Co-Chair, Dean, Philip Merrill College of Journalism)
Warren Kelley (Co-Chair, Assistant Vice President, Division of Student Affairs)
Oscar Barbarin (Faculty, Department Chair, African-American Studies)
Lillia Damalouji (Undergraduate Student, College of Behavioral & Social Sciences)
Zein El-Amine (Faculty, College of Arts & Humanities)
Rosanne Hoaas (Non-Exempt Staff, University of Maryland Police Department)
Luke Jensen (Exempt Staff, LGBT Equity Center, Office of Diversity & Inclusion)
Diane Krejsa (Ex-Officio, Office of General Counsel)
Roz Moore (Exempt Staff, Division of Student Affairs)
Vincent Novara (Faculty, University Libraries)
Ishaan Parikh (Undergraduate Student, College of Computer, Mathematical, & Natural Sciences)
Melanie Pflucker (Graduate Student, GSG Diversity Committee Chair)
Nicole Pollard (Alumnus & Trustee)
Rashawn Ray (Faculty, Sociology)
Ana Sanchez-Rivera (Graduate Student, College of Behavioral & Social Sciences)
Timea Webster (Non-Exempt Staff, Office of Diversity & Inclusion)
Roger Worthington (Chief Diversity Officer, Office of Diversity & Inclusion)

Date of Submission

March 30, 2018

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EXECUTIVE SUMMARY

Our charge

The University of Maryland President and the University Senate Chair appointed a Task Force comprised of faculty, staff, and student representatives from across campus in August 2017 to consider how best to nurture a campus climate that is respectful and inclusive, stands against hatred, and affirms the values that define the University.

The Task Force gathered information on campus climate, reviewed campus policies and procedures for response to hate/bias incidents, assessed efforts to provide prevention and education training and the effectiveness of those programs, reviewed scholarly research on bias in higher education, considered how to address the intersections of free speech and hate speech in campus policies, considered how campus messaging and communication could be used to promote an inclusive campus atmosphere, and explored strategies for fostering a campus environment that is intolerant of hate and bias.

What we heard from the campus community

Task Force members met with hundreds of faculty, staff, and students through town hall meetings, conversations with representative faculty, staff, and student groups, and individual meetings with stakeholders. Among the consistent messages heard from those groups and individuals were:

- Recent campus hate/bias incidents have caused faculty, staff, and students to be concerned about their safety and the safety of others on campus. Despite data that show that the University provides a safe environment, there is a difference between being safe and feeling safe.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Hate groups are increasingly targeting campus communities with propaganda and persuasion, largely using social media channels.
- Many students believe that campus leaders are not concerned about hate/bias incident, nor do they understand student fears.
- Despite numerous administration efforts in recent years to address diversity and inclusion on campus, there is a lack of transparency in how the campus handles hate/bias incidents that gives the impression nothing has been done.
- Students, in particular, are frustrated that they hear about hate/bias incidents from outside sources before they receive information from the University.
- The University does not fully appreciate the importance of social media when communicating information about incidents.
- There is a lack of coordination between campus units and no central source of information, making it difficult to find information on current diversity and inclusion programming and resources.
- Faculty and staff do not have the tools necessary to facilitate dialogue on issues of hatred and bias in the classroom and in the workplace.
- Due to cultural differences, international students may need additional outreach.
- Faculty, staff, and students repeatedly voiced doubt that the Task Force recommendations would be implemented.

Task Force members made the following conclusions

- There is no consistent understanding among faculty, staff, and students of what the University's values are or what it means when campus leaders say certain conduct or speech violates University values.
- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- Diversity programming is not comprehensive and does not have a broad overarching vision.
- The University must do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct. At the same time, it must do more to promote civility and respect to foster an environment where free inquiry and debate can occur.
- There is a lack of understanding of how to balance free speech that is protected by state and federal laws with speech that is considered conduct that can be punished as a crime or as a violation of University policies.

Our recommendations

The Task Force recommends numerous actions, including those highlighted below. The University should:

Policies, Guidelines, and Procedures

- Adopt the proposed Values of the University, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution. (p. 23)
- Adopt the proposed Policy on Threatening and Intimidating Conduct. (p. 31)
- Adopt the proposed Statement on Free Speech Values, promoting intellectual and academic freedom and recognizing that offensive speech that hurts, offends, or discredits may be protected by state and federal laws. (p. 28)

Other recommended actions

- Develop a comprehensive prevention and education initiative on diversity, inclusion, and respect for all members of the campus community that includes content areas such as implicit bias, cultural competency, bystander intervention, and civic engagement. The initiative should draw upon expertise from campus scholars and should be administered by the Office of Diversity & Inclusion (ODI). (p. 24)
- Develop a strategy for communicating information related to equity, diversity, and inclusion that is transparent, timely, and responsive to the concerns raised by the campus community. When serious verified hate incidents occur on campus, the University's leadership should denounce offensive speech or conduct that does not align with its core values. Likewise, when outside speakers engender hatred, University leadership should make clear that the speakers' messages violate University values. (p. 26)
- Provide opportunities for faculty, staff, and students to engage in meaningful counterspeech. (p. 28)
- Use the ODI website as a central resource for information about diversity-related programming, events, policies, data, climate reports, and reporting processes, as well as resources related to free speech, expression and demonstrations on campus. (p. 26)
- Consolidate all hate/bias incident reports and publish them on the ODI website, including the resolution of verified reports. (p. 26)
- Conduct biennial climate surveys of faculty, staff, and students. (p. 27)
- Refer review of campus policy and related guidelines on the use of physical facilities and demonstrations by outside groups to the Senate's Campus Affairs Committee. (p. 28)
- Develop a phased implementation plan and provide the necessary resources for implementation of the Task Force recommendations. (p. 30)

INTRODUCTION

The citizens of our country are diverse, and they reflect a variety of socioeconomic backgrounds, perspectives and outlooks, political viewpoints, and lived experiences. The diversity of perspectives in our nation is informed by our history of slavery and segregation as well as the subsequent struggles for civil rights and equality. While civility and respectful discourse have always been civic virtues, their use and role have been challenged in recent years. There has been a surge in hate crimes and bias incidents across the country, leading many to believe that our country has not progressed as far as it seemed. The changing political landscape has emboldened some to engage in racially and religiously motivated acts and expressions of hate that undermine the pillars of our society. While free speech and freedom of expression have been major tenets of the constitutional rights afforded to our citizens, some have used these rights to convey hatred without consideration of the impact that those statements have on their community.

Institutions of higher education have not been immune to these issues. Colleges and universities have seen a significant increase in hate crimes and incidents motivated by biases related to an individual's protected class, as in their race, national origin, ethnicity, religion, sexual orientation, sex, gender identity, or disability (Bauman 2018). In addition, hate groups have increasingly targeted recruitment efforts and propaganda at campuses across the country (Kerr 2018). Higher education institutions are struggling with the balance between fostering civil discourse and promoting academic freedom with upholding speech that is offensive but still protected under the First Amendment (Patton 2017; Kerr 2017).

While we have made progress towards inclusion, we need to be informed by our past in order to move forward. Diversity alone does not create opportunities for inclusion or understanding across differences. The challenge that the country and the University of Maryland face is not just one of diversity, equity, and inclusion, but also one of unity and creating a greater sense of belongingness.

BACKGROUND

The University of Maryland is a world-class public research institution with a thriving community of faculty who are leaders in their fields, staff committed to supporting the University's mission, and 40,000 academically talented students. The University is committed to excellence through fostering education, critical thinking, and intellectual growth; creating and applying new knowledge via research, scholarship, and the creative arts; enhancing the economic development of the state; and improving the surrounding community, nation, and world. The diversity of our faculty, staff, and students is a cornerstone of that excellence. The University's pursuit of excellence is bolstered by its strong commitment to secure and maintain a working and learning environment in which all members of its community are welcomed, feel safe, and can flourish, regardless of race, color, creed, sex, sexual orientation, gender identity, national origin, political affiliation, socioeconomic background, or disability.

In the last few years, the University has been confronted with many of the same issues that have emerged across the country. Concerns about the infiltration of hate groups, incidents that have diminished the experience of many of the members of our campus community, and a significant tragedy that has forever changed our community have led to a collective call for action. Members of our community have expressed concerns about safety and security; transparency; and the impact of hate/bias incidents on our campus. In response to these concerns, President Loh and the University Senate created the Joint President/Senate Inclusion & Respect Task Force (the "Task Force") to review these concerns, consider our existing practices, and develop a comprehensive plan for

initiatives on prevention and education, improving campus climate, responding to incidents motivated by hate, and upholding the pillars of our academic mission within legal guidelines.

The Task Force is led by Ja'Nya Banks, Student Government Association (SGA) Diversity Committee Chair; Lucy Dalglish, Dean of the Philip Merrill College of Journalism; and Warren Kelley, Assistant Vice President for Student Affairs. The membership of the Task Force includes representatives of the major campus constituencies (undergraduate students, graduate students, faculty, staff, and alumni) and includes faculty and staff with expertise relevant to the work of the Task Force. While the Task Force is representative of major constituencies, from its formation it acknowledged that it is not representative of the experiences of the entire campus community. The Task Force endeavored to incorporate the perspectives of a variety of campus stakeholders into its work in order to better understand their individual experiences and to develop recommendations that reflect their complex needs.

DIVERSITY-RELATED INITIATIVES

The University of Maryland has long embraced diversity as a core value and counts a diverse community among its greatest strengths. The University is committed to building an inclusive community that is enriched by differences, brings together people from the widest array of backgrounds and perspectives, and recognizes that excellence cannot be achieved without diversity. In 2010, the University reaffirmed that commitment by establishing the Diversity Strategic Plan - *Transforming Maryland: Expectations for Excellence in Diversity and Inclusion*. This Plan aligns with the University's Strategic Plan and sets forth strategies to achieve an environment for all members of the University community that acknowledges and celebrates diversity in all of its dimensions.

Since 2010, the University has made great strides towards achieving the goals outlined in the Diversity Strategic Plan. These efforts were predicated on the establishment of the Office of Diversity & Inclusion (ODI) and the Chief Diversity Officer position. In the past eight years, ODI has led the University's major diversity initiatives.

In the past year, the University has continued its commitment to diversity by developing a variety of new initiatives and by committing significant resources into supporting diversity efforts more fully. The Chief Diversity Officer position is being elevated to vice president status to emphasize the value that the University places in this role. In addition, the University has established the Center for Diversity and Inclusion in Higher Education (CDIHE), which will serve as a national leader in research, policy, professional standards, and consultation for institutions across the country and abroad on critical issues related to diversity, inclusion, and social justice in higher education. The University has also committed resources to diversity-related educational efforts such as expanding the cultural competency sections in the General Education curriculum, finding ways to provide civics education, and developing training opportunities for incoming students. New systems to respond to hate/bias incidents have been developed, through the newly established Hate/Bias Incident Reporting Response Protocol and the Hate/Bias Response Team as well as the creation of the Hate/Bias Response Program Manager role.

The University has shown its commitment to developing diversity amongst the faculty ranks by establishing the Presidential Postdoctoral Fellowship, which provides opportunities for underrepresented minorities to prepare for faculty roles in academia and improves the pipeline of diverse faculty available for faculty positions and the Senior Hire Program, which provides opportunities to recruit senior underrepresented minority faculty to Maryland. The University's

leadership is also committed to learning how to identify the infiltration of hate groups through training opportunities from the Anti-Defamation League (ADL). In addition, the University has recently initiated a review of its General Education curriculum diversity requirement to ensure that it is meeting its intended goals.

While we have made progress in these areas and the University has committed to action, the Task Force was formed to do a comprehensive review of University policies and practices to ensure that we have the tools and systems in place to address our current needs and develop future diversity, equity, and inclusion efforts.

CHARGE

The President of the University and the Chair of the University Senate jointly charged the Task Force on August 25, 2017. The Task Force was asked to consider how best to nurture a campus climate that is respectful and inclusive, stands against hate, and reaffirms the values that define our University. Specifically, the Task Force was asked to gather information on the campus climate, including existing climate data and anecdotal information about campus concerns; review existing policies and procedures for the immediate response to an investigation of hate/bias incidents; assess current efforts to provide prevention and education programming to faculty, staff, and students and their effectiveness in creating an inclusive campus environment; review scholarly research on bias in higher education; review and assess best practices at peer institutions; consider how to address the difficult intersections of free speech, hate speech, and freedom of expression in University policy and practice; consider how messaging and communication should be used to promote an inclusive campus environment; develop a statement on the University's core values and consider how such values can be reinforced over time; and develop strategies for fostering a campus environment that is intolerant of hate and bias. The complete charge to the Task Force is included in Appendix 1.

In developing the charge, the President and Chair of the Senate focused the Task Force's work on programming efforts and initiatives primarily outside of the classroom. Consideration of opportunities to refine and better utilize diversity, equity, and inclusion themes in the curriculum, such as through General Education requirements, is an important task that should be led with singular focus by the faculty. A review of curricular opportunities through General Education has been initiated and will move forward independent of the Task Force's work.

TASK FORCE WORK

The Task Force began its work in September 2017 and divided its work into two phases. In Fall 2017, the Task Force focused on gathering information related to its charge. The Task Force created five working groups on Climate, Policies & Procedures, Prevention & Education, Hate/Bias Response, and Free & Hate Speech, and began gathering information specific to each area, including scholarly research, guidance on legal frameworks, and best practices in higher education. The Working Groups began an exhaustive study of practices at peer institutions to inform their processes.

During Fall 2017, each Working Group examined current policies, procedures, and practices in their specific areas. The Climate Working Group gathered existing data from climate-related research conducted by the Campus Assessment Working Group (CAWG) and worked with the Office of Institutional Research, Planning, and Assessment (IRPA) to analyze and understand these data. The Prevention & Education Working Group conducted interviews with faculty and staff who design

and deliver programming related to diversity, equity, and inclusion for the University community, in order to better understand current practices, goals, and challenges. The Hate/Bias Response Working Group consulted with administrators and offices who are currently involved in responding to and/or investigating reports of hate/bias incidents on our campus, including administrators in ODI, the Office of Civil Rights & Sexual Misconduct (OCRSM), the Office of Student Conduct (OSC), and the University of Maryland Police Department (UMPD), as well as Resident Life. The Free & Hate Speech Working Group worked closely with the Office of General Counsel (OGC) and reviewed all campus policies, procedures, and guidelines related to speech and expression.

The Task Force held three open forums in the fall semester to hear the concerns of the campus community and ask for suggestions on how it should address its charge. The Task Force solicited feedback through an online form for those who were unable to attend the open forums or who felt uncomfortable sharing their views and experiences publicly. The Task Force also reached out to and met with specific constituency-based groups for feedback, including the University Senate, Student Government Association (SGA), Graduate Student Government (GSG), Residence Hall Association (RHA), Black Faculty-Staff Association (BFSA), and a group of non-exempt staff from Dining Services. The Task Force participated in a Design Thinking Workshop assisted by members of the Academy of Innovation & Entrepreneurship in order to use empathy to identify problems and to find creative ways to develop and test solutions to those problems.

In the second phase of work beginning in January 2018, the Task Force began developing recommendations and consulting with faculty, staff, and students as well as relevant offices on its preliminary directions. The Working Groups presented their findings and recommendations to the Task Force in late January 2018. The Task Force began refining the recommendations and deliberating on guiding principles that should be the basis of recommendations in each of the relevant areas. In February and early March 2018, the Task Force presented initial reports on preliminary directions to the University Senate, SGA, GSG Executive Board, RHA Executive Board, the Academic Leadership Forum, and other stakeholder groups. The Task Force considered and incorporated feedback from each group as it refined its recommendations.

In addition, the Task Force co-chairs and staff spent the beginning of the spring semester consulting with administrators and offices that may be impacted by the recommendations or that may have specialized information for the Task Force on how to reach particular populations through the recommendations. These efforts included consultations with the Office of Faculty Affairs (OFA), University Human Resources (UHR) (including Learning and Talent Development as well as the Office of Staff Relations), the Teaching and Learning Transformation Center (TLTC), the Office of International Student & Scholar Services (ISSS), the Office of Undergraduate Admissions, the Office of Undergraduate Studies (UGST), the Orientation Office, and the Graduate School (GRAD). The Task Force co-chairs updated the President and Chair of the Senate as it developed its recommendations, in order to ensure that its recommendations aligned with the charge, were reasonable, and could be implemented.

The Task Force unanimously approved its final recommendations on March 29, 2018.

CURRENT PRACTICE

Early in its review, the Task Force began gathering information on existing practices, policies, programming, and data related to diversity, equity, and inclusion efforts as well as on the University's initial response and investigation processes for hate/bias incidents. A summary of its findings in various areas is included below.

Prevention & Education

The University currently offers a wide variety of opportunities to engage in diversity-related programming for members of the campus community. Academic and administrative units including the Department for Fraternity & Sorority Life (DFSL), the Division of Student Affairs, Multicultural Involvement & Community Advocacy (MICA), the University Health Center, and ODI among others across the campus, provide a variety of programs in this realm. In a large university such as ours, programming opportunities of this nature can be highly decentralized. This can foster creativity and ownership but can also lead to a lack of a cohesive vision or strategy for continual improvement in these types of initiatives. Many of those who develop and deliver existing programs raised concerns about programming assessment, decentralized registration, and follow-up for participants.

Response to Hate/Bias Incidents

Hate/bias incidents are acts that focus on a characteristic such as race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, among others. Hate/bias incidents may involve offensive speech and expression that are protected by the First Amendment, and though not all hate/bias incidents include acts that rise to the level of a crime, they may involve conduct that can be addressed through administrative and/or legal action.

The University established the Hate/Bias Incident Reporting Response Protocol in November 2017 to establish practices for responding to hate/bias incidents, in order to provide support to the University community in response to incidents and to take action on any conduct that is inconsistent with the University's policies and values.

ODI recently established a new Hate/Bias Response Program Manager position to provide support to individuals affected by hate/bias incidents and to formulate action plans for responding to the incident, working in partnership with the newly-established Hate/Bias Response Team. The Hate/Bias Response Program Manager will share data about incidents with UMPD and other campus units and maintain a log of hate/bias incidents online.

Reports of suspected hate/bias incidents currently can be made online to the Office of Civil Rights & Sexual Misconduct (OCRSM) or to UMPD can be reached by calling 911, 301-405-3333, or dialing #3333 from a cell phone. Upon receiving a report, UMPD will begin an investigation and send confidential notifications to administrators who need to be aware and who may facilitate any necessary immediate action while UMPD conducts an investigation.

During the investigation, UMPD considers whether there is an element of hate or bias to the incident, using factors and indicators established in the Maryland State Police Protocols. After the investigation concludes, UMPD will classify the incident as to its status as a hate/bias incident. A "verified" incident means a reasonable person would conclude that the act was motivated in whole or in part by bias against a person or group due to their membership in a protected class. An "inconclusive" incident is where the evidence is incomplete or conflicted and the incident cannot be verified. "Unfounded" incidents are those where the incident did not occur or it was not motivated by bias. The status of the incident will be recorded on the daily crime log on the UMPD website.

If UMPD finds a perpetrator and determines that the incident was a hate crime according to federal and state law, it will review the incident with the State's Attorney to consider criminal charges. If an incident involving faculty, staff, or students is classified as a verified or inconclusive hate/bias incident, UMPD refers the matter to the University through the Office of Faculty Affairs, University Human Resources, or the Office of Student Conduct for administrative review.

While processes for reviewing referrals involving hate/bias incidents are evolving, the Office of Student Conduct already has a well-defined administrative review procedure in place for cases involving students. Upon receiving a referral for student conduct associated with hate/bias incidents, the Office of Student Conduct (OSC) may pursue charges for violation of the *Code of Student Conduct.* The OSC will review the report for reasonable cause and to establish whether the conduct would be a violation of the *Code*. The OSC will conduct its own investigation to review any evidence or information in the referral or available from the UMPD or faculty, staff, or students impacted by the case. Cases are resolved through a disciplinary conference with an administrator or through a hearing by a student conduct board. Students have the right to appeal the finding and the sanction if their case was heard by a board. During the sanctioning process, the Director considers any aggravating or mitigating circumstances, and will also consider whether the conduct was motivated by hate or bias - if so, that will be considered an aggravating factor, which may result in a stricter sanction.

While hate/bias incidents can occur anywhere on campus, a number of reports have been made in residential communities, where reporting is encouraged and supported by the Department of Residence Life (Res Life). Since the vast majority of incidents in the residence halls are related to subtle bias, ignorance, or impulsivity, Res Life focuses on community restoration and coming together through dialogue in its response to incidents. In cases where a perpetrator can be found, Resident Directors typically hear lower-level cases and the case is referred to the Office of Rights and Responsibilities (R&R) if it could result in a disciplinary action. The R&R team uses the *Code*, the Residence Hall Rules, and the same protocols as the OSC in resolving cases.

Climate

The University has regularly assessed faculty, staff, and student perceptions of the campus climate from a variety of dimensions over the years. These assessments have provided information on the status of the campus climate over time, and have in some cases provided data used for evaluating specific initiatives. A number of existing initiatives that provide data and assessment related to campus concerns have been used to study campus climate from a diversity perspective.

The University’s Campus Assessment Working Group (CAWG) was formed to develop a campus "Culture of Evidence" in which data and assessment play a key role in campus decision making. CAWG regularly gathers and exchanges information about the faculty, staff, and student experience at the University. The data can feed directly into program and campus improvement efforts. Departments and administrators take advantage of these data collection efforts to ask questions that are necessary to their own improvement efforts. CAWG works on developing strategies for sustainable data collection to continue moving the University forward in its status as the flagship campus.

In March 2016, the University launched the Thriving Workplace Initiative as a means to data to create a thriving work environment and a culture of engagement and inclusion among all University employees. This important ongoing initiative, led by the Office of the President and the University’s Center for Leadership and Organizational Change (CLOC), intends to share survey results with academic and administrative units on campus; create an action plan that is based on best practices, research, and assessment; and implement that action plan through training, development, and personalized consultations in order to promote a thriving workplace. This important initiative examines inclusion in the workplace, broken down demographically, and seeks data on the drivers of more inclusive environments. The principles of this initiative recognize that engaged employees

work with passion, feel a profound connection to their workplace, and are empowered to succeed while helping the University reach its full potential.

In Spring 2017, the Graduate School initiated the Graduate Student Quality of Life survey to better understand multiple facets of the graduate student experience. The results from the survey were released in January 2018. These results provide an analysis of graduate student engagement with the University, other students, and faculty; an analysis of graduate student interactions with and perceptions of the faculty and the department; and data on how well students felt that the program prepared them academically and professionally.

In February 2018, the University initiated a Campus Climate Survey, an online survey used to assess the campus living, working, and learning environment, including the level of equity and respect among faculty, staff, and students. This population-level comprehensive survey is the first of its kind at the University. The goal of the survey is to use the results to help shape a more inclusive, diverse, and safe community.

Policies and Procedures Related to Speech and Conduct

The Task Force reviewed all University policies related to freedom of expression, use of space, and demonstrations. The University has several policies, procedures, and guidelines that support free speech and freedom of expression on our campus. The VI-4.10(A) University of Maryland Procedures for the Use of Physical Facilities provides guidance on procedures for the use of campus facilities by units within the University, members of the campus community, and student organizations, as well as public use by others outside the University. The University's Guidelines on Demonstrations and Leafletting recognize the right of individual faculty, staff, students, and student organizations to demonstrate and leaflet, provided such activities do not disrupt normal activities or infringe upon the rights of others. The University's Chalking Guidelines provide guidance on approved surfaces at the University that can be used by faculty, staff, and students for creating chalk messages. The University's Freedom of Expression: Policy and the Law Resource Guide (1991) recognizes the particular importance that the University, as an institution of learning, places on the free exchange of ideas. It also states the University's commitment to open, vigorous debate and speech. Additional relevant policies and procedures include the VI-1.10 University System of Maryland Policy on Acts of Violence and Extremism, VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures, VI-1.00(B) University of Maryland Non-Discrimination Policy and Procedures, and the Division of Intercollegiate Athletics regulations on Prohibited Items & Behavior.

RESEARCH AND FINDINGS

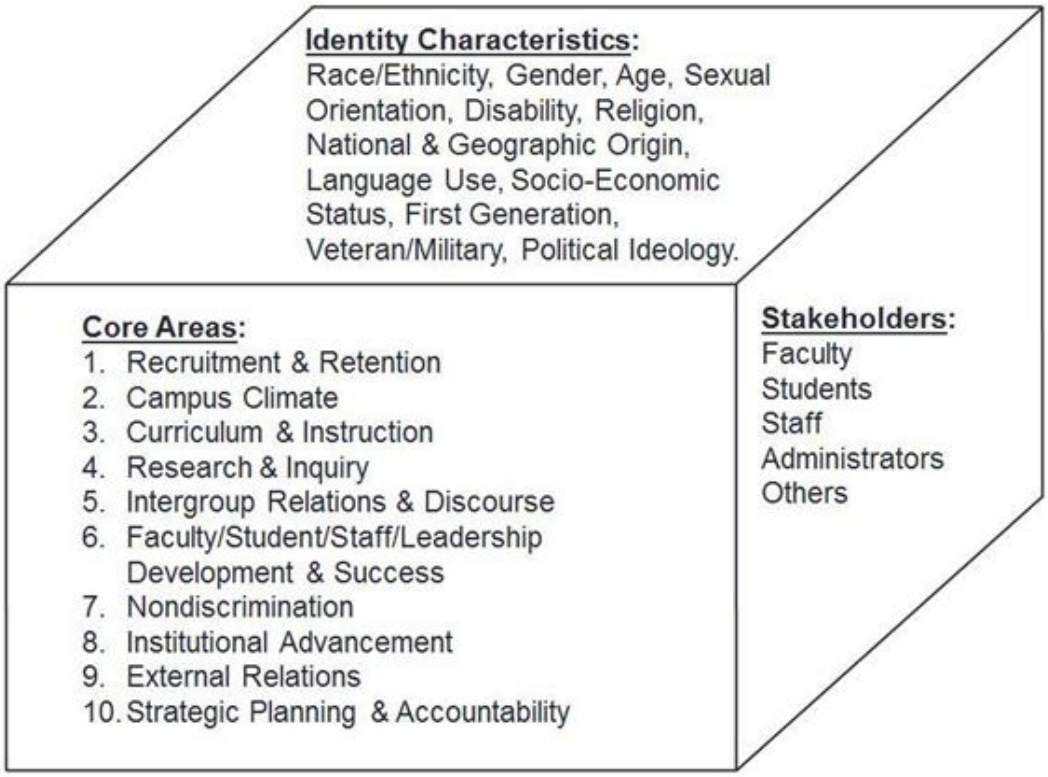
Scholarly Research

The Task Force reviewed scholarly research from multiple perspectives as it considered the various elements of its charge. Research related to diversity and inclusion has focused on areas such as effective elements of diversity initiatives, efforts to promote racial climate, the balance of free and hate speech, and principles for diversity programming.

Diversity & Inclusion Efforts in Higher Education

Diversity in higher education is no longer solely focused on affirmative action based on race. Research shows that a three-dimensional model of diversity in higher education with a broadened focus that recognizes characteristics of identity, constituency groups, and institutional initiatives is more applicable today (Antonio & Clark, 2011; Epperson, 2011). This model (Figure 1) serves as an organizational framework and conceptual guide for diversity research and practice in higher education.

Figure 1. Three-dimensional model of higher education diversity (Worthington 2012)



Research has focused on the keys to successful diversity and inclusion efforts and the impact of general diversity in higher education. Comprehensive diversity and inclusion efforts involve more than simply counting people; they address a multitude of identities; consider intersecting aspects of identity and include and benefit everyone. Diversity on college campuses is associated with greater learning; increased interpersonal competencies; greater self-confidence among students; fewer racial prejudices; greater gains in critical thinking; and greater involvement in civic and community service (Antonio, 2001; Chang, 1996; Gurin, 1999; Hurtado, 2001; Smith et al., 1997). The factors that are considered to be threats to diversity and inclusion efforts, as well as those that support diversity and inclusion efforts are identified in Figure 2 below.

Figure 2. Keys and Threats to Diversity and Inclusion Efforts

Positive Racial Climate

Diversity has been shown to have an impact in promoting a positive racial climate on campuses in a variety of dimensions. The major contributing factors to a positive racial climate are the inclusion of students, faculty, and administrators of color; a curriculum that reflects the historical and contemporary experiences of people of color; programs that support the recruitment, retention, and graduation of students of color; and an institutional mission that reinforces its commitment to pluralism. In addition, four climate-related factors internal to and within the control of individual colleges and universities include compositional or structural diversity; the psychological and behavioral dimensions of the climate; and an institution's history and legacy of inclusion (Hurtado, et al., 1998; 1999).

The three thematic clusters of findings from an analysis of 15 years of institutional research on campus climate show differential perceptions of campus climate by race; minority student reports of prejudicial treatment and racist campus environments; and benefits associated with campus climates that facilitate cross-racial engagement (Harper and Hurtado, 2007). The major themes from a multi-campus qualitative investigation shows cross-race consensus regarding institutional negligence; race as a four-letter word and avoidable topic; self-reports of racial segregation; gaps in social satisfaction by race; white student overestimation of minority student satisfaction; reputational legacies for racism of the institutions; the pervasiveness of whiteness in space, curricula, and activities; the consciousness-powerlessness paradox among racial/ethnic minority staff; and the unexplored qualitative realities of race in institutional assessment (Harper and Hurtado, 2007).

Research on Free Speech and Hate Speech

Universities must work to balance free speech protections with other interests, such as creating an inclusive environment and educating the campus community about the difference between the

intent of hate speech and the impact of hate speech. It is important for campus community members to clearly understand the constitution, state laws, and individual rights, as well as the university's stance on these issues.

Research shows that universities should "explore non-disciplinary/punitive responses that would provide support and education to all parties involved" (Miller et al. 2017: 7). Miller and colleagues (2017: 8) suggest that universities should engage in "educational moments" by helping students and the broader campus community have vehicles to respond to speech they consider offensive.
Miller and colleagues (2017) found that:
"...administrators must carefully consider and evaluate their roles related to protecting free expression while also working to create campus environments conducive to dialogue about diversity and bias." (p. 11)

"...bias response teams should provide ongoing education on legal issues in higher education with a specific focus on free speech as well as campus-level policies, which function as one component of regular training that could also address contemporary issues of diversity and bias on campus." (p. 11)

Diversity Programs
Scholarly research shows that most universities and organizations support diversity programs. Dobbin, Kalev, and Kelly (2007) found that nearly 40 percent of the 829 companies they surveyed have diversity training. Roughly 20 percent of the companies have diversity evaluations, diversity task forces, and networking programs. Only about 10 percent of the companies have a diversity manager and mentoring program.

In developing diversity programs, research suggests that the following questions should be considered.

- *Should Diversity Programs be Mandatory? Yes, if other programs are mandatory.*

Research shows that making training programs, whether diversity-focused or otherwise, required is an ineffective strategy (Dobbin and Kalev 2016; Johnson 2017). It should be noted that organizations and companies make programmatic efforts mandatory all of the time. If mandatory trainings are the status quo, a diversity program should be no different. In fact, research shows that if something is included as a normal requirement, it is not perceived negatively. When diversity is incorporated as a normal part of the organization, people are more accepting of it as a key component of the organization. In turn, they are more open to diversity training. After participating in diversity trainings, employees actually report that diversity is more important for their jobs and important for their organization (Hanover and Cellar 1998).

- *What leads to the Success of Diversity Programs? Leadership participation.*

In a survey from 785 human resource professionals, Rynes and Rosen (1995) examined what factors determined the adoption of diversity programs and perceived training success. They found that top administrative support and administrators' belief in diversity initiatives increases the adoption of diversity program and perceived training success. Also, the existence of a diversity manager/liaison, diversity-related policies, and the clear prioritizing of diversity goals related to other priorities increases adoption and perceived success. Contrary to other research, Rynes and Rosen found that perceived training success increases when diversity programs are mandatory for upper management, when there is a long-term plan for evaluating training results, policy changes, and

diversity goals, as well as a reward structure for administrators and departments for adhering to diversity goals. Subsequent research found similar results (Dobbin, Kalev, and Kelly 2007).

Unfortunately, diversity trainings are typically disaggregated from policy changes that directly address organizational concerns (Dobbin and Kalev 2016). Diversity has to be part of the entire organization for changes to be institutionalized. In addition to trainings, diversity has to be formally incorporated into strategic plans, mission statements, and award and incentive structures. An organizational diversity program should include diversity trainings, internal communications, resource commitments, accountability for violating rules and regulations related to tolerance and respect, and comprehensive programs that can focus on a range of marginalized identities.

- *Are Bystander Intervention Strategies Effective? Yes, with the ability to practice strategies.*

Bystander intervention has been shown to be highly effective. In a large study including nearly 13,000 high school students, Polanin, Esplage, and Pigott (2012) found that bystander intervention programs decreased bullying in schools. Allies and bystanders are frequently able to connect with perpetrators in ways that victims and survivors cannot. Unfortunately, bystanders often do not have enough data points or experiences to allow for them to practice implementing bystander intervention strategies.

Analysis of National Trends

Assessments conducted by national advocacy and research organizations generally indicate a recent rise in hate/bias incidents and hate crimes across the country, which is supported by assessments of FBI crime data. For instance, FBI crime data from the 2016 reporting year indicate a 5 percent rise in hate crimes overall; hate crimes based on race, religion, and against the LGBTQ communities were the three protected statuses targeted most frequently in 2016 reports (ADL 2016; ADL 2017).

Trends related to hate/bias incidents indicate that there has been an increase in activity that promotes bias, especially related to white nationalism and racism, on college campuses. The Anti-Defamation League (ADL) Center on Extremism tracked 346 incidents of white supremacist propaganda on colleges campuses from September 1, 2016 to February 1, 2018. The number of incidents during the fall 2017 semester alone demonstrated a dramatic rise, with an increase of 258 percent when compared to incidents in the same time period in fall 2016 (ADL 2018).

Analysis by the Southern Poverty Law Center (SPLC) suggests that higher education has become a target for white nationalist groups because it tends to be very vocal about its commitment to diversity, tolerance, equality, and social justice. Racist propaganda seen on college campuses attempts to demonize these values as an attack on white identity and history in the name of political correctness. In addition, the SPLC suggests that college students are seen as prime targets for recruitment, since they are typically inquisitive and open to accepting new and sometimes radical ideas (SPLC On Campus 2017).

Both the SPLC and the ADL have advocated for more action by higher education administrators, faculty, staff, and students to prevent these incidents and provide more education and training to community members. The ADL provides a host of educational resources for university settings, including fact sheets, Q&A guidance documents, and training programs, and provides resources to help institutions identify and counter emerging threats. In October 2017, the SPLC developed a guide to bystander intervention, which provides training tools for individuals on how to step in when public harassment and violence occur on campus (SPLC On Campus 2017). The SPLC has also

advocated for college leadership to be vocal about their institution's commitment to diversity & inclusion and to speak out against actions on their campuses that go against their values (Cohen 2017).

Peer Institution Research

In the course of its work, the Task Force conducted an extensive review of practices and policies at Big 10 and other peer institutions, seeking best practices and lessons learned from their experiences. The institutions included in the review were: University of Illinois Urbana-Champaign, University of Iowa, University of Michigan, Michigan State University, University of Minnesota, Northwestern University, Ohio State University, Pennsylvania State University, Rutgers University, University of Nebraska, University of Wisconsin, University of California-Berkeley, University of California-Los Angeles, and University of North Carolina-Chapel Hill, among others. An overview of the Task Force's findings is included in Appendix 3.

Common themes and practices in multiple areas emerged in the review of Big 10 and peer institutions:

- Most peer institutions have incorporated some form of programming for incoming & transfer students. Programs range from a general overview of diversity, equity, and inclusion themes with an introduction to basic terms and concepts, to innovative workshops that explore some of the foundational skills needed to collaborate, learn, and work in diverse environments. Programs vary as to whether they are online or in person.
- Cultural competency education is a component of diversity training at many peer institutions, and often relies on dialogue programs and sharing lived experiences as a means of learning about and understanding systems of privilege and oppression while building community.
- Programs on bystander intervention, examination of implicit biases, and difficult dialogues in the classroom for instructors have been developed at some peer institutions.
- Some institutions are beginning to develop badging/certification programs for faculty, staff, and/or students that include a diversity component. These initiatives typically include a series of workshops or activities where strategic knowledge, skills, and competencies are developed, and after completion, participants receive some type of certificate to demonstrate their commitment and competence as a leader in diversity, equity, and inclusion.
- Most institutions have begun initiatives to survey campus climate in terms of diversity, equity, and inclusion on an annual or biennial basis.
- As most institutions are in the early stages of developing and launching campus climate surveys, most are still developing their plans for how to utilize the information collected.
- Some institutions plan to share campus climate results with the campus community and a few have made results public.
- A few institutions have defined core values and principles for its campus community, and use those values and principles in messaging and communications strategies in order to instill those values in the campus community.
- Every institution has a slightly different approach to reporting, investigating, and resolving reports of hate and bias incidents. Most universities have specific units or response teams dedicated to handle incidents of hate and bias.
- Reporting an incident may be done via email, phone call, online, or face to face, depending on the institution. A few institutions allow reporting of incidents in more than one location on campus, including specific locations that are familiar service and support centers for specific identity and affinity groups.
- All of the institutions surveyed prohibit discrimination, harassment, and threats in some way through various campus policies on non-discrimination, student conduct, and/or workplace

policies. Some institutions provide definitions of hate/bias incidents in online resources, but none give such definitions in policy documents.

- More than half the universities actively initiate outreach programs to help communities that may be impacted by a hate/bias incident, even if they were not directly targeted or involved in the incident.
- Some universities prepare detailed reports on hate/bias incidents on campus in order to provide timely and transparent information and to better understand the campus climate. These reports vary in the level of detail included - some institutions include only incidents that have been verified where an individual was found responsible, while others include all incidents that have been reported with an explanation of whether they were unfounded or verified to be hate/bias incidents.
- Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these statements.
- None of the institutions specifically ban hate speech, though some institutions are more specific about what types of speech are in fact conduct that may be actionable.
- All institutions reviewed have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest. Many have restrictions on who may reserve indoor or outdoor space and restrict the ability of outside groups to initiate or host events. Many institutions also have designated outdoor areas for free assembly by university or non-university groups for protests or demonstrations on campus.
- Some institutions provide guidance on counter-protests and/or appropriate/inappropriate ways to protest controversial speakers. A few provide guidance on how university police can support student groups that wish to protest.
- Nearly all institutions have policies or procedures on chalking, hanging posters, or otherwise writing messages on campus surfaces. Most institutions do not allow for the removal of messages based on content.

<u>Existing University Climate Data</u>

The Climate Working Group of the Task Force reviewed existing data from past Campus Assessment Working Group (CAWG) climate surveys. The Working Group also reviewed preliminary results of the Graduate Student Life survey, including more detailed responses to diversity-themed questions in the survey. The recent Campus Climate Survey administered by ODI closed at the end of February 2018, so the full results were not available in time to inform the work of the Task Force.

CAWG climate survey results included data on perceptions of the University's diversity from freshmen (2015), juniors/seniors (2015), and alumni (2007 & 2015). In addition, the Working Group reviewed survey results on student perspectives on campus community climate (2003), LGBTQ environment (2014), student perception of cultural awareness and diversity (2010), senior experience on academics, diversity, and transition (2000), and alumni experiences on diversity & community responsibility (2006). The Working Group also requested further analysis of the data on student experiences to focus on key settings in which the University effectively provides opportunities for its student to interact with diverse groups and opportunities that are most widely used by subgroups of students who differ by ethnicity, major, and experience with diversity prior to attending the University.

An analysis of the student survey data provided a variety of insights. The University provides students opportunities for interactions with individuals from different backgrounds through a variety of mechanisms, including housing arrangements and campus employment. Overall, the results of

the survey suggest high prevalence of student interaction with diverse groups through each of these mechanisms. A majority of student respondents experienced interactions with other groups through these settings. Living and Learning programs seemed to offer less experience with diversity than other settings.

Student respondents commonly reported involvement in discussion about racial issues in their courses at the University – 60 to 70 percent of student respondents. However, student respondents in a few colleges such as the sciences reported less discussion of these issues, likely because the nature of these courses do not lend themselves naturally to such discussions. This suggests that alternative routes and approaches may be needed in order to increase the exposure of students in these disciplines to issues of diversity (e.g., through General Education requirements).

A high proportion of student respondents - about four out of every five students - report personal efforts to get to know those belonging to groups other than their own. At the same time, only about one in three respondents reported participation in events and activities sponsored by groups reflective of other cultures. Participation in these events was reported by 27 percent of white respondents, 32 percent of Latino respondents, and 40 percent of African-American respondents. The personal or social barriers to this form of boundary-crossing deserve greater attention. Nevertheless, in almost all groups, a very high proportion of respondents reported feelings of comfort (89 percent) and a sense of belonging (82 percent) at the University of Maryland.

The results from African-American students is an exception and deserves additional attention and consideration. In results related to a sense of comfort and belonging, about 26 percent of African-American students did not feel that they belonged and 24 percent of African-American respondents reported that they have felt disrespected. By comparison, the frequency of disrespect is only 4 percent among white students and 11 percent among Latino students. Although most African-American students did not feel disrespected, a substantial minority of them did. In addition to feeling as though they did not belong and were disrespected, a similar number felt that race was a barrier to their participation at the University of Maryland.

Most students, two-thirds of respondents of all ethnicities, valued diversity as a goal and saw it as a benefit of attending the University of Maryland. The benefits of diversity discussed included developing comfort and interacting with other groups, empathy, perspective-taking, and the ability to work together to communicate and negotiate cross-cultural conflict.

Hate/Bias Incidents in Higher Education

In assessing incidents that occur on college campuses, it can be very difficult to determine whether an incident is motivated by hate or bias. The totality of the circumstances in the case are critical to determining if a hate/bias incident occurred; in two contexts, the same conduct could be viewed in vastly different ways. UMPD's investigation reviews indicators and factors that could prove or disprove a bias motivation for the alleged conduct. UMPD considers the perception of the victim, if they volunteer evidence or information that suggests the incident occurred because of their membership in a protected class. In order to confirm a hate/bias incident has occurred, there has to be evidence that would indicate to a reasonable person that the perpetrator's motivation was related in whole or in part to the victim or target's protected status.

In some cases, incidents at the University are reviewed for administrative action by the Office of Civil Rights and Sexual Misconduct (OCRSM) as potential violations of the University's Non-Discrimination Policy, while others are addressed through other avenues. The Non-Discrimination

Policy prohibits discrimination based on a protected class. However, in order for an incident to be found to be discrimination under the Policy, certain elements need to present; the conduct has to be severe or pervasive, and it has to effectively deny an individual or group their right to a specific benefit or service at the University. Typically, discrimination has to involve conduct by an agent of the University in order to be reviewed under the Non-Discrimination Policy, since actions by students would not constitute the University failing to provide an equitable learning and living environment.

The Task Force felt it is not helpful to classify the hate/bias incidents that the University has seen in recent months using a discrimination paradigm or the Non-Discrimination Policy for resolution. Hate/bias incidents may be isolated but impactful and involve actionable conduct such as threats or intimidation targeted in such a way that they create an immediate sense of harm or fear. Though it would likely not be possible to make a discrimination case for these incidents, other University policies and procedures can and should address this conduct. The Task Force determined that existing provisions in the *Code of Student Conduct* and the Policy on Workplace Violence touch on this type of conduct, and determined that the University would be better served by a policy that addresses threatening and intimidating conduct by faculty, staff, and students. While a new policy would address specific actionable conduct involving threats or intimidation, conduct that involves patterns of behavior, actions or inactions by faculty, staff, and administrators that deny services to individuals or groups, and conduct that is repeated and persistent would likely still be reviewed as discrimination by OCRSM.

While several campus units are involved in responding to hate/bias incidents, there is a continuing need for greater coordination among these units, to ensure appropriate application of University policy as well as to provide an immediate and effective initial response to hate/bias incidents. In addition, systems are needed to address campus concerns that the University community is not adequately informed in a timely fashion about reported incidents and their disposition.

Legal Framework on Speech and Conduct in Higher Education

Free and Hate Speech Defined

As a public institution, the University of Maryland is a state agency, and its actions must comply with the United States and Maryland constitutions and with Maryland statutes. The First Amendment of the U.S. Constitution ensures an individual's right to free speech and protects the right to express ideas and opinions without restriction. As a government agency, the University may not restrict or punish speech.

Institutions of higher education are meant to be places where the exploration of new and challenging ideas is celebrated. An environment that fosters the free exchange of ideas and open, vigorous debate is critical to the educational mission of all universities, including the University of Maryland. It is impossible to nourish intellectual growth, nurture innovation, and advance knowledge without engaging in dialogue, sharing different perspectives, and learning from each other. While the First Amendment is critical to ensuring this culture of inquiry thrives, it also protects an individual's right to say offensive, insulting, and hateful things. Hate speech is defined as speech that offends or insults individuals or groups based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, or other characteristics. It is often characterized by the use of words which are deliberately abusive or insulting, directed at vulnerable minorities and calculated to stir up hatred. It can undermine self-

esteem and cause isolation. While hate speech should be discouraged, hate speech is also protected by state and federal law, and as such, cannot be restricted by the University.

In cases involving hate speech, it is important to distinguish between speech that is protected and conduct that can be actionable. Some speech is accompanied by conduct, such as assault, vandalism, or threats to incite violence, which may be actionable through administrative processes or criminal charges.

Regulation of Hate Speech
The First Amendment allows the regulation of threats of bodily harm or death; intimidation or harassment; speech that incites imminent lawless action, such as the use of fighting words; and libel and slander. In Brandenburg v. Ohio (1969), the Supreme Court held that the constitutional guarantees of free speech permitted an exception where advocacy was directed to *"inciting or producing imminent lawless action and is likely to incite or produce such action."* In other words, mere advocacy of hate cannot be banned unless it is an incitement to imminent lawless action. In *Virginia v. Black* (2003), the Supreme Court ruled that true threats are not protected by the First Amendment, such as when a speaker directs a threat to a person or group of persons with the intent of placing the victim in fear of bodily harm.

Courts have also allowed reasonable time, place, and manner restrictions of speech if there is a significant government interest in doing so. The restrictions must be content and viewpoint neutral and must leave open ample alternative means for speakers to get their views across. The restrictions must also be clear enough for an ordinary person to understand. The restrictions must be tailored in a way that does not simply ban all speech, both protected and unprotected speech, or they will be struck down as overbroad.

Speech and Expression on College Campuses
Beginning in the 1990s, more than 350 colleges and universities adopted rules or codes restricting hate speech. To date, every court to consider a campus speech code has declared it unconstitutional. Attempts to create a speech code or otherwise sanction offensive speech would not be appropriate for the University.

A classic example involved the rules at the University of Michigan, which in 1987 tried to enact a Hate Speech Code after a series of horrendous racial events on campus. The Court recognized this was a laudable university effort. Nevertheless, the policy was so broad and vague that it was impossible to discern any limitation on its reach. The terms "stigmatize" or "victimize" in the policy were too vague and swept within its scope a significant amount of what was unquestionably protected speech. Moreover, simply because speech stigmatized or victimized an individual did not, in and of itself, strip it of protection under the First Amendment.

Research and history show that in instances where speech codes were enforced, they were often used to silence marginalized groups. There have been many instances where the majority or those in power have used speech regulations intended to deter offensive speech to prevent those in the minority or in marginalized communities from using speech to promote their interests. There have also been many cases where marginalized communities have successfully moved their agenda forward due in large part because of the protections of the First Amendment.

Research shows that empowering marginalized communities to exercise their free speech rights has led to positive outcomes. Counterspeech has proven to be an effective method to oppose speech that advocates for hate. While hate speech is protected, individual faculty, staff, and

students; the administrative leadership; and campus or student organizations should be empowered to engage in counterspeech on the issues that are important to them. The campus community should use the resources, locations, and methods outlined in University policy and in guidelines on demonstrations to promote their interests.

ISSUES & CONCERNS

Campus Community Concerns

Throughout the course of its review, the Task Force solicited feedback from members of the campus community and key stakeholders to better understand major issues and concerns. The primary themes that emerged from multiple campus-wide open forums, targeted meetings, and other sources of feedback are outlined below:

General

- Faculty, staff, and students are concerned about their safety and the safety of others on our campus.
- There is a lack of understanding of the experiences of minority members of the campus community.
- Many are concerned about the prevalence of racist propaganda and the impact of recruitment efforts by hate groups.

Hate/Bias Incidents

- There is a perception that while students are concerned about incidents that happen on campus, the administration is not concerned or does not understand student fears.
- There has been a lack of transparency in how the administration addresses hate/bias incidents, which can give the impression that nothing has been done.
- Inconsistent data and information given to the campus community on incidents at the University gives the impression that these incidents are not taken seriously.
- There are concerns that those perpetrating hate/bias incidents are not being sanctioned.
- There are concerns about how to support those impacted by hate/bias incidents and the affected community.

Programming

- It can be difficult to find information about current programming because there is no coordination between units and no centralized source of information about programming.
- There is no collaborative process for units to work together on programming.
- Training is not effective unless it is engaging and interactive.
- The University is not reaching students who are not already engaged in diversity efforts.
- Faculty and staff do not have the tools they need to be able to challenge and facilitate dialogue on hateful attitudes and statements that occur in their courses.
- International students may need additional outreach to understand what we consider to be hate speech, a hate symbol, or prohibited conduct.

Free Speech

- It can be difficult to develop an objective standard that respects free speech on both sides of an issue.
- There are concerns about how to find a balance between the right to free speech and the need to restrict actions that incite violence and hate.

Communication

- There is no consistent understanding among faculty, staff, and students of what the University's values are and what it means when the administration says that certain conduct or speech go against University values.
- There are concerns with the way that the administration communicates with internal audiences and the tone that it sets when hate/bias incidents occur on campus.
- The University does not effectively speak out against hate/bias incidents and hateful speech, and often chooses to communicate in a way that indicates support for offensive ideas by labeling it as free speech.
- Students are not receiving information from the University but instead are hearing about it from other sources first.
- The University does not recognize the importance of social media when communicating information about incidents.

Implementation

- There is a perception that the University will not follow through on implementing any of the Task Force's recommendations.

<u>Task Force Assessment of Issues to be Addressed</u>

The Task Force acknowledges these concerns and understands the impact that hate/bias incidents have on our campus. Hate/bias incidents are insidious acts that can create fear, anger, and intimidation, for not only individuals directly affected, but also entire communities. Hate/bias incidents can create fractures in the social fabric of the campus, feed intolerance, and tarnish the University far beyond its borders. It is essential that the University act decisively and unequivocally in denouncing hate incidents, and take action where these acts are prohibited conduct.

The University should assure the campus community that their safety and ability to pursue their academic and work-related goals is a high priority. Data shows that the University of Maryland is a safe environment, and the University has taken additional steps in the past few months and years to increase safety measures on campus. However, there is a distinction between being safe and feeling safe, and the Task Force recognizes that many members of our campus community do not feel safe due to the rise in hate/bias incidents. The University needs to do more to demonstrate its commitment to safety and must act assertively against threatening and intimidating conduct.

The University must act just as assertively to ensure that intellectual and academic freedom, freedom of speech, and freedom of expression are protected on our campus. The University's mission is to discover and disseminate knowledge, which requires the ability to challenge norms and engage in dialogue across differences. To sustain its mission, the University should vigorously support the marketplace of ideas. At the same time, the University must do more to promote civility and respect to foster an environment where free inquiry and debate can occur. The University should be committed to providing a welcoming and inclusive environment to enable all of its members to pursue their academic, personal, and professional goals.

GUIDING PRINCIPLES

The Task Force believes the University should make a strong commitment to diversity, equity, and inclusion through its words and actions. The following principles should provide the foundation for the University's efforts to achieve this goal.

- Active engagement in creating a safe environment where individual opinions are valued and free and open exchange of ideas is without retribution.
- A University-wide commitment to values common to us all, with opportunities for continued reexamination and contemplation throughout an individual's time at the University.
- Engagement of all members of the campus community, including University leadership, in embracing and communicating the importance of the University's values.
- Understanding the critical role that free speech and freedom of expression play in an educational environment, as well as of our role in using speech as an instrument of civic engagement.
- A commitment to promote civility and respectful treatment of all members of the campus.
- A comprehensive and coordinated approach to diversity, equity, and inclusion programming that is a part of the University experience for every member of the campus community.
- Programming that includes a blend of mandatory and voluntary engagements, offered in a variety of formats and through different modes, that complements curricular and professional learning and development objectives.
- A coordinated response strategy to hate/bias incidents that provides support to affected communities while assuring all faculty, staff, and students the ability to pursue their academic and professional goals in a safe environment.
- Policies and protocols that enable the University to take action against threatening and intimidating conduct.
- An engaged communication strategy that encourages campus leaders to speak out against hate speech that does not align with the University's values.
- Education and tools that empower faculty, staff, and students to use speech to combat hate and bias on campus.
- Centralization and alignment of information in one comprehensive website.
- Transparent structures for sharing hate/bias incidents and climate survey data.
- Accountability and engagement by campus leaders at all levels.
- Ongoing evaluation and assessment of diversity, equity, and inclusion efforts to enable continuous growth.

TASK FORCE RECOMMENDATIONS

The Inclusion & Respect Task Force makes the following recommendations in nine areas: (I) Values of the University, (II) Prevention & Education, (III) Hate/Bias Incident Response, (IV) Centralization, (V) Communication, (VI) Evaluation & Assessment, (VII) Free Speech & Freedom of Expression, (VIII) Current Policies and Guidelines, and (IX) Resources & Implementation.

I. Values of the University

The University should adopt the following values statement, which should be ingrained into the experience of each member of the campus community and reinforced throughout their time at the institution.

> The University of Maryland (UMD) is a community of individuals living and working together to support and advance the educational and research mission of the institution. We aspire to become a community that is: **United, Respectful**, **Secure and Safe**, **Inclusive**, **Accountable**, and **Empowered and Open to Growth**.
>
> **United**
> We are diverse but have much in common. Members of the UMD community foster a sense of belonging based on acceptance and a unity of purpose. We strive toward overlapping goals, sharing resources, and spending some of the most significant and productive times of our lives together in a common space. To that extent we depend on one another and are our best selves when we support one another. Accordingly, our actions are guided not only by what is good for self but also by what is good for all.
>
> **Respectful**
> Members of the UMD community interact with others in ways that promote feelings of respect. All members of the UMD community are valued equally and deserving of respect without regard to their status, their educational attainment or their social position. We reject denigration of any member through words or actions and resist stereotyping of members that undermines personal dignity though slurs, slights, insults or other acts that disparage individuals or groups.
>
> **Secure and Safe**
> Members of the UMD community refrain from injustice, violence, harassment, intimidation, and aggression. We do all that is possible to protect and defend members of the UMD community from anyone who would harm them physically or psychologically. We promote individual agency and responsibility in contributing to personal safety, avoidance of harm and staving off the effects of insults, slander, intimidation, or symbolic intimation of violence.
>
> **Inclusive**
> The UMD community strives to achieve the highest levels of excellence in our work and our studies that accrue through inclusive practices. We recognize that as a thriving and striving community, the success of our institution and our members is dependent on how well we value, include, and engage all members. This belief must be actively and consistently embedded in every aspect and practice of the UMD community.

Accountable
All members of the UMD community are equally responsible and committed to uphold the University's values to the best of their ability, as well as hold the rest of the UMD community to those responsibilities. We must be transparent in our mistakes, and learn to reflect and continue to strive toward inclusive excellence.

Empowered and Open to Growth
Members of the UMD community embrace learning as essential for bettering ourselves as individuals and as a community. We encourage and assist one another to become our best selves.

II. Prevention & Education

The University should develop a comprehensive prevention and education initiative on diversity, inclusion, and respect that involves all members of the campus community (faculty, staff, students). The initiative should include a broad vision for diversity programs for the University and should be overseen by ODI.

Programming should consist of a blend of mandatory programs and voluntary learning opportunities offered at multiple points throughout a faculty/staff/student's time at the University. This programming should use different modalities and approaches with varying levels of complexity.

Programming content areas should include implicit bias, cultural competence, bystander intervention, navigating difficult dialogues, civics education, effective methods for engaging in counterspeech, and reflection and dialogue on the University's values. The University should consider utilizing existing models at the University, such as: Sticks+StonesUMD, Speak Up and Speak Out Virtual Reality Bystander Intervention Program, TLTC workshops on difficult dialogues in the classroom, Common Ground, Words of Engagement Intergroup Dialogues, and best practices at peer institutions on implicit association tests, activities at orientation, and badging/e-portfolio systems while developing programming opportunities.

The University should consider developing opportunities for members of the campus community to track diversity-related skills and trainings throughout their time at the University.

ODI should consider developing a diversity-related suite of training options for faculty and staff in partnership with UHR, OFA, and TLTC using existing trainings as a way to develop a more robust program.

ODI should consider developing training opportunities for those in instructional roles including instructional faculty and undergraduate and graduate teaching assistants in partnership with relevant administrative units, including TLTC and the Graduate School.

ODI should work with ISSS to incorporate information about our values into existing efforts to help international students and scholars acclimate to our campus culture. ODI should consider ways to partner with ISSS to increase opportunities for peer to peer interaction among international and domestic students, and should consider mechanisms that have been successful in the past, such as ESOL mentorship programs and Language House partners programs. ODI should also consider how educational and programming opportunities could incorporate global perspectives in order to broaden understanding of differences across cultures.

ODI should continue to develop and deliver programming as part of the University's comprehensive prevention and education initiative. ODI should also work collaboratively with representatives from existing University diversity programs in the development and delivery of the comprehensive prevention and education initiative.

The University should utilize existing resources and expertise within our faculty in the development of the comprehensive prevention and education initiative on diversity, inclusion, and respect.

The University should provide tools to enable students, faculty, and staff groups to create and sponsor diversity-related programs.

III. Hate/Bias Incident Response

The Task Force recommends that the proposed Policy on Threatening and Intimidating Conduct immediately following this report be approved.

The University should develop administrative review procedures to consider UMPD referrals of potential bias-related conduct involving faculty and staff.

The University should conduct a review of the VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures to ensure that it aligns with the Policy on Threatening and Intimidating Conduct and current procedures for responding to hate/bias incidents.

The University should conduct a review of the implementation of the Policy on Threatening and Intimidating Conduct in Fall 2019 to assess its efficacy and make any necessary adjustments.

The University should develop a plan to ensure appropriate coordination between the primary units responding to reports of hate/bias incidents that complements the new Hate/Bias Response Protocol and the Policy on Threatening and Intimidating Conduct.

Hate/Bias incidents should be reported to UMPD. The University should designate specific offices or units, including ODI, as entry points where members of the campus community may disclose incidents prior to engaging with the formal reporting mechanisms through UMPD. The University should provide training for support staff in those units to ensure that they are knowledgeable about available resources and how to facilitate reporting to UMPD.

IV. Centralization

The University should work to achieve a balance between centralization and decentralization of equity, diversity, and inclusion efforts on our campus. Efforts to achieve equity, diversity, and inclusion goals are a responsibility of the entire campus.

The ODI website should serve as a central resource for information about the University's diversity-related programming, events, relevant policies and guidelines, data, climate reports, reporting processes, and resources related to free speech, expression, and demonstration on campus in order to increase transparency, accessibility, and discovery of opportunities for engagement.

The University should consolidate and centralize information on all hate/bias incidents reported at the University and the outcome of any review of these incidents. The University should consider

what types of information should be included on each incident and how that information should be communicated to members of the campus community, as well as the mode and the frequency with which it is communicated.

V. Communication

The University should develop a comprehensive multi-platform communication strategy that prioritizes the dissemination of information related to equity, diversity, and inclusion to the entire campus community in a manner that is transparent, timely, and sensitive to all constituents.

The University should consider how to prominently communicate information about diversity programs, events, and trainings and how diversity themes are integrated into the University's culture.

The University should develop a communications and marketing strategy focused on promoting the University's values. The University should consider ways to promote the values to all members of the campus community through different modes and how to reinforce them over time. For example, admitted students could receive information about the values in their admission packet and new employees could receive them as part of their appointment information. In addition, themes from the values could be incorporated into social media campaigns, marketing materials, or other existing activities to reinforce what it means to be a Terp over time.

The University's leadership should communicate its viewpoint, when appropriate, using messaging that aligns with its core values. In particular, the University's leadership should denounce offensive speech or conduct that does not align with its core values and express that it is not appropriate or welcome in our community.

The University should consider how best to communicate the national context on hate/bias incidents to the campus community.

VI. Evaluation & Assessment

Programming

ODI should develop a strategy for evaluating and assessing diversity-related education and training programs to assess efficacy and make necessary changes over time.

All diversity-related training programs should have an evaluative component to collect feedback from participants.

Climate assessment data should be used to inform and refine programming content.

Climate Surveys

ODI should conduct biennial climate surveys of faculty, staff, and students to better understand individual experiences in a variety of dimensions.

Climate surveys should assess the impact of activities and the outcome of efforts to improve diversity, as well as changes in beliefs and attitudes about race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability, over time. Survey design for future climate surveys should be guided by the highest standards, draw upon conceptual frameworks and best practices, and incorporate multiple designs to data collection and

analyses, including qualitative approaches as well as longitudinal and scientifically valid samples so that robust conclusions can be drawn from its findings.

Climate surveys should identify and oversample for specific identity and affinity groups so as to enable the development of targeted interventions that meet their unique needs (i.e. ethnicity, residential experiences, students who do not identify or participate with any campus group, and participants of Greek life and student government).

Climate surveys should consider paying special attention to evaluating the experiences of students in majors where the curriculum may not provide opportunities for addressing and understanding issues of diversity.

Climate surveys should consider assessing the social impediment to an individual's comfort in attending or taking part in events sponsored by a cultural or affinity group other than their own.

The University's leadership should be apprised of and reflect on climate survey results in establishing their agendas and priorities.

Existing survey data and feedback from members of the campus community indicate that the African-American population may be more vulnerable in terms of comfort and respect at the University. The University should consider developing specific programs that support vulnerable populations identified in existing and future survey data by integrating them into the University, promoting a sense of safety, and recognizing their contributions.

VII. Free Speech & Freedom of Expression

The University should adopt the proposed *Statement on Free Speech Values* as follows:

> The primary purpose of a university is to discover and disseminate knowledge through teaching, research, and service. To fulfill these functions, a free exchange of ideas is necessary not only within its walls but with the world beyond. The history of intellectual discovery and growth clearly demonstrates the need for freedom; the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable. Whenever someone is deprived of the right to state unmentionable views, others are necessarily deprived of the right to listen to and evaluate those views. Few institutions in our society have this same central purpose. It follows that a university must protect and guarantee intellectual and academic freedom. To do so it must promote an environment in which any and all ideas are presented. Through open exchange, vigorous debate, and rational discernment, the campus community can evaluate ideas.
>
> Every member of the campus community has an obligation to support the right of free expression at the university, and to refrain from actions that reduce intellectual discussion. No member shall prevent such expression, which is protected under the constitutions of the United States and the State of Maryland.
>
> The University does not have a speech code. History shows that marginalized communities have successfully promoted their interests because of the right to express their views. In fact, marginalized communities have been silenced by speech codes and other regulations against "offensive" speech.

In addition to the obligation to promote and protect free expression, individuals assume further responsibilities as members of the university. The campus expects each individual community member to consider the harm that may result from the use of slurs or disparaging epithets intended to malign, for example, another's race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, political affiliation, or physical or mental disability. While legal protections for free expression may sometimes supersede the values of civility and mutual respect, members of the university community should weigh these values carefully in exercising their fundamental right to free expression.

The University values and embraces the ideals of freedom of inquiry, freedom of thought and freedom of expression, all of which must be sustained in a community of scholars. While these freedoms protect controversial ideas and differing views, and sometimes offensive and hurtful words and symbols, they do not protect conduct that violates criminal law or university policy.

The University should recognize the rights of faculty, staff, and students to engage in counterspeech.

VIII. Current Policies & Guidelines

The University Senate should charge its Campus Affairs Committee with an overall review of the Policies and Procedures on the Use of Physical Facilities and the associated guidelines on chalking, demonstrations, and leafletting, working in concert with affected stakeholders. The Campus Affairs Committee should consider how the University can support allowing the rental of facilities within the campus as a way of supporting speech and dialogue. The Campus Affairs Committee should also consider how requests from outside groups should be reviewed and approved.

The following revisions to the Non-Discrimination Policy & Procedures (VI-1.00[B]) should be approved to clarify the jurisdiction of the Policy on Threatening and Intimidating Conduct.

VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES

(Approved on an Interim Basis by the President October 1, 2015, Amended March 22, 2016, Amended May 6, 2016)

II. APPLICABILITY

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

- on University premises, in any University facility, or on University property; **and/or** at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred**.**~~; or~~
- ~~that otherwise threatens the health or safety of a member of the University community.~~

III. DEFINITIONS

"Discrimination" is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual's opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual's employment or education.

"Harassment" is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person's protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person's protected status:

The University Senate should charge its Equity, Diversity, and Inclusion (EDI) Committee with a comprehensive review of the Non-Discrimination Policy & Procedures (Appendix 2) to consider whether broader changes are needed.

IX. Resources & Implementation

The Task Force recommends that the University provide the necessary resources for the development and implementation of all the elements of a successful comprehensive diversity and inclusion initiative. Specifically, resources will be required to develop programming activities, purchase and/or develop new online training, support expanded education and training, develop an overall communication plan and centralized website, and develop/conduct assessments of programming activities.

The Task Force recognizes that the scope of these activities is broad and will require time to fully implement. The Task Force recommends that ODI develop a phased implementation approach for aspects of the recommendations that require significant development, to allow the University the time needed to design and implement various components of the recommendations.

ODI should provide an annual report on the implementation of these recommendations to the University Senate and the President's Cabinet. ODI should also track the progress of implementation on its website as a way of communicating to University faculty, staff, and students what actions are being taken to actively develop the institution's efforts on diversity and inclusion.

In the spirit of continuous improvement, the University should consider innovative ways to engage faculty, staff, and students in the implementation of these recommendations and future development of diversity efforts on an annual basis. Specifically, the University should consider facilitating design thinking workshops through a partnership with the Academy for Innovation & Entrepreneurship and ODI as a way of engaging members of the campus community in generating new ideas for addressing specific problems or questions.

Proposed New Policy from the Joint President/Senate Inclusion & Respect Task Force

VI-1.00(F) UNIVERSITY OF MARYLAND POLICY ON THREATENING AND INTIMIDATING CONDUCT

I. Purpose

The University of Maryland promotes civility and respectful treatment among all members of its diverse campus community, and fosters the discovery and dissemination of knowledge through the free and open exchange of ideas. The University values and protects the intellectual and academic freedom, freedom of speech, and freedom of expression of all students, faculty, and staff. The University provides a welcoming and inclusive environment to enable all members of the University community to pursue their academic, personal, and professional goals. Threatening or intimidating conduct directed toward members of the University community that is motivated by their actual or perceived protected status interferes with these values and commitments, and is therefore prohibited.

II. Prohibited Conduct

The University prohibits threatening or intimidating acts motivated in whole or in part because of an individual or group's actual or perceived protected status, including the following:

- Threats: An expression of intent to commit an act or acts of physical violence to a particular individual or group of individuals or to cause damage to their property; or to engage in an act or acts which endangers the health and safety of another person.
- Intimidation: An act or acts that is intended to or that recklessly frightens or coerces and that places another person or persons in reasonable fear of imminent harm.

Protected status is defined in state and federal law as well as in the University of Maryland Non-Discrimination Policy and Procedures VI-1.00(B).

The *Code of Student Conduct* V-1.00(B) addresses prohibited conduct by students, including the conduct outlined above. The University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures VII-11.00(A) addresses conduct prohibited by this policy by faculty and staff.

III. Reporting

Any member of the University who witnesses or has information related to threatening or intimidating conduct should immediately report it to the University of Maryland Police Department (UMPD). This is especially important because the University's response is limited when it cannot identify those responsible. Reports should be made in good faith.

The Office of Diversity and Inclusion (ODI) or other University-designated units and cultural centers can assist faculty, staff, and students with reporting to UMPD.

- Emergencies and ongoing incidents that require an immediate response should be reported to UMPD at 301-405-3333
- Non-emergencies can be reported to UMPD at 301-405-3555.
- Reports made online at go.umd.edu/reporthatebias will be responded to within 48 hours.

- Anonymous tips about reports and ongoing investigations can be submitted online at http://www.umpd.umd.edu/contact/anonymous_tip.cfm.

IV. Response to Reports

Reports made directly to UMPD will be taken as soon as they are received, and an investigation will begin immediately. UMPD will immediately notify relevant campus administrators including ODI to provide necessary information.

A. Response from ODI. ODI will coordinate relevant units to respond to the community(s) affected by the incident, develop an action plan, and provide support. ODI will serve as an immediate resource for students, faculty, and staff, regardless of whether UMPD's investigation indicates that an incident was motivated by protected status.

B. Investigation by UMPD. UMPD will conduct an investigation on all reports it receives. In determining whether a specific act or incident constitutes prohibited conduct, the totality of the circumstances will be considered, including whether the motivation for the conduct was based on actual or perceived protected status and the impact of the conduct on the perceived target.

Depending on the outcome of UMPD's investigation, reports will be classified according to Maryland State Police procedures. UMPD will also assess whether a hate crime has occurred, as defined under Maryland state law, and will take steps to initiate criminal charges if appropriate. UMPD will share its findings with ODI and all relevant University offices for consideration of appropriate administrative action.

V. University Administrative Review Procedures

After its investigation is completed, UMPD will make any necessary referrals to relevant University offices for administrative review and will share the facts of the case found through the investigation. University review of referrals from UMPD will be assessed through appropriate processes depending on whether the individual or group identified in the referral is a student, faculty, or staff member. The University's review should determine whether or not the individual or group is responsible for engaging in prohibited conduct.

A. Students. A student, a group of students, or a student organization identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Student Conduct (OSC) for investigation and adjudication. University student disciplinary procedures and procedural rights established in the *Code of Student Conduct* will be followed.

B. Faculty. A faculty member or a group of faculty members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Faculty Affairs (OFA), in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, OFA will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

C. Staff. A staff member or a group of staff members identified by UMPD as potentially engaging in prohibited conduct will be referred to the Office of Staff Relations within University Human Resources (UHR) in accordance with VII-11.00(A) University of Maryland Faculty and Staff Workplace Violence Reporting and Risk Assessment Procedures. If an incident is classified by UMPD as verified, UHR will relay the matter to the relevant administrator(s), who will initiate a review of the information from UMPD.

VI. Sanctions

If there is a finding of responsibility, sanctions, including discipline, may be imposed. Based on the severity of the prohibited conduct, various actions should be considered, ranging from educational and remedial actions to discipline up to and including dismissal from the University. The University shall endeavor to educate and support students, faculty, and staff in reaching their academic, personal, and professional goals while fostering a climate of accountability and responsibility for individual actions. The University's goals are to protect the campus community, deter future offenses, and promote individual accountability.

A. Students. Students, student groups, and student organizations found responsible for prohibited conduct will face disciplinary and/or educational sanctions as specified in the *Code of Student Conduct*.

B. Faculty. After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action may range from termination or suspension to reassignment of duties, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with OFA as it determines any appropriate sanctions.

C. Staff. After a finding of responsibility, the relevant administrator(s) will initiate appropriate action. Depending on the circumstances of the case, educational opportunities may be considered. If warranted, disciplinary action or corrective measures may range from termination or suspension to workplace modifications, in accordance with University policies and employment contracts. The relevant administrator(s) should consult with UHR as it determines any appropriate sanctions.

VII. Retaliation

Retaliation against any individual who makes a report in good faith or participates in an investigation in relation to threatening or intimidating conduct is strictly prohibited. Retaliation means an adverse action taken against an individual, where there is a clear causal link between the adverse action and their participation in this process. A report is not made in good faith if it is false or misleading; was made with the intention to harass; appears to be frivolous; or is otherwise an abuse of the reporting process. Individuals who are alleged to have engaged in retaliation may be subject to disciplinary action.

VIII. Resources

All members of the University community have access to campus resources to address the effects of threatening or intimidating conduct, including:

> **University of Maryland Police Department.** UMPD receives and assesses all reports of prohibited conduct motivated in whole or in part by actual or perceived protected status. UMPD investigates reports of such prohibited conduct by gathering details, collecting evidence, sharing information with law enforcement partners, and consulting with legal experts. UMPD will communicate with relevant administrative offices to facilitate the University's response and to make appropriate referrals to begin University disciplinary processes.
> Emergency: 911 or (301)405-3333 (mobile phone: #3333)
> Non-emergency: (301)405-3555
> Website: www.umpd.umd.edu
>
> **Office of Diversity & Inclusion.** ODI tracks hate-bias incident reports and coordinates the deployment of campus support services to individuals affected by hate-bias incidents. ODI also provides campus

programming in collaboration with other campus units to foster prevention efforts and facilitate responses to hate-bias incidents.
Phone: (301) 405-6810
Website: www.diversity.umd.edu

University Counseling Center. The Counseling Center provides comprehensive psychological and counseling services to students and others in the University community. The Center is staffed by counseling and clinical psychologists.
Phone: (301) 314-7651
Website: www.counseling.umd.edu

University Health Center, Mental Health Service. The Mental Health Service in the Health Center offers short-term psychotherapy, medication evaluations, crisis intervention, group psychotherapy, and more. The service is staffed by psychiatrists and licensed clinical social workers.
Phone: (301) 314-8106
Website: www.health.umd.edu/mentalhealth/services

Campus Chaplains. Campus chaplains represent 14 faith communities, working to serve the spiritual needs of the community. Campus Chaplains will meet with any member of the campus community, regardless of faith background.
Website: http://thestamp.umd.edu/memorial_chapel/chaplains

Faculty Staff Assistance Program (FSAP). FSAP provides free and confidential support to all faculty and staff (and their family members) on a range of issues. Services include short-term counseling services provided through FSAP (generally used for 3 sessions, but can support up to 10 sessions of counseling). FSAP also provides referrals for long-term counseling needs.
Phone: (301) 314-8170 or (301) 314-8099
Website: http://www.health.umd.edu/fsap

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APPENDICES

Appendix 1 - Inclusion & Respect Task Force Charge
Appendix 2 - Revised Non-Discrimination Policy & Procedures
Appendix 3 - Peer Institution Overview

Appendix 1 - Inclusion & Respect Task Force Charge

University Senate
CHARGE

Date:	August 25, 2017
To:	Lucy Dalglish, Warren Kelley, Ja'Nya Banks Co-Chairs, Joint President/Senate Inclusion & Respect Task Force
From:	Wallace D. Loh President Daniel Falvey Chair, University Senate
Subject:	Inclusion and Respect at the University of Maryland
Senate Document #:	17-18-03
Deadline:	March 30, 2018

President Loh and the Senate Executive Committee (SEC) request that the Joint President/Senate Inclusion & Respect Task Force consider how best to nurture a climate that is respectful and inclusive of all members of our campus community, stands against hate, and reaffirms the values that define us a University.

Specifically, we ask that you:

1. Collect input from and engage the entire campus community, including faculty, staff, students, administrators, and alumni, as well as representatives of the surrounding community, on the current campus climate and on the difficult issues at the intersections of free speech, hate speech, and freedom of association.

2. Assess the climate on diversity and inclusion on the campus and how it is experienced by members of the campus community. Review existing data on campus climate and gather information from members of the campus community from a variety of backgrounds and experiences, including underrepresented minorities and members of the international and LGBTQ communities.

3. Consult with representatives of the Office of Diversity & Inclusion (ODI), the Office of Student Conduct, the University of Maryland Police Department (UMPD), the Office of Civil Rights and Sexual Misconduct (OCRSM), Office of Rights and Responsibilities in the Department of Resident Life, the Department of Fraternity and Sorority Life, the Department of Athletics, University Marketing and Communications, the Office of Undergraduate Studies, and other relevant units at the University.

4. Review the University of Maryland Non-Discrimination Policy and Procedures and other relevant University and University System of Maryland policies.
5. Review the University's procedures for reporting and resolving reports of hate, bias, racism, and discrimination.
6. Review information on the response to past reports of hate and bias incidents at the University from OCRSM, UMPD, ODI, and any other relevant University offices.
7. Review and assess current resources, programs, and outreach efforts to (1) educate the campus community, and (2) support those affected by racism and discrimination, and their overall effectiveness.
8. Review current cultural competency initiatives and trainings throughout the University and consider the effectiveness of these efforts in creating an inclusive campus environment.
9. Review research related to race/ethnicity, discrimination, and bias in higher education.
10. Review and assess best practices at our peer institutions.
11. Review higher education professional association guidance addressing hate speech and campus climate issues.
12. Consider how to evaluate the needs of underrepresented groups and develop strategies to assess the efficacy of efforts to address those needs and create a more inclusive environment.
13. Consider how best to differentiate between free speech and hate speech in University policies and procedures.
14. Consider how appropriate communication and public awareness efforts should be used to promote a more inclusive campus climate.
15. Develop strategies for fostering a campus environment that is intolerant of hate, bias, and racism, including any necessary educational or training initiatives for students, faculty, staff, and administrators. Consider how these strategies should be implemented and how they can be evaluated for effectiveness.
16. Develop a statement on the University's core values and consider how those values are instilled in students, faculty, and staff. If appropriate, consider how to enhance understanding of our core values and develop strategies to reinforce them over time.

17. Consult with the appropriate Senate committees on any proposed revisions to University policies and procedures.
18. Consult with the University's Office of General Counsel on any proposed recommendations.
19. If appropriate, make recommendations on revisions to University policies and procedures as well as on appropriate strategies for fostering an inclusive campus community.

We ask that you submit your report and recommendations to the Senate and the President's Offices no later than March 30, 2018. If you have questions or need assistance, please contact Reka Montfort in the Senate Office, extension 5-5804.

Appendix 2 - Revised Non-Discrimination Policy & Procedures

Proposed Revisions from the Joint President/Senate Inclusion & Respect Task Force
New Text in Blue/Bold (**example**), Removed Text in Red/Strikeout (~~example~~)

VI-1.00(B) UNIVERSITY OF MARYLAND NON-DISCRIMINATION POLICY AND PROCEDURES
(Approved on an Interim Basis October 1, 2015; Amended March 22, 2016; Amended and approved by the President May 6, 2016)

I. POLICY STATEMENT

The University of Maryland is committed to creating and maintaining an educational, working, and living environment that is free from discrimination and harassment. This Policy prohibits discrimination on grounds protected under Federal and Maryland law and Board of Regents policies. University programs, activities, and facilities are available to all without regard to race, color, sex[1], gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability[2], religion, protected veteran status, genetic information, personal appearance, or any other legally protected class. Retaliation against any individual who files a complaint or participates in an investigation under this Policy is strictly prohibited. In furtherance of the University's commitment to equal opportunity, this Policy and associated procedures are established to address and remedy complaints of discrimination, harassment, and retaliation based on a protected class.

The **Office of Civil Rights & Sexual Misconduct** (OCRSM) shall receive all complaints of discrimination and harassment made pursuant to this Policy. Complaints may also be filed online here.

Office of Civil Rights & Sexual Misconduct (OCRSM)
University of Maryland
4113 Susquehanna Hall
4200 Lehigh Road
College Park, MD 20742-5031
E-mail: civilrights@umd.edu
Phone: 301-405-1142 | Fax: 301-405-2837
~~http://www.umd.edu/ocrsm/~~ **http://www.ocrsm.umd.edu**

II. APPLICABILITY

This policy applies to members of the University community, including students, trainees, faculty, staff, and certain third parties (e.g., visitors, volunteers, applicants for admission or employment, vendors, and contractors) while on University property or while participating in University sponsored activities who either carry out discrimination or are subject to it.

This policy applies to discrimination, harassment, or retaliation:

[1] Complaints based on sexual misconduct will be addressed under the University's Sexual Misconduct Policy & Procedures VI-1.60(A) as appropriate. Complaints of discrimination based on sex or gender that do not involve
[2] The University's policy and procedures for requesting disability accommodations may be found in the VI-1.00(D) University of Maryland Disability & Accessibility Policy and Procedures. Complaints of discrimination on the basis of disability may be made under this Non-Discrimination Policy.

- on University premises, in any University facility, or on University property; **and/or**
- at any University sponsored, recognized, or approved program, visit, or activity, regardless of location; **and**
- that impedes equal access to any University education program or activity or that adversely impacts the education or employment of a member of the University community regardless of where the conduct occurred**.**~~; or~~
- ~~that otherwise threatens the health or safety of a member of the University community.~~

III. DEFINITIONS

"Discrimination" is unequal treatment based on a legally protected status that is sufficiently serious to unreasonably interfere with or limit an individual's opportunity to participate in or benefit from a University program or activity, or that otherwise adversely affects a term or condition of the individual's employment or education.

"Harassment" is a form of discrimination (as defined above) that encompasses unwelcome conduct based on a person's protected status. Harassment is **severe or pervasive** conduct that negatively affects the particular individual and also would negatively affect a reasonable person under the same circumstances. Harassment in violation of this Policy depends on the totality of the circumstances, including the nature, frequency, and duration of the conduct in question, the location and context in which it occurs, and the status of the individuals involved. Harassing behaviors may include, but are not limited to, the following, when based on a person's protected status:

- conduct, whether verbal, physical, written, graphic, or electronic that threatens, intimidates, offends, belittles, denigrates, or shows an aversion toward an individual or group;
- epithets, slurs, or negative stereotyping, jokes, or nicknames;
- written, printed, or graphic material that contains offensive, denigrating, or demeaning comments, or pictures; and
- the display of offensive, denigrating, or demeaning objects, e-mails, text messages, or cell phone pictures.

"Personal appearance" means the outward appearance of any person irrespective of sex with regard to hairstyle, beards, or manner of dress. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed attire when uniformly applied for admittance to a public accommodation or a class of employees for a customary or reasonable business-related purpose.

"Retaliation" refers to action that is taken against an individual because they reported discrimination, filed a complaint of discrimination, or participated in an investigation or proceeding concerning a discrimination complaint.

IV. COMPLAINT PROCEDURES

Generally, a complaint filed under another University policy or Maryland statute cannot also be addressed under this Policy. Students, staff, and faculty must choose between the different complaint processes available to them.

A. Reporting

Individuals who experience violations of this Policy are encouraged to promptly file a complaint with the OCRSM or bring it directly to the attention of their supervisor.

Supervisors, faculty, and University administrators who receive or become aware of a complaint of conduct in violation of this Policy are encouraged to report it to the OCRSM. This does not apply to confidential resources on campus, such as the University Counseling Center, Health Center, Mental Health Services, and University Chaplains.

B. Timeliness

Complaints must be made within ninety (90) business days of the incident(s). The OCRSM may waive the time limit upon a showing of good cause.

C. Initial Assessment

Written complaints are encouraged, but not required. If a verbal complaint is made, the OCRSM will prepare a written statement of the allegations and the Complainant will be required to acknowledge its accuracy in writing. The OCRSM will acknowledge receipt of the complaint by sending a notification letter or contacting the Complainant directly within five (5) business days of receipt. The OCRSM will then conduct an initial assessment of the complaint to determine whether the complaint should be investigated, and will consider the Complainant's request that the complaint be investigated or not investigated. The OCRSM will then notify the complainant whether:

- the complaint is appropriately filed with the OCRSM and the OCRSM has jurisdiction over the alleged conduct and the Respondent;
- the complaint has previously been filed under another University policy or Maryland statute;
- the complaint is suitable for alternative resolution; and
- the allegations, if true, would constitute a Policy violation.

If it is determined that the complaint is not appropriately filed with the OCRSM, the Complainant will be informed of the reason.

D. Alternative Resolution Process

When determined appropriate by the OCRSM, the Complainant may elect to resolve a complaint through Alternative Resolution. The purpose of Alternative Resolution is to resolve the complaint by conference and conciliation. The OCRSM will notify and advise supervisors and other administrators, as appropriate, of the complaint and efforts by the parties to proceed with Alternative Resolution. The OCRSM shall document efforts to resolve the complaint and whether or not those efforts were successful. When Alternative Resolution is successful, the OCRSM shall summarize the resolution in writing, have it signed by the parties, and provide signed copies to the respective parties and supervisors and administrators, as appropriate. The OCRSM will also monitor implementation of the resolution agreement and/or close the case. When Alternative Resolution does not succeed within forty-five (45) business days of the date the complaint is filed, the OCRSM will cease that process and begin the investigation process.

E. Investigation

When the Initial Assessment or a failure of the Alternative Resolution process results in a determination that the OCRSM will investigate the complaint, the OCRSM shall advise the Complainant and Respondent of their rights under this Policy, including the following:

- both parties have a right to an impartial investigation;
- both parties have a right to produce relevant documents, witnesses, and other material they would like the investigation to include; and
- both parties may have an advisor of their choice present to provide advice during the investigative interview; however, the advisor may not speak or act on behalf of the party.

The OCRSM will assign an investigator[3] who will conduct an adequate, reliable, and impartial investigation of the complaint. The investigator will interview the Complainant and the Respondent and any other available relevant witnesses, and review available relevant documents.

1. **Standard of Review**
   In making the determination of whether a Policy violation has occurred, the standard of review is "preponderance of the evidence," which means it is more likely than not that a Policy violation occurred.

2. **Expectation of Cooperation**
   Absent good cause, all parties and identified witnesses shall cooperate during the investigation by being available during reasonable business hours to discuss the

[3] An investigator in the OCRSM, for purposes of state employment regulations, is also considered to be the Fair Practices Officer.

complaint and by making available any relevant information requested by the investigator.

3. **Investigation Timeline**
   The OCRSM seeks to complete an investigation within sixty (60) business days and may extend the time frames set forth in this Policy for good cause. Exceptions to this timeframe may vary depending on the complexity of the investigation, access to relevant parties, and the severity and extent of the alleged discrimination.

4. **False Information**
   Anyone who knowingly files a false complaint under this Policy or who knowingly provides false information to the OCRSM during an investigation will be subject to appropriate disciplinary action.

5. **Written Investigation Report and Findings**
   The OCRSM shall complete a written report of its investigation, including a summary of the allegations, evidence reviewed and witness statements, findings of material fact and an analysis of those facts, and a conclusion stating whether the Policy was violated, based on the preponderance of evidence standard. The OCRSM then will issue a *Notice of Findings* and/or provide a copy of the investigation report to the parties and to the appropriate supervisors or department/unit heads, or the Office of Student Conduct, depending on the status of the parties. Copies of the investigation report may be redacted to comply with applicable law.

V. APPEAL

The Complainant and/or Respondent may appeal the investigation finding within five (5) business days of the date of receipt of the *Notice of Findings* by submitting to the OCRSM at civilrights@umd.edu a written statement of their intent to appeal and the stated grounds. The scope of the appeal is limited to the grounds set forth below. Mere dissatisfaction with the finding is not a valid basis for appeal. If an appeal is received by the OCRSM, the other party will be notified and given five (5) business days from the date of receipt of that notice to respond by submitting a written statement to the OCRSM at civilrights@umd.edu. All appeals and responses shall include the case name, number, and the party's name and contact information. Appeals filed by more than one party will be considered together in one appeal review process. All appeal documents submitted by a party will be shared with the other party.

If neither party submits an appeal, the decision will be considered final five (5) business days after the last date either party received the *Notice of Findings*. Appeals submitted after five (5) business days shall be denied, except upon a showing of good cause.

A. Grounds for Appeal

Either party may appeal the Finding only on the following grounds:

1. **Substantial Procedural Error**
   Procedural errors or errors in interpretation of University policy were so substantial as to effectively deny a Complainant or Respondent notice or a fair opportunity to be heard.

2. **New Evidence**
   New relevant, material evidence that a reasonably diligent person could not have discovered prior to the issuance of the *Notice of Findings* has become available.

B. Review

The appealing party has the burden of proof, and the standard of proof is preponderance of the evidence. Appeals are not intended to allow for a review of the entire investigation, with the exception of new evidence, as referenced above. The appellate review will be based on the written record; parties are not entitled to a hearing or meeting with the reviewing administrator or designee.

Appeals will be reviewed in accordance with the Respondent's status as listed below:

- appeals involving a Staff Respondent shall be reviewed by the Vice President for Administration & Finance or designee;
- appeals involving a Faculty Respondent shall be reviewed by the Senior Vice President and Provost or designee;
- appeals involving a Student Respondent shall be reviewed by the Vice President for Student Affairs or designee;
- appeals that do not directly involve a faculty, staff, or student Respondent shall be reviewed by the Vice President for Administration & Finance or designee.

C. Outcome

Upon receipt of the appeal and response, the OCRSM will forward them to the respective Vice President's Office. Within five (5) business days, the Vice President will issue a written determination stating whether the Appeal was granted or denied, including a summary of its rationale (the "Appeal Outcome"). The Appeal Outcome shall either:

- affirm the Finding,
- overturn and Reverse Finding, or
- send the Case Back to the Special Investigator with specific directions to reconsider the Finding.

The decision of the Vice President or designee as set forth in the Appeal Outcome shall be final. The Vice President shall forward a copy of the Appeal Outcome to the OCRSM via email to civilrights@umd.edu. The OCRSM will forward a copy of the Appeal Outcome to the parties and respective supervisor/unit head/department chair or dean/Director of Student Conduct as soon as possible.

VI. RECOMMENDATIONS FOR CORRECTIVE ACTION

The OCRSM may provide the appropriate Vice President, supervisor, and department chair dean with a *Recommendation for Corrective Action.* The final decision for determining and implementing any necessary corrective action shall remain the responsibility of the appropriate Vice President or designee. The Vice President or designee will notify the OCRSM within ten (10) business days of any corrective action that has been implemented.

The OCRSM is responsible for monitoring efforts to ensure that any ongoing violations of the Policy cease. In the event corrective action requires specific anti-discrimination training not readily available to the parties, the OCRSM will work with the supervisor and/or department/unit head to ensure training occurs as soon as feasible.

VII. DISCIPLINARY ACTION

A. Students

With respect to Student Respondents, the Director of the Office of Student Conduct (OSC) in accordance with the provisions of the Code of Student Conduct is responsible for imposing disciplinary action.

1. Discipline that impacts a student's status with the University includes: expulsion, suspension for a definite or indefinite period, and disciplinary probation for a definite or indefinite period. Expulsion, suspension, and disciplinary probation will be noted on a student's transcript. Disciplinary suspensions and expulsions are subject to the approval of the Vice President for Student Affairs.

2. Discipline that does not impact a student's status with the University includes but is not limited to: educational requirements, "no contact" orders, housing restrictions, community service, and disciplinary reprimand. Failure to comply with any of the sanctions listed above may result in further disciplinary action that could impact a student's disciplinary status with the University.

The OCRSM may provide other remedies, in consultation with the OSC, as appropriate. These remedies will identify reasonable long-term or permanent remedies to address the effects of the conduct on the Complainant, restore the Complainant's safety and well-being and maximize the Complainant's educational and employment opportunities. Remedies may also be identified to address the effects of the conduct on the University community.

Students may appeal discipline imposed as a result of a violation of this Policy in accordance with the Code of Student Conduct.

B. Staff

With respect to Staff Respondents, any disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Assistant Vice President for Human Resources, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- unit transfers;
- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension without Pay;
- suspension pending charges of removal; and
- termination.

Staff may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

C. Faculty

With respect to Faculty Respondents, disciplinary action or corrective measures will be imposed by the appropriate supervisor and unit head, in consultation with the Office of the Senior Vice President and Provost, the Director of the OCRSM, and other relevant administrators, as needed. This may include the following:

- reassignment of duties;
- mandatory training;
- verbal reminders;
- written reminders/letters of reprimand;
- suspension with or without pay; and
- termination.

Faculty may grieve discipline imposed as a result of a violation of this Policy in accordance with their respective grievance rights.

D. Records Retention

The OCRSM will maintain the records relating to the investigation. The respective unit responsible for issuing any discipline will maintain any disciplinary records in accordance with the University's records retention schedule. The respective unit shall also provide a copy of the disciplinary records to the OCRSM.

VIII. EXTERNAL GOVERNMENT AGENCIES THAT ADDRESS DISCRIMINATION COMPLAINTS

Filing an employment discrimination complaint under this Policy or an alternative campus procedure does not preclude an employee from filing a complaint with the Maryland Commission on Civil Rights, the Equal Employment Opportunity Commission, or the Office for Civil Rights of the U.S. Department of Education.

Complainants who wish to file discrimination complaints that are not connected with the official functions of the University or not falling within the scope of this Policy, will be referred to appropriate University, County, State, or Federal agencies by the OCRSM.

Office for Civil Rights U.S. Department of Education
Philadelphia Office (Regional Office for Maryland)
The Wanamaker Building
100 Penn Square East, Suite 515
Philadelphia, PA 19107-3323
Phone: 215-656-8541
FAX: 215-656-8605
TDD: 800-877-8339
Email: OCR.Philadelphia@ed.gov
Website: http://www2.ed.gov/about/offices/list/ocr/index.html

Maryland Commission on Civil Rights
Phone: 410-767-8600
Website: http://mccr.maryland.gov/

Equal Employment Opportunity Commission
Phone: 800-669-4000
TTY: 800-669-6820
Website: https://egov.eeoc.gov/eas/

It is important to note that in order to protect certain legal rights and remedies, Complainants must comply with certain time limits and deadlines. Affected persons should contact the relevant agencies listed above to verify time limits for filing. Failure to meet required deadlines may result in a loss of rights to seek a legal remedy.

Replacement for:
Policy VI-1.00(B) University of Maryland Code on Equity, Diversity, and Inclusion

Appendix 3 - Peer Institution Overview

The Task Force reviewed Big 10 and other peer institution data and best practices on diversity-related initiatives on prevention & education, campus climate, hate/bias response, and free/hate speech. An overview of the Task Force's findings and highlights from several institutions are provided below and should be considered while developing the University's comprehensive diversity and inclusion initiative.

Prevention & Education

Through its review, the Task Force identified best practices related to diversity and inclusion. Much of the focus of diversity-related programming is on initiatives for students. Several institutions focus programming on incoming and transfer students through a blend of required and optional activities that can be offered through online modules or in-person workshops. Some institutions provide training for faculty on difficult dialogues in the classroom. Institutions varied in the types of content areas provided in programming, such as implicit bias and bystander intervention. Some institutions also provided badging/certificate programs that recognize core competencies and skills. Peers also provided cultural competency education through a variety of co-curricular activities or through specific courses. There were also some institutions that provided a comprehensive diversity website that includes resources, upcoming events, resources on communities and affinity groups, programs, trainings, awards & scholarships, etc. Programming examples from peer institutions are highlighted below.

Programming for Incoming & Transfer Students

- Michigan State University requires that all incoming undergraduates and transfer students complete an 30-45 minute online "Diversity & Inclusion@MSU eLearning" program, which gives a general overview of diversity and inclusion at MSU, an introduction to basic terms and concepts, and a sense of how students can engage with each other more deeply at MSU.
- The University of Illinois at Urbana Champaign requires all first year students to attend IConnect, an innovative workshop that explores some of the foundational skills needed to collaborate, learn, and work in diverse environments during a student's years at Illinois and beyond.
- The University of Illinois at Urbana Champaign requires first-year students to take DiversityEDU30, an online training module used to provide a common understanding of diversity terminology, introduce diversity concepts students will face during their time at the University of Illinois, and challenge students to embrace the opportunity to engage with difference as part of their Illinois experience.
- The University of Iowa provides students with an opportunity to attend a 45-minute welcome and information session presented by the Center for Diversity and Enrichment during Orientation. This session is required for Advantage Iowa Scholars (historically underrepresented minorities) and students receiving military benefits.

Workshops on Difficult Dialogues in the Classroom

- Michigan State University offers resources for Difficult Dialogues in the Classroom.
- The University of Minnesota offers workshops and trainings, which includes a session on Teaching with Intention: Facilitating Challenging Conversations in the Classroom.

Implicit Bias Programs

- Michigan State University offers an Understanding Implicit Bias Certification Program, a series of three courses that will allow participants to experience thoroughly examined implicit bias and begin the work of interrupting their own biases as well as those embedded within systems at MSU.

Bystander Intervention Programs

- Northwestern University offers bystander intervention training to students, faculty, and staff. Step Up is a bystander intervention training program that aims to create a more engaged Northwestern community by providing students, faculty, and staff with the basic tools to safely and effectively intervene in situations where someone might be in danger. Step Up includes a topic on discrimination.

Cultural Competency Education

- Northwestern University offers a variety of dialogue programs, leadership programs, and other training opportunities to include Cultural Competency Education.
- The University of Wisconsin offers a course to students called Student SEED, a non-traditional, grass-roots developed social justice course which uses "the textbook of students lives" as the main teaching tool. Students explore and share their own individual experiences with race, class, gender, sexual orientation, religion, and ability in order to learn about and understand the large systems of privilege and oppression. The course facilitators strive to create a safe and respectful environment for students to reflect on an share their own experiences, learn from their peers' experiences and build community while engaging in deep critical thinking around issues that are pervasive in our society and daily lives.

Badging/Certification Programs

- The University of Iowa has created a badging type of system called Building University of Iowa Leadership for Diversity (BUILD). The BUILD initiative is an opportunity for UI faculty and staff to gain strategic knowledge and skills to contribute to a welcoming and inclusive environment for all. By completing a series of workshops, participants will earn a certificate demonstrating their commitment as leaders for diversity, equity, and inclusion in the workplace and classroom.
- Purdue University offers a badging program that is called DiversiKey. The DiversiKey Certificate Program is a competencies-based program of curricular, co-curricular, and field experiences in diversity and leadership. Core competencies, skills, and cognition areas are organized into three clusters, *personal growth, interpersonal development, and community involvement*. The use of these competency clusters offers skills based progression to guide development and assess achievement.
- The University of Minnesota offers an Equity and Diversity Certificate program that helps participants develop the tools necessary for advancing equity and diversity in all aspects of their personal and professional lives. It's free of charge and open to students, faculty, staff, and alumni on all campuses of the University of Minnesota.

Comprehensive Diversity Website

- "Diversity at Iowa" is an example of a comprehensive website that includes resources, upcoming events, communities and affinity groups, programs, trainings, awards & scholarships, etc.

Campus Climate

Climate Surveys

Nearly all peer institutions reviewed engage in efforts to survey the campus climate for diversity and inclusion purposes, or are beginning to develop such efforts. Campus climate is typically measured on an annual or biennial basis through the online distribution of surveys to the entire campus community. Half of the institutions use surveys that they developed, while a couple institutions use outside vendors to develop or provide survey instruments. Some institutions utilize the SERU survey, which is a survey focused on academic and civic engagement that originated at University of California-Berkeley and has been made available to institutions in the Association of American Universities (AAU).

In most cases, the results of the survey are analyzed by the office responsible for institutional diversity initiatives and/or the Office of the Provost, and results are used to create new initiatives. Some institutions share the results with the campus community, and a few have made results public. As most institutions are still in the beginning stages of surveying campus climate, most are still developing their plans for how to utilize the information collected.

Principles & Values

A few peer institutions have engaged in efforts to clearly articulate the principles and values that define the University and its community. Institutions with statements of core values include Penn State University, The Ohio State University, University of Illinois at Urbana-Champaign, and Michigan State University. Of these institutions, Penn State has gone the furthest in developing tools and strategies for continually articulating and emphasizing the values of its community. Each value identified in the statement has an associated video that helps explain what that value means to Penn State. Penn State has developed tools such as tips for including values statements in syllabi, conversation starters focused on the values, and media materials such as posters that are available to faculty and staff. All materials related to Penn State's values can be found online at https://universityethics.psu.edu/penn-state-values.

Hate/Bias Response

Reporting an Incident

All institutions surveyed are committed to creating a safe, equitable, and inclusive environment for students, staff, and faculty, one that is free from discrimination, harassment, and retaliation. Every institution has a slightly different approach to reporting, investigating, and resolving conflicts of hate and bias. Most universities have units or teams dedicated to handle incidents of hate and bias, such as the Campus Inclusion Team (University of Iowa), Inclusion and Anti-Bias Unit (MSU), and Bias Response and Referral Network (University of Minnesota). In general, every institution relies on its analogs to the Office of Diversity and Inclusion, Human Resources, Office of the Dean of Students, and the Police Department to partner with other necessary units to respond to hate/bias incidents.

To report hate/bias incidents, faculty and staff are generally asked to contact Human Resources or resolve their conflicts internally with their supervisors. Students are typically encouraged to report either directly or indirectly to the Office of the Dean of Students, the Office of the Provost, or another academic or student-focused unit.

Reporting an incident may be done via email, phone call, online, or face to face. Almost all universities prefer online reporting. One peer institution prefers reporting via email or phone call in order to respond promptly.

Institutions vary on whether they accept anonymous reports. Some do not accept anonymous incident reports, while other institutions may accept the report and proceed with an investigation as long as sufficient information is provided. Many institutions encourage reporting an incident even if the victim does not wish to move forward with a formal investigation, in order to allow the institution to be aware of the situation, and to take steps to ensure the safety of the victim and others in the community. Reporting also allows the institution to keep accurate records of the number of incidents, assess incident reports to identify patterns, and alert the campus community of potential danger when incidents or patterns are ongoing.

Initial Response to a Report

Upon receiving the incident report, those impacted by or perceived to be targets of the incident are typically contacted within 48 hours. Based upon the severity of the incident, almost all institutions take steps to provide support to those affected as necessary. Support measures may include, but are not limited to: referrals for medical attention or psychological support, connecting the individual with other impacted community members, academic or workplace accommodations (extension for an exam or assignment, excused time off from class or work), transportation assistance, housing accommodations, or providing appropriate support through University Police if there is a continuing threat.

Policy Structure and Adjudication Procedures

All of the institutions surveyed prohibit discrimination, harassment, and threats in some way, many through non-discrimination or equal opportunity policies. Some institutions provide definitions of hate/bias incidents online and in informal guidance, but none provide such definitions in policy documents.

- "The related conduct that is classified as a bias incident is defined as an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor (regardless of whether the act is criminal). A hate crime is a bias incident that has risen to the level of a crime. ...All hate crimes are bias incidents, but not all bias incidents are hate crimes." (See p. 9-10: http://www.northwestern.edu/up/docs/NorthwesternUniversityCampusViolencePreventionPlan.pdf)
- "An event that has the effect of demeaning or degrading an individual or a group and is motivated in whole or in part by the perpetrator's bias against a particular group. Experiencing prejudice, stigma, or discriminatory attitudes and/or behavior." (See: https://bias.unl.edu/bias-faqs-terminology)

In cases where hate/bias incidents violate University policies on discrimination, harassment, and threats and a perpetrator is able to be identified, the institution will pursue action. For these types of conduct, half of our peer institutions have a single policy that applies to all members of the university community (students, faculty, and staff); the other half of our peers have separate policies for separate constituencies.

Seven institutions have policies that allow for adjudication of complaints regarding discrimination, harassment, or threats by a committee. At most institutions where adjudication by committee is not the norm, it is possible to adjudicate by committee in certain cases (such as for students but not for faculty, or for especially complex cases). At institutions where cases are not adjudicated by committee, the responsible unit is often the Office of Student Affairs (if the respondent is a student) or the unit through which the respondent is employed (if faculty or staff).

After adjudication, the responsible unit typically enacts the sanctions, if any. Sanctions for students typically range from required diversity training, loss of privileges (such as library access or on-campus housing), do-not-contact orders, suspension, and separation from the institution. Possible sanctions for faculty and staff can range from a letter of reprimand, recommended counseling, suspension or leave of absence without pay, reassignment of teaching or other responsibilities, probation, demotion, or termination.

University Response to Non-Conduct Incidents

Hate/bias incidents are often disruptive, but they may not always be in violation of University policy or the law. In many cases, hate/bias incidents that will not result in discipline still warrant a response from the University, in terms of opportunities for discussion or education on how the incident affected members of the University community. Possible options for resolution may include one of the following actions, as suggested by Rutgers University:

- Initiating contact with any group(s) affected by the hate/bias incident (e.g., a residence hall, a student organization, recreation center, class, etc.)
- Ensuring that any offending material, such as graffiti or defaced posters, have been removed. Note: materials should be removed only after police have been contacted and have come to the scene to take a report.
- Making contact with persons identified or persons suspected of committing the hate/bias incident to talk about the incident and the impact on the community.
- Recommendation of an educational program or initiative to alleviate the impact on the community from the hate/bias incident.

Communicating with Students, Faculty, and Staff Regarding Hate/Bias Incidents

In the immediate aftermath of a hate/bias incident, or during ongoing incidents, institutions will typically alert the campus community of any serious or continuing threats on or near campus, to provide the community with enough time and information to take safety precautions.

In the aftermath of hate/bias incidents, very few universities provide information about hate and bias incidents openly unless there is a continuing threat. At some institutions, the only acknowledgement of statistics related to hate/bias incidents appear in the Annual Security Report required by the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act).

Some institutions do prepare detailed reports and provide data on hate/bias incidents and hate crimes to their campus community on an annual or more frequent basis.

- The University of Illinois at Urbana-Champaign bias assessment website http://bart.illinois.edu/ aggregates information about the institution's policies and procedures, as well as reporting information. Illinois's approach is comprehensive, in that it provides a form for reporting bias incidents and two types of reports - an annual report with description of hate/bias incidents and associated follow-up, and a statistical breakdown of incidents.
- The University of Wisconsin also has a comprehensive bias reporting website at https://doso.students.wisc.edu/services/bias-reporting-process/. The website includes an online incident report form, resources for those affected by hate/bias incidents, data on current incidents, and data on incidents from past semesters. Incident data includes information on the type of incident, the targeted identity, and the action taken.
- The Ohio State University includes records of bias reports received by the Bias Assessment and Response Team on its website and provides summary reports from each academic year. https://studentlife.osu.edu/bias/policies-and-reports.aspx
- The University of Michigan provides information about hate crimes and bias-related incidents at https://deanofstudents.umich.edu/bias-incident-report-log

- The University of Iowa collects data on the types of concerns that are raised in each incident reported on campus and shares this information with the campus community (https://dos.uiowa.edu/assistance/annual-reports/).
- Rutgers University, Penn State University collect information for each incident and the final report is preserved in a private online database.

Free/Hate Speech

Policies Related to Free and Hate Speech

None of the institutions surveyed specifically ban hate speech, although some institutions have created restrictions on speech based on the time, place, and manner of the speech.

- Many institutions designate specific areas on campus where free speech, demonstrations, may be held, either spontaneously or with prior approval. Some have separate regulations or processes for members of the campus community and those from outside groups who wish to speak or demonstrate on campus.
- Many institutions include language in policies or guidelines that indicates that those exercising their free speech rights are not to violate established University policies and procedures or interfere with campus operations.
- Most institutions make a distinction between free expression or free speech and conduct that is actionable in some way. For instance, while free speech rights are protected, they do not protect an individual's right to threaten another individual in a way that suggests they may be subject to imminent harm.

Nearly all institutions have policies or executive-level statements on protecting freedom of expression; academic freedom is often linked to freedom of expression in these policies and statements.

- Purdue University's Statement of Commitment to Freedom of Expression includes the following: "The University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed… It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission." (see: http://www.purdue.edu/purdue/about/free-speech.html)
- Michigan State University's President's Statement on Free Speech Rights and Responsibilities states the following: "The basic purposes of the University are the advancement, dissemination, and application of knowledge. The most basic condition for the achievement of these purposes is freedom of expression and communication. Without this freedom, effective sifting and testing of ideas cease, and research, teaching, and learning are stifled...The robust exchange of ideas and perspectives can be indicative of a healthy intellectual environment. However, actions which directly or indirectly inhibit the freedoms and rights enjoyed by others are anathema to maintenance of a collegial environment." (see: https://cabs.msu.edu/news/key-issues/issue-docs/free-speech.html)

Policies on Demonstrations/Protests and Use of Campus Facilities

All institutions have policies and procedures that guide the use of facilities and spaces on campus for assembly, discussion, or protest:

- Ten have restrictions on who may reserve indoor or outdoor space; these restrictions range from pre-approval to gaining sponsorship from a campus club/organization.
- Nine institutions restrict the ability of outside groups to initiate or host protests/demonstrations on campus. The restrictions range from going through pre-approval processes for the event to finding an on-campus sponsor and providing proof of insurance.
- Eleven of the institutions have a content-neutral policy; they do not specify restrictions for the content of protests, demonstrations, or outdoor activities. When restrictions are specified, as in the case of Indiana University, they are generally related to providing equal opportunities for political candidates running for office to hold campaign events on campus.
- Eight institutions have designated outdoor areas for free assembly by University or non-University groups.

In addition, nearly all of our peer institutions provide guidance on protest activities that prevent normal operations from taking place. Five of these institutions provide guidance on counter-protests or appropriate/inappropriate ways to protest controversial speakers. Four institutions provide guidance on University police support for student groups who wish to protest; two do not specify this in policy; and seven do not have any guidance on University police support for student groups who wish to protest.

Policies on Leaflets and Posters

Nearly all of our peer institutions require pre-approval of materials for hanging posters on campus; nine of them provide content-neutral rules and four do not.

When leaflets and other materials are distributed on campus, four universities require prior approval, two do not require prior-approval, and seven institutions do not specify any guidelines.

Policies on Chalking

Nearly all institutions have policies/procedures on chalking or otherwise writing messages on campus surfaces. Seven institutions do not have a procedure for removing messages based on content; three did not indicate whether they do or do not have such a procedure. Three institutions have a procedure for removing messages based on content. Aside from regular chalking, some institutions specifically state that waterproof and spray chalk are prohibited.

The extent to which these policies regulate chalking and writing messages on campus surfaces range from complete prohibition to allowing chalking on specific areas.

UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE

University of Maryland
CENTER FOR ENVIRONMENTAL SCIENCE

University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning 2020

Summary Statement

UMCES Goals to Enhance Cultural Diversity and Inclusion

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

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

Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES continues to lead, coordinate, and catalyze environmental research and education within the USM. The 2019 Strategic Initiatives Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation's next generation of environmental scientists.

UMCES Areas of Emphasis to Enhance Cultural Diversity

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

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

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

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

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

Areas of Progress and Improvement

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

Hiring and Search Procedures
UMCES implemented the PeopleAdmin hiring and recruiting system in March 2018 which includes an applicant diversity tracking and reporting module. In FY 2020 UMCES completed 25 hiring searches with 5 minority candidate hires. We continue to work on enhancing our faculty and staff search procedures and provide training for search committees to focus on attracting a diverse applicant pool. In FY 2020 UMCES formed the Diversity, Equity and Inclusion Collaborative (DEIC) which includes faculty, staff and students dedicated to focusing on improvements in our policies and practices around recruiting and retaining a more diverse campus community and recommending initiatives to promote cultural awareness and inclusion.

Partner with other USM institutions to increase enrollment and diversity in the MEES program.
UMCES partnered with UMD and submitted a joint $1M enhancement funding request to the USM in FY 2020 for fellowship funding to attract and retain students in the program with a focus on increasing underrepresented

minority student enrollments. The proposal was successfully included in the USM enhancement funding at a level of $500K in the FY 2021 budget.

Engage students from underrepresented groups in UMCES environmental sciences programs.
For the past several years, UMCES continues participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). In 2020 over $1M is currently funding student research, stipends, and tuition. This is a $500K increase over last year.

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

Engage campus in Institutional Assessment process to include a Campus Climate survey
UMCES began planning for a Campus Institutional Assessment project to include a campus climate and diversity and inclusion discussion in July 2018. We expected to complete the surveys and interviews by end of calendar year 2018, but did not receive MSCHE guidance and approval on the process details until early 2019. Interviews and feedback session are complete. Results and data analysis are expected to be finalized by August 2020.

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

Designated gifts & grants that support cultural diversity
UMCES faculty and staff continue to pursue targeted funding to attract and retain minority students and to improve STEM education and research opportunities for students in minority communities. UMCES-IMET received $80K in private donor funds to support undergraduate student summer internships in STEM research related experiences and mentoring. UMCES-CBL continues its alliance to provide educational, fellowship and research opportunities in partner with a university in Puerto Rico. NSF provided over $980K in funding for this program in FY 20 and the full award amount is expected to exceed $2M over five years.

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

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: UMCES_____ Date Submitted: 7/31/2020

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

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.

- USM will generate the desired demographic data; institutions are not responsible for providing that information.

- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.

- Submit your report to Zakiya Lee (zlee@usmd.edu) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5th meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

Section 1: Summary Statement

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

Section 2: Goal 1

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. *(3-4 pages)*

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
UMCES UPDATE • Implementation of PeopleAdmin tracking system for hiring and recruitments - March 2018. Includes Applicant diversity tracking.	• Faculty/Staff searches completed FY 2020.	• 29 hiring searches initiated in FY 2020. 25 completed with 5 minority candidate hires. An increase of one minority candidate hire over last year report.	• Continued improvement in search process/recruitment procedures to attract diverse applicant pool in a nationally underrepresented STEM field.
• Implementation of the UMCES Diversity, Equity and Inclusion Collaborative (DEIC) in FY 2020. This group is made up of faculty, staff,	• Faculty/Staff Search candidate hires. Student, faculty, and	• The DEIC was recently formed in the last quarter of FY 2020. Success	• Improvement in hiring search and student recruitment to attract a more

and students to recommend and implement policies, practices, and innovative initiatives to recruit and retain underrepresented faculty, staff and students.	staff demographic data.	indicators and data available in 2021 reporting.	diverse applicant pool.
• Continued participation in NOAA Living Marine Resources Cooperative Science Center.	• $1M current active funding from NOAA supports student research, stipends, and tuition. This is an over $500K increase from last year.	• Progam has graduated over a dozen students with two students advancing to candidacy and recent PhD graduate this past year. More than a dozen students have been co-mentored by UMCES faculty in marine science programs at partner institutions.	• Additional similarly targeted funding opportunities and programs.
• Partner with UMD to increase enrollment and diversity in MEES program. Submitted joint workforce development funding request for fellowship funding in FY 20 for FY 21.	• Underrepresented minority student enrollments in MEES program.	• Student Enrollment data.	• 2020 Joint UMD/UMCES request funded at $500K.

Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. *(2-3 pages)*

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs;	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed

• curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.			
UMCES UPDATE • UMCES completed its first Institutional Assessment process in the Fall of 2019 which included a campus climate assessment.	• Interviews and survey results.	• Data results and analysis still under review.	• Final results to be compiled and completed by end of August 2020. Preliminary results indicate needed improvement in Student Service infrastructure as anticipated.
• UMCES Graduate Student Council continued participation with UMCES leadership to propose and discuss Diversity and Inclusion initiatives.	• Ongoing feedback from Graduate Student Representatives appointed to UMCES Administrative Council.	• UMCES Administrative Council includes two student representatives. Provided funding for student leadership learning initiatives.	• Funding to support all Student Council requested initiatives.
• Ongoing pursuit of gifts and grants that support cultural diversity initiatives and awareness.	• Number and $ value of gifts and grants received.	• In addition to over $1M in NOAA funding to support minority	• Additional similarly targeted

		student success in marine sciences, UMCES-IMET continues to receive $80K in private donor funds to support undergraduate student summer internships to support mentoring and STEM research related experiences in the Baltimore community. UMCES-CBL also received over $980K from NSF to form an alliance with a university in Puerto Rico that provides for student workshops, experiences, and training in the field. This award is expected to total over $2M in the course of five years.	funding opportunities.

Section 4: Diversification of Faculty and Staff

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. *(1 page)* ***See Attached***

Section 5: Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. *(1 page)*

The University of Maryland Center for Environmental Science (UMCES) is committed to providing a safe environment for faculty, staff, students, visitors, and volunteers at all its sites. UMCES provides campus security for each laboratory location by establishing a Memorandum of Understanding (MOU)

with local law enforcement departments or other security entities. The crime information and data for each laboratory campus areas are available through the local law enforcement organizations websites.

https://www.umces.edu/public-safety

Required Appendix -- Institutional Plan for Cultural Diversity

The statements and the information within Section 1 through Section 5 should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit a copy of your institution's plan for cultural diversity. The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Friday, July 31, 2020.

Office of the President

P.O. Box 775
Cambridge, MD 21613
410-221-2000
pgoodwin@umces.edu
www.umces.edu

Diversification of Faculty and Staff Progress Report 2019-2020

Ethnic and racial diversity is extremely low in the environmental sciences compared with other STEM fields[1]. The University of Maryland Center for Environmental Science (UMCES) is committed to expanding diversity and inclusivity across our faculty, staff and students. UMCES is very grateful to the senior leadership at USM, UMBC and UM College Park who have shared their experiences and ideas on how we collectively can make an impact in the earth and ocean science professions. Based on this advice, direction from our faculty who are engaged in NSF Diversity Initiatives and our Executive, Administrative, Staff and Graduate Student Councils, UMCES established the Diversity, Equity and Inclusion Collaborative (DEIC).

The DEIC's mission is to enhance our institutional culture of inclusivity and engagement and to provide a forum for developing and implementing innovations in diversifying the workforce in the environmental sciences. Additionally, the DEIC leverages relationships with local community members and external funders to ensure underrepresented minorities are an integral part of the community.

Specifically, the DEIC is charged with (i) enhancing a culture that is conducive to developing a community committed to diversity, equity and inclusion; (ii) provide an annual report comprising successes as well as identifying areas in need of improvement and further development; (iii) coordinate and communicate diversity and inclusion efforts across all units within UMCES; (iv) ensure efforts of diversity and inclusion are conducted in collaboration with the MEES Office and sister USM institutions where appropriate. Given the extensive interest across the six locations of UMCES, the DEIC is a collaborative with ongoing activities and regular meetings throughout the year that will be open to all faculty, staff, and students with smaller teams tasked with implementing specific actions.

Faculty Recruitment: Under the umbrella of the DEIC, recruitment of underrepresented minority faculty and staff continues to be an area of focus. Specific changes to UMCES recruitment (based on USM advice) include: (1) Search committees receive direction on best practices in faculty hiring, including implicit bias training, (2) Job advertisement is as broad as possible and the description reviewed by a professional trained in implicit bias, (3) Implementation of job search software that allows demographic tracking, (4) Ensure job description is placed in USM forums, (5) Search committee members actively encourage applications.

With the implementation of our hiring and recruitment system application in 2018, UMCES reports that 86% of total faculty and staff hires in 2018 were minorities or women and 77% in 2019.

[1] Bernard, R.E. and E.H.G Cooperdeck. No Progress on Diversity in 40 years. Nature Geoscience | VOL 11 | MAY 2018 | 292–295 |

University of Maryland
CENTER FOR ENVIRONMENTAL SCIENCE

University of Maryland Center for Environmental Science

Cultural Diversity Programs and Planning

Introduction

The University of Maryland Center for Environmental Science (UMCES) operates under specific statutory mandates and a revised Mission Statement approved by the University System of Maryland (USM) Board of Regents and the Maryland Higher Education Commission in early 2012. Its statutory mandate is to "conduct a comprehensive program to develop and apply a predictive ecology for Maryland to the improvement and preservation of the physical environment through a program of research, public service, and education." This revised mission included a path for accreditation to award joint degrees with other USM partners and to assume an expanded role in graduate and professional education. UMCES completed its accreditation review by the Middle States Commission on Higher Education and was awarded accreditation in March 2016. Through collaborations with other USM institutions, including the Maryland Sea Grant College that it administers, UMCES leads, coordinates, and catalyzes environmental research and education within the USM. The 2019 UMCES Strategic Initiatives Plan, *Environmental Intelligence for Resilient Environments and Communities,* defines UMCES' commitment to cultural diversity and future goals and plans. The Strategic Plan emphasizes our commitment to engage students from groups underrepresented in the environmental sciences as well as training and inspiring the nation's next generation of environmental scientists.

The Strategic directions defined in the plan regarding cultural diversity include the following statement:

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

UMCES Plan to Enhance Cultural Diversity

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

Hiring Procedures

- Enhance procedures to expand the diversity of applicant pools
- Establish procedures to document assess efforts to expand the pool of diverse applicants
- Identify resources needed to
    - Train/ help search committees recruit
    - attract diverse applicants
    - retain diverse applicants
- Implement a new system to track and assess the results of enhanced hiring practices
- **Completion Date:** *January 2018*
- **Cost:** *$20,000 per year*

Seek to partner with other USM institutions to develop a five-year Marine Estuarine Environmental Sciences (BS/MS) program

- Seek to develop and partner with one or more USM institutions to develop a combined MEES BS/MS program targeted for underrepresented minorities. Attract underrepresented groups that at the undergraduate level who would not be able to financially consider going on to graduate school.
- **Feasibility study completion date**: Ongoing with UMD.
- **Cost**: none for study. Up to 40,000 per year for program implementation.

Engage students from underrepresented groups in UMCES environmental sciences programs.

- Sustained participation in the Living Marine Resources Cooperative Science Center, a minority training partnership supported by the National Oceanic and Atmospheric Administration (NOAA). Pursue fellowship funding opportunities to attract and retain underrepresented minority students in the MEES program.
- **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
- Implementation of UMCES Diversity, Equity and Inclusion Collaborative. Faculty, staff, and student representatives focused on improving and recommending policy and practices around these issues.
- **Completion Date:** *August 2020 and ongoing based on Institutional Assessment results.*
- **No Cost**

Complete an assessment of Marine Estuarine Environmental Science (MEES) program courses

- Assess how and if the Marine Estuarine Environmental Science (MEES) courses are meeting the general education goals of
    - Interpersonal Communication – Acquiring abilities to relate to and work effectively with diverse groups of people

    - Social Responsibility – Tolerance and respect for diverse groups of people and a disposition toward responsible citizenship and a connection to the community
- **Completion Date:** *December 2020 (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:** *Ongoing*
- **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 and ongoing updates.
- **No Cost**

Conclusion

In summary, UMCES has made great strides in defining its commitment to cultural diversity for students, faculty, and staff through our accreditation process and strategic planning. Our goals, outlined in this plan, will take us through the next level of implementing initiatives and programs to improve cultural diversity on our campuses. Outreach and training will continue throughout the next year to assess and monitor our progress in this area.

UNIVERSITY OF MARYLAND EASTERN SHORE

August 24, 2020

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland Eastern Shore **Date Submitted:** July 24, 2020

Point(s) of Contact (names and email addresses): Dr. Nancy S. Niemi nsniemi@umes.edu

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.

- USM will generate the desired demographic data; institutions are not responsible for providing that information.

- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.

- Submit your report to Zakiya Lee (zlee@usmd.edu) by **Friday, July 31, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5th meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

Section 1: Summary Statement

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

The University of Maryland Eastern Shore (UMES), as one of the USM HBCUs, prioritizes cultural diversity and inclusion differently than primarily White USM institutions, but no less intensely. Prior years' change in leadership has left different parts of the institution to address diversity via many but uncoordinated means. 2019 saw the beginnings of a cohesive plan and 2020-21 marks a new phase in the efforts to address cultural diversity via ways and means that are meaningful and authentic to UMES.

Major goals for the institution will be to introduce and maintain meaningful initiatives surrounding cultural diversity and inclusion throughout the campus, in all its constituent parts; this will include the infusion of awareness and action at every campus level. Actions will include: virtual and face-to-face discussions about key and developing diversity issues; a place where all of the campus community can access equity resources (research, essays, people); curriculum development tools, and many others.

UMES Academic Affairs is also exploring a cross-institutional course for undergraduate and graduate students, as well as a campaign that shows "This is what social justice looks like." Further goals include identifying the many places and people who make up the UMES community who have in the past and present contributed and continue to contribute to social equity. The Office of Academic Affairs is also leading the development of the HHMI "Driving Change" Initative, in conjunction with a campus team. This competitive initiative focuses on the development of future STEM faculty from underrepresented communities in conjunction with a whole-campus diversity and inclusion intiative, built on the understanding that change in one discipline does not develop in isolation. Becoming a finalist for the HHMI award (currently on hold because of COVID) is one of UMES' successes for 2019-20.

Challenges and successes are embedded in who we are and who we must become while still embracing our identity. As an historically black college and university, it has been easy for our campus community to assume that we are already diverse, accepting the unwritten American definition of diversity as race. Our student population is majority African American, and our faculty body is among the most racially diverse in the country (Chronicle of Higher Education, 2019). As a campus culture, we have let these population markers act as proxies for our commitment to diversity and genuine inclusive educational change for all students. While there may be specific courses that address inclusivity as a theory, a framework, and a set of cultural practices, inclusion has been treated as synonymous with diversity and addressed only as it relates a basic understanding of disability and race.

A decade of campus instability has brought UMES faculty and staff to a watershed moment. UMES sees our diversity and inclusion Initiatives as central to its revitalization of our commitment to students, staff, and faculty: we are finally and thoroughly beginning to support our outsized research accomplisments with a robust academic foundation that includes truly diverse ways of thinking, people from myriad backgrounds, and the tenacity to pursue a quality collegiate culture for all.

UMES students are largely first in their families to attend college. Our undergraduate and graduate populations need significant and specific instruction in the languages of inquiry, research, and academic argumentation. The campus culture has begun to put such understandings into practice: in the last two years, we have hired an inaugural director of faculty development, completely reshaped the Center for Access and Academic Success (CAAS), and strengthened our research infrastructure to include more opportunities for undergraduate as well as graduate students. For example, our NIH R25 award,

The Science Education Partnership Award (SEPA) Program at the School of Pharmacy and Health Professions, funds grants for innovative educational programs and creates partnerships among biomedical and clinical researchers with K-12 teachers and schools. In addition, UMES hired Richard Warren (Maryland's 2019-20 State Teacher of the Year) to spearhead a new K-12 teacher education program focused on recruiting, educating, and retaining Black men into K-12 STEM teaching. UMES School of Education, Social Sciences, and Fine Arts (SESA) faculty and staff are together working to integrate this initiative with those in the School of Pharmacy and the Health Professions (SPHP), and the School of Agriculture and Natural Science (SANS), broadening the programmatic impact while strengthening other STEM programs.

Pockets of academic excellence exist across UMES, yet the institutional culture too often possesses a quiet stereotype that African Americans in rural Maryland are not capable of quality academic work. Staff, faculty, and students alike too often enact such low expectations, which has prevented a unified campus realization that all students at UMES are capable of high achievement in all disciplines.

UMES is deeply committed to engaging in a comprehensive institutional self-study, understanding that this work may be at once insightful and deeply painful. Accustomed to looking more outward than in, UMES will need to examine the factors in its history, traditions, and practices that support and impede diversity and inclusion within its culture. Further, applying appropriate assessment mechanisms to hard questions of programmatic impact will further reveal environmental supports and barriers to inclusivity and student success that have been previously unexamined. While UMES has, in the past four years, engaged in a Middle States Self Study and a Program Prioritization Initiative (PPI), neither of these were conducted through the lenses of diversity and inclusion.

As an historically black and 1890 land grant university that only recently earned its R2 Carnegie Classification, we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal. This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is our overriding goal and challenge.

Section 2: Goal 1

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to reruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. *(3-4 pages)*

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed

DIVISION OF ACADEMIC AFFAIRS - SCHOOL OF AGRICULTURE AND NATURAL SCIENCES			
Successful hiring of farm technician that represent, racial, ethnic and gender diversity	Racial distribution of farm technicians	One white farm technician hired in 2019-2020 Current race distribution among farm technicians: 2 black; 2 white; 2 vacant	
Successful hiring of faculty that represent, racial, ethnic and gender diversity	Diversity of hiring pool	The Department of Human Ecology filled a faculty position in spring 2020 with a white male from a diverse pool of applicants. This is a first for the fashion merchandising program.	Current strategies should be maintained.
Successful recruitment, retention, and graduation of students that represent, racial, ethnic and gender diversity	Number of Salisbury University (SU) students pursuing the B.S. in Biology/B.S. in Environmental Science dual degree program	3 BS degrees to be awarded in dual degree program, May '20. All white, female candidates.	Sign revised MOU and map classes between institutions.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
Master's degree program in Career and Technology Education in Baltimore to increase the enrollment and retention of underrepresented students. Master's degree program in Cybersecuirty Engineering Technology to increase enrollment and retention of underrepresented students.	Graduate CTED student advisees by ethnicity Graduate ETCS student advisees by ethinicity.	Diversity of 60 CTED advisees: Black: 20/60 (33%), Hispanic: 2/60 (3.5%), Asian: 1/0 (1.5%), and White 37/60 (62%). Diversity of 28 ETCS advisees: Black: 23/28, White: 5/28. 35% increase in Black students enrolled in the program.	Funding for professional development, provision of free workshops to select counties. Targeted advertisement, development of industry partnerships.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF GRADUATE STUDIES			
Increase admission of students from traditionally underrepresented groups through targeted recruitment and support	Percentage and ethnicity of students admitted	234/417 or 56% of admitted graduate students were from traditionally underrepresented groups	Continue to focus recruitment efforts toward students from underrepresented populations
Increase funding and financial support for graduate students from traditionally underrepresented groups	Percentage of assistantships awarded ing Title III funding for financial support	100% of 24 awards were utilized for students representing traditionally underrepresented groups.	Continue to work with internal and external stakeholders to increase funding for students

RICHARD A HENSON HONORS PROGRAM			
Targeted recruitment efforts in minority-serving high schools and at regional college fairs with proportionately high minority populations.	Number of schools / recruitment fairs visited to promote honors and UMES to minority students. Percentage of Honors applicants who do not identify as African American. Percentage of Honors Program students who do not identify as African American.	10: Schools/College Fairs (**NOTE:** this number is significantly lower than last year due to unexpected closure of public schools and community colleges in response to COVID-19) To-date: 41% (n=19 of 46) 35.35% (64.64 % Black; 19.69% White; 4.54% Asian; 3.03% Hispanic/Latino; 8.08% Other)	Continued expansion of our recruitment efforts to include greater numbers of "feeder" schools with high concentrations of diverse students.
OFFICE OF HUMAN RESOURCES			
Expand advertisement of student positions utilizing all technological platforms	Utilize all technological platforms for advertising such as LinkedIn, FaceBook, Twitter, Snapchat	Increase in non-African American students hired in under-represented departments.	

Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. *(2-3 pages)*

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
OFFICE OF INSTITUTIONAL EQUITY AND COMPLIANCE			
Development and creation of a revised/updated cultural diversity plan for UMES for the 2020-2021 academic year (moving to phase 3 of that process).	Phase 1, 2, 3 and successfully moving through those phases.	Finished phase 1 and 2. Moving to phase 3 of new plan.	Campus buy in and to think of diversity beyond race.

Creation of a LGBTQI Safe Zone Training	Number of attendees. Assessment of learning outcomes.	Two sessions (6 hours total per session) were offered and completed by a total of 17 participants.	Increase attendee pool. Development of an online option.
Development of a learning and training series entitled: Engage. Expand. Lead. Session topics include 1)Intercultural Competence, 2)Fostering and Diverse and Inclusive Environment: The Why and How, 3)Microaggressions: Recognizing and Challenging a Subtle Form of Bias, 4)Unconscious Bias, 5)Fundamentals of Americans with Disabilities Act, 6)Religious Diversity: Challenging Assumptions to Advance Inclusions, 7)Fundamentals of Equal Opportunity	Number of sessions offered through various platforms. Number of attendees for learning sessions.	7 learning sessions have been developed focused on diversity topics (curriculum, assessment tools, activities, etc). Start will be August 2020.	Recruitment for learning sessions. Funding for sessions.
Development of the Diversity and Inclusion Certificate Program for Professional Staff and Faculty. The program is designed to reinforce the University's core values of diversity and inclusion through a series of six introductory level workshops.	Number of participants who complete each session. Percentage of faculty and staff who complete the certificate program.	7 pilot sessions offered with assessment to enhance program with attendees ranging from 4-14 in attendance. Full implementation of the certificate program will begin August 2020.	Recruitment into the certificate program and development of an incentive based program for those who complete the program.
Development, creation, and building of a Diversity and Inclusion area in OIE for the campus community with partnerships	Creation of learning outcomes. Assessment and evaluation tools for each area.	17 meetings with campus stakeholders to develop the D&I branding efforts.	Funding for the educational portfolio.
Creation of diversity events and program for the campus community including but not limited to "Coming Out Day" celebration, Women's History Month, Hispanic Heritage Month, and the creation of a digital footprint for UMES focused on diversity/inclusion.	Assessment and evaluation tools for each area. Followers on social media and number of diversity related posts.	119 in attendance for inaugural UMES "Coming Out Day" Celebration 448 followers on twitter; 442 followers on instragram	Funding for the educational portfolio. Locate additional areas for diversity to publicly recognize.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF EDUCATION, SOCIAL SCIENCES, AND THE ARTS			
Lectures and exhibits that emphasize cultural and gender diversity (Black History Month, Women's History month) integrated into the curriculum across all disciplines.	Improvement includes increasing the number of such programs throughout the academic year.	More than five new programs were added in FY 19-20.	Need greater budget and personnel to help schedule, recruit, and fund such events.
Summer Language Camp offered by FLIC (summer 2019 had a camp emphasizing Arabic—first time offered).	Continuous improvement includes the addition of other critical languages and increasing English as a Second Language course offerings.	Feedback from exit surveys showed participants were enthusiastic about their learning and 90 percent indicated willingness to return.	

DIVISION OF ACADEMIC AFFAIRS -- SCHOOL OF AGRICULTURE AND NATURAL SCIENCES			
Most courses infuse concepts of diversity in the curriculum. Below is an example of one course that specifically address these concepts. HUEC 463 – Food, Clothing and Culture: This course further infuses diversity awareness in the curriculum. This course is part of the Human Ecology core and is required for all students in the major.	An assessment instrument has been developed to assess HUEC 463.	Assessment in the last two years indicated that students met or exceeded the standard set by the Department.	Sustain current efforts.
DIVISION OF ACADEMIC AFFAIRS – SCHOOL OF BUSINESS AND TECHNOLOGY			
The Department of Engineering and Aviation Sciences hosted "Engineers Week" with about 50 high school students (9th to 11th grade) in the NextGen Scholars Program from the Wicomico County. The students were exposed various carefully designed hands-on lab practices by faculty in various engineering disciplines and the aviation concentrations to gain first hand experiences in the STEM field.	Ethnicity of attendees at the "Engineers' Week"	The total number of attendees: 50. African American: 30/50 (60%), Caucasian, 18/50 (36%), Other: 2/50 (4%).	Future similar event that can bring in middle school students as well, and also with students from other counties in the region.
The Department of Technology started an Assocation Connecting Electronics Industries (IPCEF) Student Chapter on campus to increase career preparation for students and graduates entering into electronics trades or electronics manufacturing industries. The Department of Technology hosted a workshop with Minority Recruiters from NASA Wallops Island. These recruiters shared unique opportunities for minority students pertaining to scholarships, internships, and employment by NASA and other federal contractors.	Ethnicity of student inductees. Number of attendees.	The total number of inductees: 16. Black: 14/16 (87.5%), White: 2/16 (12.5%) The total number of attendees: 32	Encourage more faculty and students from other UMES departments to join and participate in IPC. Future workshops in resume development, employment interviewing, and industry lecture series would be beneficial to UMES students.
Department of Business, Management, and Accounting "Getting to Know You activity" that promoted becoming aware of our cultural differences. The BUAD 233, Business Communications course includes a week entitled: Doing Business in Other Countries. During this week the focus is on the cultural communication differences that affect business activities. In that week students learn about conducting business in the global marketplace and specific countries are the focus.	International faculty lunch in December at the last DBMA department meeting. Also, DBMA also took part in the international event Dance For Kindness.. Incorporation of international content in the course.	Everyone in attendance participated enthusiastically. It was a great learning activity. This is a required course for all business majors so all of our students receive this training and are assigned to research at least one culture and present their research to the class.	Schedule more Getting to Know You activities. Increase the number of international content incorporated into the course.

RICHARD A HENSON HONORS PROGRAM			
Curriculum supports cultural diversity in the Classroom: HONR 101 Freshman Seminar (Selves & Others) is a required course in the honors Program of Study Curricular Initiatives that promote cultural diversity in the classroom – the HONR 301 Junior Seminar (Global Problems, Local Solutions) Co-Curricular Programming: International Service/Study Programs	Percentage of first-time, full-time honors students enrolled in HONR 101 The number of students enrolled in HONR 301 / participating in credit-bearing international service/study programs Number of students participating in international service/study programs	100% During AY 2019-2020, all incoming freshmen completed the HONR 101 seminar During AY 2019-2020, the Honors Program did not coordinate a short-term international service program. 2: 1 student studied in the UK, 1 in Peru	Ensure that sufficient sections of the course are offered as the Program grows. Currently, we offer 2 sections in the Fall, 1 in the Spring Develop similar programs in other international sites
CENTER FOR INTERNATIONAL EDUCATION			
Promotion of study abroad through classroom visits, global ambassador activities, email distribution, and social media.	Number of classroom presentations; number of students advised by global ambassador; number of times emails are distributed; and number of social media posts	One (1) classroom presentation made on study abroad in Fall 2019; one (1) evening presentation co-hosted with the First Year Experience (FYE) program in Spring 2020 14 (fourteen) students advised on study abroad by student campus global ambassadors Held two (2) Study Abroad Day events: 10/3/2019 and 2/20/2020 Two (2) students participated in study abroad programs One (1) study abroad alumna from South Korea served as campus global ambassador for study abroad affiliate, this reporting year One (1) Gilman Scholar awarded for student who studied abroad in Peru	Additional personnel to support the growing study abroad program and administration of growing department activities. Additional financial resources to implement activities not covered under current funding structure. Securing external funding to help support students' study abroad travel

Section 4: Diversification of Faculty and Staff

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. *(1 page)*

The University of Maryland Eastern Shore has been continuously committed to maintaining and increasing the diversity of its faculty and staff, as measured not only by race and ethnicity, but also by culture, identity, and perspective. As of 2019, UMES not only boasts the second-highest diversity index of all national public four-year institutions (see: https://chronicle.com/article/facultydiversity2017), but also shows an increase in ethnic and racial diversity over the last decade (see attached table.)

The single most effective strategy in maintaining and increasing this level of faculty and staff cultural diversity at UMES is acknowledging its importance and infusing it within all of our campus community systems. As an historically black and 1890 land grant university that only recently earned its R2 Carnegie Classification, we are driven to honor our past by building our future as an institution at which all students achieve beyond their potential, and where all faculty and staff know and act to realize this goal.

This is only possible if our campus culture is genuinely inclusive of each person's role in such an achievement, and perhaps more importantly, if everyone believes that our students, largely first-generation and under-represented minorities, are equal to any other in contributing to scientific research and discovery. This is our overriding goal and challenge. As such, we continue to forefront cultural diversity in the following specific ways:

1. Prioritizing research and scholarship through specific grants, contracts, and community relationships whose focus lies in fostering diverse scholars and in creating social equity.
   UMES is the organizational head of the seven-member NOAA Living Marine Resources Cooperative Science Center (LMRCSC); the funding agency is NOAA Educational Partnership Program with Minority-Serving Institutions (EPP/MSI). The University is also a lead member in the Association of 1890 Research Directors (ARD), which is integrally involved in creating a society where all people have opportunities for wholesome living and learning through responsible pursuits of their goals and aspirations, with primary attention given to all people in society but in particular, those who are socio-economically deprived. In 2020, UMES was named a finalist in the Howard Hughes Medical Institute's (HHMI) Driving Change Competition, whose specific focus is creating an inclusive campus culture.

2. Using UMES' newly constituted Office of Institutional Equity & Compliance (OIEC) as an integral part of the hiring process
   In conjunction with Human Resource Management, the OIEC is a part of every search at UMES. The staff of OIEC vet each hiring committee – whether hiring faculty or staff – to ensure that the group is racially, ethnically, and gender balanced. Later in the hiring process, the OIEC office reviews the finalist candidates before they come for interviews to ensure that, to the extent possible, a diverse pool of candidates is being considered.

3. Commitment from each of the four schools to culturally diverse academic and community programming
   Each program, major, and center works to highlight and invite programs, speakers, and community partners whose everyday work centers on cultural diversity and social equity. Such programs are not just for Black or Women's History Month, but the central work of the University.

These examples highlight aspects of one strategy used by UMES to maintain and increase the cultural diversity of our faculty and staff. Our campus actions underscore our words, making our campus community a place where diversity thrives – and so do our people.

Section 5: Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. *(1 page)*

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

Reporting Crimes to the University Police

We strongly encourage all members of the University community to report all crimes and other emergencies to the UMES Police in a timely manner. Police Officers are on duty 24 hours a day, 365 days a year. To contact the University Police in an emergency situation dial (410) 651-3300 from a public phone, Ext. 3300 from a University phone, or dial 9-1-1. University extension phones are situated at various locations in academic buildings and in the residence halls throughout the campus. You may also use the "blue light" emergency phones which are placed at various strategic locations on the campus grounds. Non-emergency calls to the University Police should utilize (410) 651-6590.

The "Tip line" telephone number to report information anonymously is 410-651-8484. The TDD (Telecommunications Device for the Deaf) telephone number is 410-621-2552.

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

All reports may be made in person at the Police Department, which is located at the Department of Public Safety, 30737 University Blvd South, Princess Anne, MD. 21853 (Across from Waters Hall). Although there are many resources available, University Police should be notified of any crime, whether or not an investigation continues, to assure the University can address any and all security concerns and inform the community if there is a significant threat.

Required Appendix -- Institutional Plan for Cultural Diversity

The statements and the information within Section 1 through Section 5 should be aligned with your institution's plan for cultural diversity, which is required by §11-406 of the Education Article. §11-406 states that each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education. The plan should include:

i. Implementation strategy and a timeline for meeting goals within the plan;
ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
iii. A description of how the institution plans to enhance cultural diversity (if improvement is needed);
iv. A process for reporting campus-based hate crimes; and
v. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body.

Please submit a copy of your institution's plan for cultural diversity. The institutional cultural diversity plan should be in an appendix and should not be included in the 12-page maximum.

Please email your complete submission to zlee@usmd.edu by Friday, April 17, 2020.

August 24, 2020

2021-2025 DIVERSITY PLAN

UNIVERSITY OF MARYLAND EASTERN SHORE

The University of Maryland Eastern Shore Five Year Diversity Plan

An intentional focus on diversity at all levels of the University is essential to our academic mission, purpose and viability. Fully embracing the concept of diversity is necessary for achieving a vibrant, inclusive community that reflects the world beyond the Eastern Shore, challenges and encourages us to broaden our perspectives and worldviews and helps to fully prepare students to make valuable contributions as citizens of a diverse and globally integrated society.

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

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

Diversity Vision Statement

Diversity is one of the UMES core values. In developing and nurturing a diverse and inclusive community, we respect and engage across difference. We face and respond thoughtfully and responsibly to difficult questions. We build bridges and establish relationships. Individually and as a community, we critically examine and challenge our biases, assumptions, institutional structures and worldviews. We understand and seek to mitigate inequities through meaningful diversity experiences.

Commitment to Diversity

The University of Maryland Eastern Shore's diversity efforts broaden and deepen our personal and intellectual understanding, preparing all of us – students, staff, and faculty – to make thoughtful, responsible contributions as individuals, community members, and professionals in a diverse and globally integrated world. The UMES understanding of diversity is broad-based, emphasizing the identities and experiences of groups that have been historically under-represented in higher education, and encompassing age, class, culture, (dis)ability, ethnicity, gender identity, gender expression, immigration status, national origin, race, religion and spirituality, sex and sexual identity, veteran status, among others.

We affirm that diverse experiences and perspectives in the classroom and across campus enhance everyone's educational experience.

Diversity Goals

- **Core Principle/Goal #1**: Improve the diversity of the UMES campus community.
- **Core Principle/Goal #2**: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.
- **Core Principle/Goal #3**: Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.
- **Core Principle/Goal #4**: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

Plan of Action

UMES started the process of re-imagining our diversity strategic plan.

- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021, UMES will work to finalize the plan through a Diversity Council complete with members of the University community.

University of Maryland Eastern Shore

Institutional Plan for Cultural Diversity

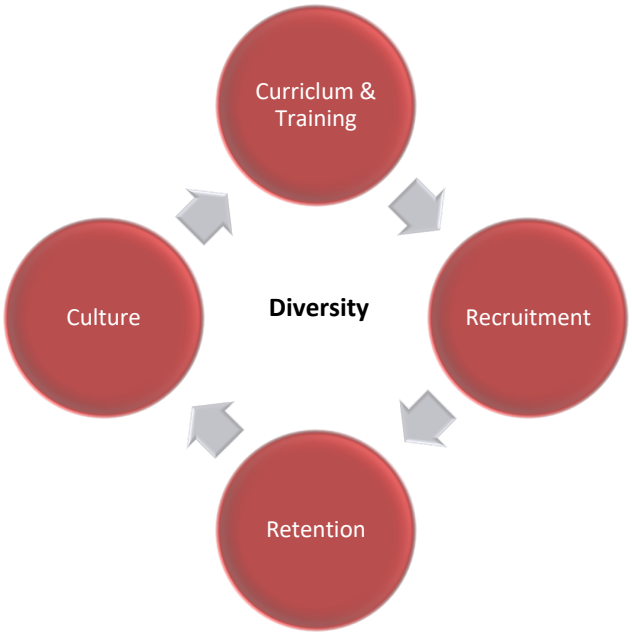
Interim Plan for 2020-2021 (Phase 1)

Note: Data submitted for the next cycle of the Institutional Programs of Cultural Diversity Annual Progress Report, which is required by 11-406 of the Education Article will be based on a newly envisioned plan for the University of Maryland Eastern Shore (UMES). Each core principle/goal will include measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. ***The interim plan below is still in progress.***

Note: The institution will create a committee composed of various professionals to assist with reimagining diversity at UMES. The work of the committee will be complete in summer 2019. Committee composition will include Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

Strategic Diversity Goals:

The broad goals and framework are structured around four core diversity principles that have been central to developing a sustainable institutional frame work and set of initiatives focused on cultural diversity.



University of Maryland Eastern Shore

Institutional Plan for Cultural Diversity

Interim Plan for 2021-2025 (Phase 2)

Core Principle/Goal #1: Improve the diversity of the UMES campus community.

- **Objective 1: Improve the diversity of the faculty across all academic departments.**
  - Strategy 1: Continue to improve the recruitment, search and hiring process to enhance the potential for increasing the diversity of the faculty.
  - Strategy 2: Evaluate and improve practices that support the success and retention of diverse faculty.
  - Strategy 3: Monitor faculty demographics, retention, and promotion; disaggregate according to race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 2: Improve the diversity of staff at all levels of the institution.**
  - Strategy 1: Continue to improve the search and hiring process to enhance the potential for increasing the diversity of the staff (support and administrative).
  - Strategy 2: Evaluate and improve practices that support the success and retention of a diverse staff.
  - Strategy 3: Monitor staff demographics to track staff turnover based on race, ethnicity, gender, and if/as reported sexual orientation, first generation, and disability status.
- **Objective 3: Improve the diversity of the undergraduate and graduate student body.**
  - Strategy 1: Continue targeted outreach plan to build pipelines, broaden the applicant pool, and admit an increased number of qualified students from groups that have been under-represented in higher education.
  - Strategy 2: Increase proportion of the underrepresented (non-African American American) students from other identities.
  - Strategy 3: Identify, assess, and (if/as needed) enhance existing programs aimed at retention, support, and success from groups that have been historically under-represented in higher education (or at UMES) – LGBTQ students, international students, students with disabilities.

Core Principle/Goal #2: Develop and maintain a campus climate and culture in which embracing diversity is a core value enacted by all members of the UMES community.

- **Objective 1: Increase UMES employees' capacity to create and support an inclusive and diverse campus community.**
  - Strategy 1: Develop orientation sessions that prepare all members of the UMES community to understand and to participate in the University's diversity efforts.
    - Include a session on diversity and inclusion at UMES in new faculty/staff orientations.
    - Develop and deliver a coordinated introduction to diversity and inclusion as an institutional and educational value for first year and transfer student orientation.
  - Strategy 2: Provide educational opportunities to enhance institutional capacity to undertake effective diversity and inclusion work.
    - Develop and conduct quarterly diversity and inclusion educational forums for all faculty and staff.
    - Provide diversity competency training/education to all orientation student leaders, RAs, tour guides, and include a developmental approach to student diversity efforts.
  - Strategy 3: Identify, assess, and enhance support services and campus wide competency for working with persons with disabilities.
    - Evaluate context, provide and assess ADA training.
    - Provide enrichment opportunities for faculty and staff to enhance work with persons with disabilities, including training on universal design for learning.
    - Assess campus wide signage relevant to persons with disabilities.
    - Develop a streamlined approach to foster collaborative efforts to support ADA compliance.
    - Develop enhancement plan for the Office of Student Accessibility Services.

- **Objective 2: Recognize and reward individuals, offices, and organizations that enhance and contribute to diversity goals.**
  - Strategy 1: Support existing organizations and offices that provide diversity related education, support, and services.
    - Develop incentives for student organizations that engage with diversity and inclusion in meaningful ways.
    - Monitor and respond to demands on offices that provide diversity-related education, support, and services.
  - Strategy 2: Establish institution wide recognition of participation in or development/delivery of diversity-oriented programming, education, projects, and research.
    - Establish an annual "President's Diversity Award" to recognize faculty/staff/departments that contribute to UMES' diversity efforts.

- **Objective 3: Increase and improve UMES' diversity related messaging (web, print, spoken).**
  - Strategy 1: Enhance diversity's web and print presence.

  - Strategy 2: Enhance materials (print, electronic) highlighting support services offered to students/persons with disabilities and/or identify under other areas of protected class (e.g. gender, sexual orientation, veteran status).

- Strategy 3: Develop brand identity for diversity messaging.

- **Objective 4: Regularly assess and report on campus climate and diversity programming, educational efforts, training, and visibility.**
  - Strategy 1: Assess climate every two years (students, faculty, and staff)
  - Strategy 2: Assess diversity efforts and performance; departments and offices report progress to Office of Institutional Equity and Compliance
    - Use consistent, meaningful assessment criteria for diversity in staff reviews.
    - Identify and assess policies, programs, and activities aimed at improving campus climate.
  - Strategy 3: Use regularly collected assessment data to inform, highlight successes of, and (as needed) enhance diversity programming, social opportunities, services, and education.

Core Principle/Goal #3: Enhance students' diversity related educational opportunities and experiences to ensure that all students graduate with knowledge and skills necessary for living and working effectively as members of a diverse, global society.

- **Objective 1: Develop a systemic process for reviewing, assessing diversity and inclusion focus in the curriculum and co-curriculum.**
  - Strategy 1: Track progress and contributions of academic departments' focus on diversity and student learning by creating specific metrics for progress.
  - Strategy 2: Review and assess the impact of and need for professional development opportunities to assist faculty in addressing diversity (curricular transformation, inclusive pedagogy/assignments, mentoring and advising).
  - Strategy 3: Work with individual departments to create discipline-specific initiatives for infusing diversity and inclusion within faculty, students, curricula, and staff interactions, materials, and pedagogy.

- **Objective 2: Enhance diversity education, experiences, and support for students.**
  - Strategy 1: Cultivate a developmental approach to diversity education, spanning from orientation to introductory-level first-year courses with a diversity experience, to advanced courses.
  - Strategy 2: Inventory, evaluate, enhance, and develop diversity focused student learning opportunities inside and outside the classroom.

Core Principle/Goal #4: Reflect institutional commitment to diversity by establishing a culture of accountability around diversity initiatives, practices, and policies.

- **Objective 1: Monitor progress on University diversity goals and contributions; integrate results with strategies in goals 1-3 as appropriate.**
  - Strategy 1: Track and assess diversity progress revealed by national student surveys (e.g. NSSE), enrollment demographics, retention data, GPA at graduation, graduation rates, etc.
  - Strategy 2: Include a focus on diversity and inclusion in all offices' annual reports.
  - Strategy 3: Develop internal database of efforts by college, division, and department, program, or office.
  - Strategy 4: Enhance the place and weight of diversity related work in faculty evaluation processes and staff merit.
- **Objective 2: Establish and/or strengthen University structures that support diversity.**
  - Strategy 1: Establish and manage centralized budget for diversity efforts/initiatives tied to this plan.
  - Strategy 2: Review and if/as needed revise organizational structures and committees to ensure effective implementation of diversity goals.
  - Strategy 3: Establish and develop a Diversity Council/team.
  - Strategy 4: Create a specific strategic goal that addresses diversity and inclusion in new (2021-25) strategic plan.
- **Objective 3: Review and as needed revise or create policies and practices that ensure a focus on inclusivity, diversity, equity, and compliance.**
  - Strategy 1: Review and revise (as needed) all policies to ensure that language is reflective of the breadth of diversity areas emphasized in the diversity statement.
  - Strategy 2: Develop a strategic response team and response plans for bias related incidents.
  - Strategy 3: Include a focus on diversity when building and strengthening university partnerships – alumni, business, community and government – to enhance diversity initiatives.

Note: Information developed through the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education. Multiple diversity strategic plans were reviewed from various colleges and universities. Common core principles and goals were utilized in the updated plan.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

2020
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT TEMPLATE

Institution: University of Maryland Global Campus **Date Submitted: July 31, 2020**

Point(s) of Contact (names and email addresses): Blair Hayes Blair.Hayes@UMGC.edu

Purpose of Report:
The Institutional Programs of Cultural Diversity Annual Progress Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity. Progress on the following institutional goals should be reported:

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.
Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.
Goal 3: Provide a statement regarding the process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Guidelines:

- Institutions' submissions should consist of five (5) sections and be between 10 and 12 pages. There is also a required appendix, which does not count toward the 12-page maximum. Please adhere to the page recommendations noted after each section description.

- USM will generate the desired demographic data; institutions are not responsible for providing that information.

- This template mirrors the February 12, 2020 memo from MHEC that may have reached some of your institutions. We have clearance from MHEC to use this template as long as all sections are included. Although much of this template is identical to last year's template, MHEC has introduced a new section and some revised language, so please read carefully.

- Submit your report to Zakiya Lee (zlee@usmd.edu) by **Friday, April 17, 2020**. Institutions' reports will be presented to the Committee on Education Policy and Student Life at its May 5th meeting. Upon approval by the full Board of Regents, USM will submit one USM-wide Cultural Diversity Report (which will include institutional submissions) to MHEC. You do not have to independently submit your institution's report to MHEC.

Section 1: Summary Statement

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

UMGC has long recognized that the diversity of our students, faculty and staff is one of our strongest attributes. With that in mind, the UMGC Diversity and Equity Office regularly conducts training and development, and awareness programs that address culture, diversity, equity and inclusion. The programs ensure that UMGC maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity. In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. We recently added an additional core value, "People Always". This core value further illustrates an awareness that it is the people and the way that those people are treated that will ensure the continued success of the university going forward. Together with our ever improving practices these core values serve as the underpinning of the successes UMGC has achieved in promoting and celebrating the cultural diversity of our students, faculty and staff.

UMGC's Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees and students, maintain a positive human relations climate, and respect our diversity.

UMGC advances the appreciation of diversity and inclusion by:

- Attracting faculty, students, and staff of diverse backgrounds
- Fostering an atmosphere of acceptance and inclusion
- Promoting open and honest discussions regarding diversity and inclusion issues
- Conducting ongoing assessments and strategic planning
- Providing communication and feedback channels to continuously improve programs and initiatives

The Structure of UMGC's Diversity and Equity Office

The Diversity and Equity Office is comprised of the Multicultural Programs and Training Unit, the Resolution Management Unit, the Accessibility Services Unit, the Title IX Coordinator, the Fair Practices Officer, the Ombuds Office, and the Response Emergency Assessment Crisis Team (REACT). Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMGC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMGC staff, faculty, and students in both Europe and Asia.

The guiding principles of our implementation plan are centered on:

- **Senior-level Commitment:** Key to sustainability and growth
- **Balance**: Bottom-up and Top-down planning

- **Inclusivity**: Diversity is everyone's responsibility
- **Tailored for our Culture**: Tied to educational and departmental goals both in-person and in our online communities
- **Scalability**: Address underlying processes
- **Deliberateness**: Developed for long-term sustainability
- **Action**: Implement plans that indiivduals can actually manage to do
- **Programmatic**: Similar to our approach to promoting student advancement

Challenges and Successes

We are continuing to explore options for engaging our online student population in the discussions of race, ethnicity, and cultural inclusion. This will require further utilizing the virtual platforms that have been successful within the online classroom space and engaging faculty to spread the appropriate information. Current trainings for students includes Title IX Training and additional training around diversity awareness. These workshops and online modules will be overhauled to address rcent changes to Title IX legislation and to better engage the students.

We have successfully built a foundation for our diversity efforts that engages staff, faculty, and students throughout the United States, Asia, and Europe. This requires understanding the unique climate for diversity and inclusion on both a national and global scale. This ensures that are diversity and inlusion programs have a truly global perspective and that our diversity programming is not limited by borders. Our UMGC Community is comprised of indivdiuals from numerous countries across many diversity demographics. This will continue to be part of our story and approach to cultural inclusivity.

Continued Areas of Improvement

Diversity is one of our strneghts, but we always are exploring opportunities to enhance our program. One area that we are working to influence is the talent pipeline for under-represented staff. There is diversity representation across departments and at various levels, but we want to ensure that the peipeline for under-represented groups is resulting in additional diversity representation throughout leadership at the university. This requires growing our internal talent base, so that staff understand that there is a future for them within the university and that there are opportunities to advance.

Section 2: Goal 1

Use the table to provide a description of efforts to increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty. Bulleted, succinct descriptions of major campus-wide and program-specific initiatives and strategies designed to reruit and retain traditionally underrepresented students, staff, and faculty are ideal. Additional narrative is not necessary. *(3-4 pages)*

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
UMGC Quiet Rooms have been designed and built in each of the three primary UMGC locations. UMGC Students and employees may request the use of a "quiet room" to meditate or for the purposes of religious observances.	Qualitative Feedback from individuals who have used the spaces	Individuals that have used the space for meditation, reflection, Ramadan prayer, etc. have indicated that the Quiet Rooms have been a welcome addition to the offices. We have received numerous notes of thanks and appreciation indicating that this makes individuals feel safe and valued as they practice their daily prayers during the workday	
UMGC Lactation Rooms have been identified and are available for any staff requesting privacy for lactation. Use of lactation rooms is scheduled and tracked by the Accessibility Services Unit to ensure that all individuals that need it have access to the available spaces.	Qualitative Feedback from individuals who have used the spaces	Feedback has been positive and we continue to look for ways to make the space welcoming and comforting for nursing mothers	

The Accessibility Services Unit ● Manages the request for academic exemptions or reasonable accommodations for UMGC students and employees to ensure that individuals are prepared to succeed in the classroom and in the workforce ● Works with Human Resources to ensure successful implementation of accommodation and monitoring of job performance.	Number of Registered Students Number of Employees requesting services	190 - New Students registered with the Accessibility Services Unit 220 - Average # of students receiving accomodations each term 48 - Employees were granted accommodations (e.g. office furniture, software, tele-work, etc.) 4 University-Wide Trainings and Briefings • Brown Bag for Military Operations Unit • Institutional Reporting Briefing • Compliance and Reporting Briefing • Student Data and Reporting discussion with Academic Quality Department	Further integration of accessibility services and ADA compliance with ongoing online course development
Strategic Partnering ● Expanded outreach to talented professionals from diverse communities ● Professional development opportunities for UMGC staff o networking o knowledge exchange o new learning experiences o developing an effective approach to develop junior staff	Several strategic partnerships have been established and maintained	CDO is part of the Mid-Atlantic Diversity Officers in Higher Education Organization (MADOHE) CDO serves as the Treasurer for the Capital Region Minority Supplier Diversity Council (CRMSDC) The Assistant Director of Multicultural Programs and	Continuing to look for opportunities for staff to take leadership roles within organizations that offer a level of strategic partnering

		Training serves as chair of the USM Women's forum	
Applicant tracking system focuses on representation and demographics		Applicant tracking has been enhanced to collect veteran and disability status, along with traditional demographics Allegis Staffing Services has been contracted to maintain and enhance current recruiting and staffing needs	
Annual Affirmative Action Plan development	CDO annually collects affirmative action plan data and gathers reports related to staff data relative to the surrounding area in the DC Metro Area	Plan completed and maintained internally	

Section 3: Goal 2

Use the table to provide a description of major efforts designed to create positive interactions and cultural awareness among students, faculty, and staff on campus. This section should detail: 1) faculty and staff cultural training programs, 2) curricular initiatives that promote cultural diversity in the classroom, 3) co-curricular programming for students, and 4) other efforts used to achieve this goal. Additional narrative is not necessary. *(2-3 pages)*

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: • faculty and staff cultural training programs; • curricular initiatives that promote cultural diversity in the classroom; and • co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Staff, faculty, and students complete online learning modules related to harassment prevention, Title IX, and EEO.	# of participants who have completed the "Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act" Training	• 299 – Faculty • 368 – Staff Total - 667	Expand online training options to reach students that are located across the globe
Hold monthly diversity events (UMGC Heritage Month programs) to raise awareness of the cultures, ethnicities, and heritages that comprise the UMGC community. Events included: • January - Martin Luther King Jr. Day of Service Lecture by Tish Norman • February - African American Heritage Month Lecture by Avis Matthews • March - Women's History Month Lecture by Mary Ellen Schmider • April - Earth Day Lecture by Pam McFarland and Mary Yee • May – Mental Health Awareness Month Lecture by Christina Iren	# of attendees to diversity events and programs # of participants in online modules	January - 120 attendees February - 120 attendees March - 100 attendees April - 80 attendees May - 105 attendees June - 70 attendees September - 90 attendees October - 55 attendees November - 60 attendees 9 - Diversity Events	Have increased the access and availability of offerings through online and webcasting technologies

● June – Lesbian, Gay, Bisexual Transgender Pride Month Alone in the Game Documentary ● September - Hispanic Heritage Month Lecture by Jose Galvez ● October – Domestic Violence Prevention Month Lecture by Hiba Ahmed ● November – Universal Human Rights Awareness Month The Starfish Throwers Documentary		800 – Total Participants	
In collaboration with the Marketing Team, diversity posters and flyers are developed monthly to share diversity messaging and raise diversity awareness. Subjects include: ● Martin Luther King Jr. Day of Service ● African-American Heritage Month ● Women's History Month ● Irish-American Heritage Month ● Arbor Day Celebration ● Gay, Lesbian, Bisexual, Transgender Pride Month ● Caribbean-American Heritage Month ● Independence Day ● National Day of Services and Remembrance ● German-American Heritage Month ● Domestic Violence Awareness ● Constitution Day ● National American Indian Heritage Month ● Universal Human Rights Month	# of posters printed and distributed	14 – Diversity Heritage Month Posters developed and distributed throughout the year 250 of each poster printed and distributed throughout the United States and Internationally	
Providing online diversity training modules through Everfi	# of online diversity training modules being offered	7 online diversity training modules	

		● Accommodating Disabilities ● Bridges: Taking Action (Title IX/Clery Act ongoing) ● Clery Act Basics ● Diversity: Inclusion in the Modern Workplace ● Harassment and Discrimination Prevention ● Managing Bias ● Workplace Violence Prevention	
All new hires receive diversity briefing from Chief Diversity Officer during onboarding	# of new hires that have received briefing from Diversity and Equity Team	25 briefings to new hires ● 244 new hires(staff/faculty)	
Diversity Courses are offered through the Social Sciences program to undergraduate students to ensure that they understand the importance of diversity in society and the workplace ● BEHS 220 – Diversity Awareness ● BEHS 320 – Disability Studies ● BEHS 453 – Domestic Violence	# of students participating in the courses	BEHS 220 – 741 Students BEHS 320 – 567 Students BEHS 453 – 722 Students	
Bylee Massey Award ● Granted to members of the UMGC Community who exemplify the spirit of diversity, volunteerism, and innovation	Successful nomination period from August 2019 to November 2019; followed by granting the award to a deserving individual	Award presented during the annual UMGC Service Awards	
Military Operations works with students to:	# of enrolled Military Students	25, 571 Undergraduate Military Students	

• Choose the academic program that is right for their military or civilian career goals • Navigate their military and veterans benefits, financial aid, scholarships, and other payment options • Give a preliminary determination of their potential transfer credits • Create a degree plan		3, 268 Graduate Military Students	
Arts and Humanity • UMGC currently houses the largest collection of African-American art in the State of Maryland	Growth of collection and ongoing invitation for citizens of Maryland to view and experience the UMGC galleries	N/A	
Resolution Management • Unit within the Office of Diversity and Equity positioned to research student's concerns and forward them to the appropriate UMGC department for resolution	# of inquiries/escalations	290 Inquiries/Escalations received by the Office of the President for review by Resolution Management	
Ombuds Office • Established to provide confidential and informal assistance to the university community	# of visitors to the Ombuds Office	72 visitors to the Ombuds Office	Exploring options for training additional ombuds support
Stateside Diversity Training and Programming	# of diversity training, diversity observances, and outreach programs	Culture at Work: Becoming a Culturally Competent Professional • 100 Participants Blind Spots: How Your Bias can Trip You Up When You're Not Paying Attention • 12 Participants	

		Mixed Message: The Hidden Barriers to Communication Effectively in a Diverse World • 14 Participants	
Overseas Diversity Training and Programming • Diversity and Equal Opportunities Officers are positioned in Asia and Europe to serve UMGC Students, Faculty, and Staff • Observances include special events hosted by local military communities where UMGC staff facilitate and support	# of diversity training, diversity observances, and outreach programs	Asia 15 Trainings – 257 Participants 22 Observances – 704 Attendees 22 Outreach Events – 1130 Attendees Europe 33 Trainings – 749 Participants 11 Observances – 810 Attendees 20 Outreach Events – 1208 Attendees	
Mediation Services • Service developed and available university-wde to help staff, faculty, and students dealing with workplace- and student-related conflicts, including interpersonal disputes, offensive office behaviors and issues of respect and cooperation	# of mediations conducted	13 mediations conducted	Need to expand awareness of mediation offerings

Section 4: Diversification of Faculty and Staff

Provide a description of the one strategy that has proven most successful in increasing the diversity of faculty and staff of the campus, and what evidence demonstrates its success. *(1 page)*

University of Maryland Global Campus has a robust recruitment strategy to ensure we are consistently focusing on successful ways to increase the diversity of faculty and staff. Some of those strategies include partnerships with various organizations that are experts in working with diverse populations of people.

Those partnerships include:

· Getting Hired – Organization that supports employment opportunities for veterans and people with disabilities.

· Military Spouse Employment Partnership (MSEP) – UMGC Talent Acquisition conducts weekly meetings with MSEP Advisor, we attend MSEP sponsored job fairs, post all of our vacancies on their employment database, and frequently post on the MSEP social media sites, as well.

· UMGC Career Services – We have found a great way for us to mirror our student population and focus on hiring diverse individuals is through a strong partnership with UMGC Career Services. In addition, we have similar relationships with other local colleges and universities throughout the state.

· Operation IMPACT Network of Champions: Diversity program focused on assisting severely wounded service members as they transition from military service to their next career opportunity. We represent UMGC by participating in their quarterly virtual meetings and UMGC also participates in other targeted workshops conducted by this organization.

In addition to partnerships, we also remain focused on increased hiring activities through:

· Trainings and Workshops: The Talent Acquisition team benefits from many trainings and workshops. Examples include: Diversity Recruitment Best Practices, Unconscious Bias, Creating an Inclusive Work Environment for Veterans, Creating an Inclusive Work Environment, Creating a Mental Health Friendly Work Environment. Also, UMGC Talent Acquisition uses Degreed, an online learning platform, to participate in self-paced trainings focused on best practices around diversity and inclusion.

· Job Fairs, Networking Events, and Community Service: The UMGC Talent Acquisition team ensures we are casting a wide net by attending in-person and virtual career fairs, attending networking events and resume workshops, and participating in community service events to support the unemployed/underemployed population.

· Talent Sourcing: Talent Acquisition can source people based on the diversity goals of hiring leaders. Examples of this technique includes targeting candidates based on their membership or affiliation with diverse organizations – fraternities/sororities, community groups, etc.

The evidence that demonstrates the success of our partner strategy is from a results and visibility perspective. UMGC consistently hires more females than the national average and also feel our veteran hire percentages are very high (10%+).

Section 5: Goal 3

Reporting of Hate-Based Crimes

Provide a statement regarding the campus process for the reporting of hate-based crimes as consistent with federal requirements under Clery. Statistics are not required. *(1 page)*

The University is aware of the possibility that hate crimes may occur on its campuses and facilitites. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respnd and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair Practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the University Security Team, and the Response Emergecny Assessment Crisis Team (REACT). These groups forma a primary and secondary response approach to any incident depending on the severity of the incident.

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the REACT Team. The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affiairs, Security, and Human Resources. All threats, concerns, or issues that consititue a threat to an individual or that would consitite a crime based on a protected category are investigated through this network. Further, we have established Memorandums of Understanding (MOUs) with local law enforcement agencies to ensure that any crimes can be reported and responded to quickly by both internal security and external police forces.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon knowledge, to investigate, resolve, and take appropriate corrective actions as needed.

Appendix

Institutional Plan for Cultural Diversity

University of Maryland Global Campus

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

The Office of Diversity and Equity was established in April 2000 to promote diversity, equity, and inclusion for students, faculty, and staff across the University of Maryland Global Campus (UMGC). The office is responsible for ensuring compliance with Equal Employment Opportunity Commission (EEOC) and Americans with Disabilities (ADA) policies. We assist all university departments and divisions to resolve affirmative action, discrimination, sexual misconduct, and ADA issues that may interfere with employees' ability to participate in programs and activities, perform work, and provide services in the workplace.

This office drives UMGC's commitment to foster diverse and inclusive working and learning environments. Our office also offers diversity and compliance training so that the UMGC community will have the skills and insights necessary to promote engagement, inclusion, productivity, and professionalism.

The Office of Diversity and Equity Office includes the following units:

- Accessibility Services Unit
- Multicultural Training and Programs
- Response Emergency Assessment Team
- Resolution Management Unit
- Fair Practices and EEO Compliance

UMGC has long recognized that cultural diversity of students, faculty and staff must be an institution-wide characteristic. With that in mind, UMGC has, through the Office of Diversity and Equity and the Organizational Development Unit, developed and regularly conducts training and development, and awareness programs that address cultural diversity (Appendix 1). The programs ensure that UMGC maintains high standards in its recruiting, cultivation and development of staff and faculty while promoting cultural diversity.

In addition to the training programs, the University has adopted and implemented core values that promote cultural diversity, creativity and respect of all individuals. These core values permeate all activities within the University. Together with our ever improving practices these core values serve as the underpinning of the successes UMGC has achieved in cultural diversity of its students, faculty and staff. UMGC's Core Values may best be described as Small Acts or attitudes that we enact in our everyday work lives.

Here are some everyday acts that convey the values:

1. Students First: Educating students is our purpose.

2. Excellence: Outstanding quality is the hallmark of our work.

3. Accountability: We are each responsible for our actions and UMGC's success.

4. Integrity: Our principles and standards are never compromised.

5. Innovation: We advance so others can benefit from our leadership.

6. Diversity: Each individual brings value to our University and our results.

7. Respect: The rights and feelings of others are always considered.

8. People Always: Our faculty and staff represent our differentiator and competitive advantage

Overall, UMGC's Diversity Plan is one that actively monitors the diversity of its staff, students, and faculty to ensure that cultural diversity, and healthy and respectful workplaces are maintained, and that practices and policies are fairly and equitably applied across all levels within the organization. Our intent is to ensure that we continue to attract and hire diverse employees; that we create a learning environment that allows students from all backgrounds to succeed; that we maintain a positive human relations climate; and that we respect our cultural diversity. Where necessary our programs and practices will be adjusted, updated and improved using current information and prudent judgments.

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

A. Monitoring and Reporting

The University will continue to monitor the demographics of staff, students and faculty on a regular basis. Additionally, student success data, and program evaluations will be monitored to ensure the University is meeting its expectations. The offices of Human Resources and Diversity and Equity will monitor training and employee development programs to ensure that cultural and human relations issues are address proactively.

The offices of Legal Affairs, Human Resources, and Diversity and Equity will also monitor the human relations climate, to include the number and types of complaints submitted, and whether hate crimes or other cultural issues are factors. These offices will prepare a combined report on the Human Relations Climate at the University for review by senior university leaders. The report will address, at a minimum, whether cultural issues affect the human relations climate of the University, the status of recruitments, demographics of employees and identify where under representation exists and propose both long- and short-term corrective actions. Academic and student diversity issues will be monitored and reported by the Office of the Provost and Chief Academic Officer.

B. Students

In part because of its mission as a public comprehensive institution dedicated solely to meeting the higher education needs of adult, "non-traditional" students, UMGC enjoys one of the most diverse student body of any USM institution. A glance at some characteristics of UMGC's worldwide undergraduate student body of more than 55,000 will give a sense of the extent to which they differ from the students of more traditional institutions.

UMGC's students are:

• 47% women

• 53% under-represented minorities

• 28% African-Americans

The University's ongoing student retention initiatives show that, in terms of student retention and success, it is the adult, part-time, working nature of UMGC's students that constitutes the principal risk factor for failure to succeed. UMGC has in place programs and initiatives to increase the success of its culturally diverse student body. It also has educational offerings geared toward raising awareness of diversity issues among students pursuing a variety of careers. The UMGC Strategic Plan also addresses UMGC's commitment to providing quality educational programs that meet the career goals of its students across the globe.

C. Academic Programs

The Behavioral Sciences Programs have developed courses to increase and expand knowledge around diversity and inclusion. Students across the university participate in these elective courses to increase their awareness of diversity and to prepare them for their future careers. These courses include:

- BEHS 220 – Diversity Awareness
- BEHS 320 – Disability Studies
- BEHS 453 – Domestic Violence

D. Faculty

In addition to the programs offered by UMGC's Office of Diversity and Equity, faculty members also receive support from the Faculty Development Office. Faculty Development host Lunch and Learn webinars and Community Meet-ups to address and discuss a wide range of topics that faculty need to consider when working with the diverse UMGC student body. These live sessions are hosted in Zoom and discuss relevant topics for higher education, technology, and pedagogy. The Faculty Development Unit ensures that staff receive regular training and development opportunities. Programming includes workshops and webinars including, but not limited to:

- Digital Rights and the American with Disabilities Act (ADA)
- Military Spouse Motivation
- Military initiatives – Overview of Success
- "Understanding and Working with Students with Disabilities"
- Title IX Avoiding Sexual Harassment in Preventing Sexual Violence
- EEO and Fostering Inclusive Practices in the classroom

E. Staff

UMGC is committed to the hiring and retention of diverse employees from a variety of backgrounds, cultures, and experiences. Ongoing review of the representation of diverse staff reporting to and/or working throughout the State of Maryland suggests that the University is maintaining a culturally diverse workforce. Through Affirmative Action planning and consistent review of internal recruitment practices we are able to identify areas where the diversity of UMGC staff may need improvement.

Minorities and women are not significantly under represented or concentrated in any particular organizational unit. This does not mean that there is not more work to be done. The University continues to explore hiring, retention, and promotion trends while ensuring that there is a sufficient talent pipeline to ensure that all staff have the ability to advance throughout their careers at the University.

F. Recruitment of Staff and Faculty

The University uses an interactive process for recruiting faculty and staff. The objective of this interactive process is to determine what human resources are required, ensuring that position description accurately reflect the skills needed and to recruit in the widest possible areas and using a combination of electronic, print media, and face to face recruiting methodologies.

Staff recruitment sources include, but are not limited to, various job fairs, local newspapers, professional publications, and organizations. The University prepares and maintains a Faculty Recruitment Plan in its efforts to recruit a diverse body of faculty.

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

As we review current diversity training and programming, we have instituted new training criteria to ensure that diversity training will be rolled out at all levels of the university. Executive Committee, President's Cabinet, and staff across the university will all be offered training to further their diversity knowledge and education. This training will consist of workshops and webinars related to Microaggressions, Unconscious Bias, Race and Social Justice in Higher Education, etc.

Further, we will be engaging staff and faculty in conversations designed to further their exploration and understanding of race, social justice, inclusivity, and racial inequities. These are designed to be small group facilitated discussions that require courage, vulnerability, and transparency.

IV. Addressing Hate Crimes:

The University is keenly aware of the possibility that hate crimes may occur on its campuses and facilities. The cultural diversity programs in place serve as preventive measures to hate crimes. However, in the event an incident occurs, the University is prepared to respond and take immediate corrective actions. The University's response team consists of the Fair Practices Unit (comprised of the Fair practices Officer, EEO, and the Office of Legal Affairs), Office of Human Resources, the Resolution Emergency Assessment Crisis team (REACT), the University Security Team and the University of Maryland Police. These groups form a primary and secondary response approach to any incident depending on the severity of the incident.

Public spaces of UMGC's facilities are periodically inspected to determine if hate graffiti in any form have been posted. When detected immediate action is taken to report and eradicate such graffiti.

The University plans to continue its vigilant monitoring of hate crimes, respond to incidents immediately upon having knowledge, to investigate, resolve, and take appropriate corrective actions as need.

V. Summary of Resources

UMGC will continue to develop and enhance its programs through prudent use of current budgets and available grants. Key recommendations outside of the current plan are regularly considered in the context of the University strategic priorities. The President's Office and Executive Committee support the use of investment dollars to further the diversity and inclusion efforts as part of the strategic investment into the people that make up the University community.

Appendix 1. Training and Development Programs

The Office of Diversity and Equity is responsible for conducting awareness programs for staff, faculty, and students to promote understanding diversity, tolerance, and to help maintain high morale within the organization. Over the past year a number of programs have been conducted, and these will continue to be developed to ensure inclusiveness of all participants. Each program covers some aspect of culture and is designed to increase the cultural competency of employees.

The Office of Diversity and Equity continues to partner with the Organizational Development Unit within the Human Resources Office to enhance UMGC's position as a high performing institution through the development of its employees by partnering with department administrators and employees in the areas of training, organizational development and work/life. These include, but are not limited to, interpersonal communication, conflict resolution, verbal and written communication, and supervisory and management skills.

We provide commemorative programs to gain better understanding of cultures, and promote positive human relations within the university community. Further, the facilitated trainings provide participants with a better understanding of the contributions of various groups to society and promote good human relations in the workplace.

Target Audience: Staff, Faculty, and students.

Some past programs include:

• Independence Day, President’s Day, Constitution Day and Patriot Day

• Women’s Suffrage Movement and Women Heritage

• Heritage Commemorations includes: Hispanic, Black History, Italian, Irish, Asian Pacific, German, Jewish Heritage, etc.

• National Health, includes: Aging, Breast Cancer, Disability Employment, and Mental Health

• Lesbian, Gay, Bisexual, Transgender (LGBT) and Gay Pride

• Martin Luther King Birthday

• Juneteenth

• Day of Remembrance

• Caribbean Heritage Month (Carnival)

11. Program Title: Poster Series (Cultural Awareness- Commemorations)

Program Description: A series of posters to commemorate the various cultures of the citizens of the US and promote positive human relations in the workplace. Poster topics are similar to the commemoration programs listed in #10 above.

Purpose of Training: To provides viewers information about whom to contact and about the various cultural events throughout the year. These posters are geared to promote diversity, safety and healthy workplace.

Target Audience: Staff, Faculty and Students

12. Program Title: Bookends: Meet the Author

Program Description: This program will highlight the literary accomplishments of diverse staff, faculty and Alumni. Individuals who have authored or co-authored and publish a book will be invited to a discussion about their book and/or give a motivational speech. They will be asked to also bring copies of their book(s) for a signing session.

Purpose of Program: To provide participants the opportunity to hear firsthand from authors, engage in useful dialog which will provide them insight in a variety of topics and issues presented in the author's book.

Target Audience: Staff, Faculty and Students.

13. Program Title: Management/Supervision Training

Program Description: A series of management/supervision training for several levels of supervisors. The series provides newly appointed or hired supervisors an orientation of the policies, procedures and resources to effectively function within UMGC. The series also provides basic concepts and techniques of management and supervision for employees who wish to get a better understanding of management and supervision. Finally there is a series of advanced techniques in supervision. Throughout the series there are modules covering diversity and organizational culture.

Purpose of Program: To provide participants with the skills, competencies and resources to become effective supervisors/managers.

Target Audience: Staff and Faculty

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Fall 2020: Preparation for Teaching, Learning, Campus Life, and Student Success

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: Months of work, planning, collaboration, and strategizing have gone into the Fall 2020 semester across the United States and, of course, within the University System of Maryland. The regents have consistently been engaged in the process with USM officials who have led a number of stakeholder groups to establish critical decision points and plans. Today, the Committee is being provided additional perspectives on Fall 2020, as each institution and the USM strive to ensure quality teaching, learning, and campus life in the safest manner possible.

Dr. Joann Boughman will lead a panel including vice presidents for student affairs, Dr. Dane Foust (Salisbury University) and Dr. Patty Perillo (University of Maryland, College Park); provosts, Dr. Melanie Perreault (Towson University) and Dr. Nancy Niemi (University of Maryland Eastern Shore); and Drs. Antoinette Coleman and MJ Bishop from USM's Office of Academic and Student Affairs and the Kirwan Center for Academic Innovation, respectively.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Report on Academic Program Actions Delegated to the Chancellor, 2019 - 2020

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: In accordance with Board Resolution III-7.03, a report is submitted annually to the Board of Regents of program actions delegated to the Chancellor. Between September 2019 and August 2020, the Chancellor approved 26 new certificates, 6 modified certificates, 22 modified degrees, and 23 title changes. He also approved the suspension or discontinuation of 12 degrees, 2 areas of concentration within degrees, 4 certificates and 3 additional locations.

In addition, the Board of Regents approved 17 new degree programs.

A chart detailing the Chancellor's actions and programs approved by the Board, for a total of 115 approvals, is attached.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Academic Program Actions
AY 2019 - 2020

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates, Concentrations/Modified Programs and Degree Changes	Title Changes	
Bowie State University		B.S. in Business Administration A.O.C. in Data Analytics (8-17-2020)		M.Ed. in Culturally Responsive Teacher Leadership (6-19-2020)
Coppin State University	Suspend B.S. in Entertainment Management (6-25-2020) Discontinue B.S. in Geography (6-25-2020) Discontinue at USM Hagerstown (USMH) RHEC B.S. in Sport Management (6-25-2020) Suspend M.Ed. in Curriculum and Instruction (8-10-2020) Suspend M.S. in Reading (8-10-2020)			
Frostburg State University		B.S. in Chemistry A.O.C. in Pre-Pharmacy (4-6-2020) Ed.D. in Educational Leadership- Online (1-8-2020) M.Ed. A.O.C .in Curriculum and Instruction-Online (1-8-2020) M.Ed. A.O.C. in Educational Leadership-Online (1-8-2020) M.Ed. A.O.C. in Literacy Education- Online (1-8-2020) P.B.C. in Business Analytics (5-20-2020) P.B.C. in Healthcare Management (5-20-2020) P.B.C. in Literacy Education- Online (4-6-2020) P.B.C. in Management (5-20-2020) P.M.C. in Educational Leadership – Online (1-8-2020)	B.S. in Earth Science to *Earth Sciences* (5-18-2020)	B.S. in Life-Cycle Facilities Management (6-19-2020)

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
Salisbury University		B.F.A. in Art with a track in Graphic Design Programs- Offer at Universities at Shady Grove (USG) RHEC (10-28-2019) Doctor of Nursing Practice- Online (10-28-19) M.S.N. in Nursing- Online (10-28-2019) P.B.C. in Health Care Management- Online 10-28-2020)		B.A. in Outdoor Education Leadership (9-20-2019) B.S. in Data Science (9-20-2019) B.S. in Integrated Science (6-19-2020)
Towson University	Discontinue A.O.C. in School Health (6-25-2020) Suspend M.S. in Social Science (5-18-2020) Suspend M.S.N. Program (2-24-2020) Suspend P.B.C. in Nursing Education (2-24-2020)	B.S. in Communication Studies-Substantial Modification to Curriculum (11-4-2019) B.S. in Healthcare Management at Towson University Northeastern Maryland (TUNE) (8-20-2020) P.B.C. in Educational Administrator I (11-4-19) P.B.C. in Global Citizenship in Education-Stand-Alone Certificate (7-6-2020) P.B.C. in Health Leadership (6-25-2020) P.B.C. in Online Learning and Teaching (8-20-2020) P.B.C. in School Library Media (11-4-2019) U.D.C. in Entrepreneurships (8-20-2020)		M.S. in Athletic Training (6-19-2020)

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PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Baltimore	Suspend P.B.C. in Digital Media Production (2-24-2020) Suspend P.M.C. in Library Technology (2-24-2020)	B.A. in English-Substantial Modification to Curriculum (2-24-2020) B.A. in Policy, Politics, and International Affairs-Online (4-6-2020) B.S. in Applied Information Technology-Substantial Modification to Curriculum (4-6-2020) B.S. in Business Administration- Online (4-6-2020) B.S. in Criminal Justice Completer Program-Online (7-6-2020) L.L.M. in Taxation- Online (12-4-2019) M.S. in Taxation- Online (12-4-2019) P.B.C. in Estate Planning- Online (12-4-2019)	B.S. in Health Systems Management to *Health Management* (4-6-2020) M.S. in Health Systems Management to *Health Administration* (4-6-2020)	B.A. in Legal Studies (11-22-2019) B.S. in Cyber Forensics (6-19-2020)
University of Maryland Baltimore		M.S. in Law- Online (8-10-2020) P.B.C. in Global Health Program Monitoring and Evaluation (7-6-2020) P.B.C. in Global Health System and Innovation (10-1-2019) P.B.C. in Substance Abuse and Addictions Nursing (8-21-2020) P.B.C. in Vulnerability and Violence Reduction (7-6-2020)	M.S. in Health and Social Innovation A.O.C. in Biomedical Entrepreneurship to *Scientific and Medical Entrepreneurship* (8-10-2020) C.A.S. in Advanced Education in General Dentistry A.O.C. in Pathology to *Oral and Maxillofacial Pathology* (10-28-2020) P.B.C. in Biomedical Entrepreneurship to *Scientific and Medical Entrepreneurship* (8-10-2020)	M.S. in Global Health (6-19-2020) M.S. in Vulnerability and Violence (6-19-2020)

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BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland Baltimore County	Suspend P.B.C. in Music Entrepreneurship (12-20-2019)	B.S. in Modern Languages and Linguistics AOCs in 1) Two Language and 2) Language and Culture Studies (8-3-2020) P.B.C. in Applied Social Research Methods (1-8-2020) P.B.C.in Learning and Performance Technology- Online (6-26-2020) U.D.C. in Security Studies in existing B.A. in Political Science (6-26-2020)	B.A. in African American Studies to *Africana Studies* (8-3-2020) B.A. in Modern Language and Linguistics A.O.C. in Linguistics to *Applied Linguistics* (1-8-2020) B.A. and B.S. in Psychology, Theoretical and Experimental program to *Psychology* (12-20-2019) B.S. in Information Systems Management to *Information Systems* (2-24-2020) M.A. in Instructional Systems Development to *Learning Performance Technology* (1-8-2020) P.B.C. in Distance Education to *eLearning* (1-8-2020) U.D.C. in Psychology of the Workplace to *Industrial-Organizational Psychology* (12-20-2019)	

AOC: Area of Concentration
BA: Bachelor of Arts
BFA: Bachelor of Fine Arts
BS: Bachelor of Science
BTS: Bachelor of Technical Studies
BPS: Bachelor of Professional Studies

CAS: Certificate of Advanced Studies
DNP: Doctor of Nursing Practice
MA: Master of Arts
MFA: Master of Fine Arts
MPS: Master of Professional Studies
MS: Master of Science

LDC: Lower-Division Certificate
PBC: Post-Baccalaureate Certificate
PMC: Post-Master's Certificate
UDC: Upper-Division Certificate

Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland College Park		Degree Change M.A. in Measurement, Statistics, and Evaluation to M.S. (8-17-2020) M.P.S. Award Program New Iteration in Public Safety Leadership and Administration (11-6-2019) P.B.C. in Innovation and Entrepreneurship (8-20-2020) P.B.C. in Professional Studies New Iteration in Health Data Analysis (7-1-2020) P.B.C. in Professional Studies New Iteration in Information Risk, Privacy, and Security (7-1-2020) P.B.C. in School Improvement Leadership-Online (7-1-2020) P.B.C. in Supporting Children with Intensive Behavior Needs-New Stand-Alone (4-6-2020)	B.A. in Film Studies to *Cinema and Media Studies* (4-6-2020) M.S. in Survey Methodology to *Survey and Data Science* (7-1-2020) M.S. in Veterinary Medical Science to *Comparative Biomedical Sciences* (7-1-2020) P.B.C. in Survey Statistics to *Fundamentals of Survey Statistics* (4-6-2020) Ph.D. in Veterinary Medical Science to *Comparative Biomedical Sciences* (7-1-2020)	B.A. and B.S. in Immersive Media Design (11-22-2019) B.A. in Real Estate and the Built Environment (2-21-2020) B.A. in Religions of the Ancient Middle East (11-22-2019) B.S. in Biocomputational Engineering (5-1-2020) M.A. in International Relations (5-1-2020) M.S. in Applied Political Analytics (5-1-2020) Doctor of Public Health- Board of Regents Approved (11-22-2019); Objection submitted to MHEC pending.

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Institution	Chancellor's Actions			Board Actions
	Discontinued or Suspended Concentrations and Programs	New Certificates and Concentrations/Modified Programs and Degree Changes	Title Changes	
University of Maryland, Eastern Shore	Suspend B.A. in Jazz and Popular Music (5-18-2020) Suspend B.A. in Music Education (5-18-2020) Discontinue B.S. in Business Education (5-18-2020) Discontinue A.O.C. in Mechanical Engineering in B.S. in Engineering Technology (4-6-2020) Discontinue Additional Locations : 1) Allegany Career Technology Center (2-24-2020), 2) Community College of Baltimore County – Catonsville (2-24-2020), and 3) Frederick Community College (2-24-2020)	B.S. in Aviation Science- Substantial Modification to offer at Prince George's Community College (11-4-2020)	B.S. in Computer Science/Data Processing to *Computer Science* (10-28-2019) B.S. in Construction Management/ Technology to *Construction Management Technology* (10-28-2019) B.S. in Elementary/Special Education to *Special Education* (6-26-2020) M.S. in Clinical Rehabilitation Counseling to *Rehabilitation Counseling* (8-17-2020)	
University of Maryland Global Campus	Suspend B.S. in Investigative Forensics (8-3-2020) Suspend Doctor of Management Program that includes the A.O.C. in Community College Policy and Administration (5-18-2020)	P.B.C. in Cloud Computing and Networking (5-18-2020) P.B.C. in Cyber Operations (5-18-2020) P.B.C. in Digital Forensics and Cyber Investigation (5-18-2020) P.B.C. in Strategic Communication (5-18-2020) U.D.C. in Digital Marketing (4-6-2020) U.D.C. in Public Safety Executive Leadership (8-3-2020)	U.D.C. in Digital Marketing to *Facebook Digital Marketing* (8-3-2020)	

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UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Voter Engagement Across the USM

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: This fall, as part of the USM commitment to civic engagement and civic education, the USM institutions are supporting student engagement in the upcoming election in a variety of ways. Each institution has outreach to the students and staff to encourage voter registration, and every institutional website includes a link on the home page directing students how to register to vote. In addition, many of the institutions have student organizations working on voter registration and get out the vote (GOTV) activities. A special request has been received from the Governor's office, from MHEC, and from the Maryland Congressional delegation asking that USM institutions recruit election judges for polling places in Maryland.

The list of activities below indicates some of the work going on to recruit election judges and encourage all students to be actively engaged in this most important civic responsibility—voting:

1. Election judge recruitment and information sharing:
   -Distributed letters from Secretary James Fielder to all Presidents for distribution to students (attached).
   -Encouraged institutions to identify a point of contact for all election judge recruitment efforts and started exploring grant-funding to support those positions.
   -Ongoing communication that the election judging and training are paid opportunities for students; begun exploring the matter of excused absences and/or service-learning credit for students who serve as election judges.
   -John Willis, executive in residence at UB's School of Public and International Affairs, and Ann Cotten, Schaefer Center Director at UB, met with USM and described their contract with Baltimore City for training election judges. That information is being shared with presidents and student organizations.

2. Dr. Nancy Shapiro, Associate Vice Chancellor, presented (attached) to the USM Student Council and was invited to meet with several institutional student councils to emphasize election judge opportunities via the attached file and https://elections.maryland.gov/get_involved/election_judges_form.html.

3. USM has organized a *Civic Engagement Student Leadership Committee*, with student representatives nominated from each institution. Nominated students are already working on voter engagement on their campuses and have broader connections across the campus in different ways from student government representatives. We are sending out the election judge information through that network, also.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only	DATE: September 8, 2020
BOARD ACTION:	DATE:
SUBMITTED BY: Joann A. Boughman 301-445-1992	jboughman@usmd.edu

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Ian D. MacFarlane
Chair

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

August 4, 2020

Dear President,

Due to the COVID-19 pandemic, the State Board of Elections (SBE) is currently experiencing a shortage of election judges to staff the polls. This presents a unique opportunity for students to participate in the democratic process while helping the citizens of Maryland.

To help address this shortage, **I am calling on you to share the attached letter with students and encourage them to consider serving as an election judge this November.** Doing so will help to ensure that Marylanders have access to polling stations and are afforded the opportunity to vote without undue delay or interference.

Thank you for helping to provide all Marylanders with full, equal and unfettered access to vote in November.

Sincerely,

Dr. James D. Fielder
Secretary

CC: MHEC Segmental Advisory Council
MHEC Student Advisory Council
MHEC Faculty Advisory Council

MARYLAND HIGHER EDUCATION COMMISSION
6 N. Liberty Street • 10th Floor • Baltimore, MD 21201
T 410.767.3300 • 800.974.0203 • F 410.332.0270 • TTY for the Deaf 800.735.2258 www.mhec.maryland.gov

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Ian D. MacFarlane
Chair

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

August 4, 2020

Dear Maryland Student,

Please consider serving as an election judge this year! The 2020 general election will be held on November 3, 2020. In accordance with state law, voters will be able to cast their ballots by mail, during the eight days of early voting (October 22-29, 2020), or in person on Election Day.

Due to the COVID-19 pandemic, the State Board of Elections (SBE) is currently experiencing a shortage of election judges to staff the polls. Election judges play a critical part in the democratic process. This presents a unique opportunity for students to participate in the democratic process while helping the citizens of Maryland.

Therefore, I am calling on you and your peers to consider serving as an election judge this November to ensure that Marylanders have access to polling stations and are afforded the opportunity to vote without undue delay or interference. Under Maryland law, you can serve as an election judge if you are:

- Age 16 or older[1];
- Are a registered voter in Maryland;
- Physically and mentally able to work at least a 15-hour day;
- Willing to work outside your home precinct;
- Able to sit and/or stand for an extended period; and
- Can speak, read, and write English.

If you are interested in serving your community and helping to protect the democratic process, please visit the SBE website at elections.maryland.gov/get_involved/election_judges.html to sign-up to become an election judge. With the election fast approaching, please sign-up as soon as possible. Questions can be submitted to info.SBE@maryland.gov or to 410-269-2840.

Thank you for helping to provide all Marylanders with full, equal and unfettered access to vote in November.

Sincerely,

Dr. James D. Fielder
Secretary

[1] *If you are 16 years old, you may be able to serve if you show your local board of elections that you are qualified to be an election judge and a parent or guardian gives permission.

MARYLAND HIGHER EDUCATION COMMISSION
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University System of Maryland

Civic Education & Civic Engagement at USM

NANCY SHAPIRO, PHD

ASSOCIATE VICE CHANCELLOR FOR EDUCATION AND OUTREACH

OFFICE OF ACADEMIC AND STUDENT AFFAIRS

UNIVERSITY SYSTEM OF MARYLAND

University System of Maryland

Civic Education and Civic Engagement

USM Background

- Role of the System in Civic Education and Civic Engagement
  - Convene and Amplify
  - → How USM supports students and institutions
- 2017 Langenberg Lecture and Symposium: *Civic Education, Civic Engagement, and Civic Responsibility: Foundations of a Democratic Society*, keynote by Sen. Barbara Mikulski
- CECE Initiative
  - 2017 – Civic Learning and Democratic Engagement Workgroup
- 2019 Convening: *USM Civic Education and Civic Engagement Workshop*

University System of Maryland

Civic Education and Civic Engagement

USM Background

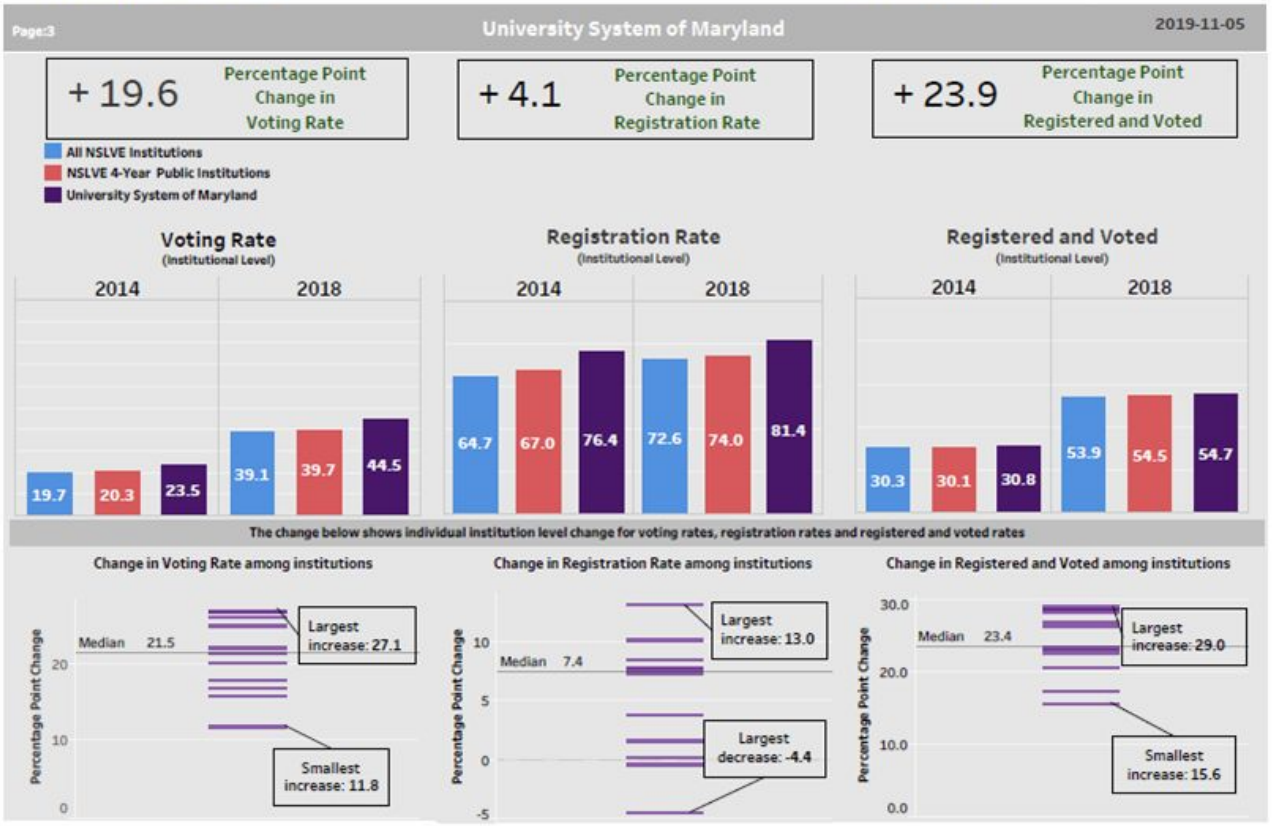
- Workgroups:
  - Voting and Census
  - Carnegie Classification
  - Curriculum Integration
- National Study of Learning, Voting, and Engagement reports
- Recommendations to Board of Regents
  - Meet every year to keep CECE work moving forward
  - System-level seed money to incentivize and support campus innovations
  - System-level support for cross-institutional collaboration

University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts University | Jonathan M. Tisch College of Civic Life



University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts University | Jonathan M. Tisch College of Civic Life

University System of Maryland

Civic Education and Civic Engagement

INSTITUTE FOR DEMOCRACY & HIGHER EDUCATION

Tufts University | Jonathan M. Tisch College of Civic Life

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University System of Maryland (Student Level) — (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2014	24.5%	29.0%	24.6%	13.7%	23.6%	18.6%
2018	37.4%	50.9%	42.9%	32.7%	42.8%	35.9%

All Institutions (Student Level) — (n) = number eligible

	Business	Education	Health Professions	Humanities	Social Sciences	STEM
2014	17.6%	27.5%	18.7%	18.8%	19.2%	15.5%
2018	34.6%	47.0%	37.8%	38.8%	41.1%	34.4%

2014 Highest Voting Rates

Library Science	47.9% (292)
Public Administration	41.8% (2,106)
Legal Professions	37.8% (1,996)

2014 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	4.55% (4,177)
Fitness Studies	11.57% (968)
Architecture	12.05% (332)

2014 Highest Voting Rates

Library Science	47.4% (9,837)
Theology & Religious Vocations	31.0% (8,743)
Public Administration	29.3% (141,945)

2014 Lowest Voting Rates

Fitness Studies	11.4% (143,552)
Basic Skills Education	12.7% (4,792)
Biological & Biomedical Sciences	13.8% (410,248)

2018 Highest Voting Rates

Library Science	74.1% (270)
Legal Professions	56.9% (1,927)
Public Administration	55.5% (4,226)

2018 Lowest Voting Rates

Liberal Arts, Sciences, & Humanities	13.8% (7,105)
Transportation	25.8% (62)
Fitness Studies	30.5% (3,196)

2018 Highest Voting Rates

Library Science	69.9% (13,009)
History	51.3% (72,928)
Public Administration	50.9% (169,519)

2018 Lowest Voting Rates

Health-Related Knowledge & Skills	28.7% (554)
Military Science & Leadership	24.4% (2,299)
Basic Skills Education	15.2% (5,359)

Largest Increases

Architecture	30.4%.p.
Family and Consumer/Human ..	26.2%.p.
Library Science	26.1%.p.

Largest Decreases

Largest Increases

English Language & Litera..	27.3%.p.
Visual & Performing Arts	26.1%.p.
Communication & Journali..	24.9%.p.

Largest Decreases

Fields of study data is available for 55.3 % students in 2014 and 99.6 % students in 2018 for the institutions included in this report page. %.p. above stands for percentage points.

NCES National Center for Education Statistics — These listed fields of study categories are generated from National Center for Education Statistics (NCES). For a complete list of fields of study for which we provide NSLVE data, refer to the appendix page. For more information on NCES, visit website: http://nces.ed.gov

University System of Maryland

Civic Education and Civic Engagement

What you can do right now

For your **SELF**:

- Check your voter registration status here: https://turbovote.org/
- Register to vote if you have not already done so

For your **NETWORK**:

- Triple the vote: register yourself and at least two friends
- Post on social media to spread the word of how to easily register

For your **COMMUNITY**:

- Volunteer as an election worker or election judge
- Write letters and postcards for Vote Forward to encourage people to register and vote: https://votefwd.org/

University System of Maryland

Civic Education and Civic Engagement

Additional Resources & Information

- Vote Forward
- Rock the Vote
- https://actionnetwork.org/forms/reclaim-our-vote-signup
- https://advancementproject.org/
- https://www.headcount.org/verify-voter-registration/
- https://www.lwv.org/
- https://naacp.org/empowerment-programs/ (this page specifically is for the 501(c)(3) branch of the NAACP)
- https://www.nonprofitvote.org/
- https://idhe.tufts.edu/electionimperatives
- https://content.govdelivery.com/bulletins/gd/MDMDP-29a12c3?wgt_ref=MDMDP_WIDGET_1 (census-related)
- https://slate.com/technology/2020/07/congress-election-security-2020.html
- https://www.nytimes.com/interactive/2020/08/11/us/politics/vote-by-mail-us-states.html
- https://www.washingtonpost.com/politics/tens-of-thousands-of-mail-ballots-have-been-tossed-out-in-this-years-primaries-what-will-happen-in-november/2020/07/16/fa5d7e96-c527-11ea-b037-f9711f89ee46_story.html
- https://www.scotusblog.com/2020/08/rnc-rhode-island-republicans-ask-justices-to-intervene-in-absentee-ballot-dispute/
- https://www.cnn.com/2020/08/10/politics/rnc-rhode-island-supreme-court-voting/index.html

UNIVERSITY SYSTEM of MARYLAND

BOARD OF REGENTS
SUMMARY OF ITEM FOR ACTION, INFORMATION, OR DISCUSSION

TOPIC: Education Policy and Student Life Tentative Annual Agenda, 2020-2021

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, September 8, 2020

SUMMARY: The Tentative Agenda for 2020-2021 comprises anticipated action items, including new academic program proposals and new Board of Regents policies, as well as information and discussion items. Some of the information items are reported on an annual schedule to ensure that the regents are well informed about topics of general interest (e.g. enrollment projections, campus crime reporting, financial aid), while others respond to specific requests for reports and recommendations on a variety of topics of interest to the Committee as previously noted by the regents.

Today, the Committee has an opportunity to review the proposed annual agenda and suggest modifications, including the addition of items that Committee members believe warrant particular attention by the Board.

ALTERNATIVE(S): This is an information item.

FISCAL IMPACT: This is an information item.

CHANCELLOR'S RECOMMENDATION: This is an information item.

COMMITTEE RECOMMENDATION: Information Only		DATE: September 8, 2020
BOARD ACTION:		DATE:
SUBMITTED BY: Joann A. Boughman	301-445-1992	jboughman@usmd.edu

Draft – August 31, 2020

USM BOARD OF REGENTS
COMMITTEE ON EDUCATION POLICY AND STUDENT LIFE
TENTATIVE AGENDA 2020-2021

Tuesday, September 8, 2020
1. New Academic Program Proposals (Action)
2. Cultural Diversity Progress Reports (Action)
3. Fall 2020 Reopening Panel (Information)
4. Report on Academic Program Actions Delegated to the Chancellor, AY 2019-2020 (Information)
5. Voter Engagement (Information)
6. Tentative Annual Agenda, 2020-2021 (Information)

Tuesday, November 3, 2020
1. New Academic Program Proposals (Action)
2. Update on Proposal for University of Maryland Eastern Shore to Use Standardized Tests as an Optional Criterion for Admission (Action)
3. Proposed Amendments to Committee Bylaws and Draft Committee Charge (Action)
4. Notification of Awards: Regents Scholarships and Elkins Professorships (Information)
5. Report: Workload of the USM Faculty – Academic Year 2019-2020 (Information)
6. Report on Opening Fall 2020 Enrollments and FY 2021 Estimated FTE Report (Information)
7. Diversity, Inclusion, and Social Justice Across the USM (Information)

Tuesday, January 12, 2021
1. New Academic Program Proposals (Action)
2. New Program 5-Year Enrollment Review (Information)
3. Results of Periodic (7-Year) Reviews of Academic Programs (Information)
4. Report on Extramural Funding – FY 2020 (Information)
5. Articulation Efforts Between USM and Other Institutions (Information)

~~~~~~~~~~~~Closed Session~~~~~~~~~~~~

6. Board of Regents Faculty Awards Recommendations (Action)
7. Honorary Degree Nominations (Action)

Friday, March 5, 2021
1. New Academic Program Proposals (Action)
2. Campus Crime Reports (Information)
3. Update: P-20 Initiatives (Information)

Tuesday, May 4, 2021
1. New Academic Program Proposals (Action)
2. Policy Amendments (Action)
    a. II-1.00 – USM Policy on Appointment, Promotion, and Tenure of Faculty
3. Update on the USM New Student Enrollment Pipeline and Aggregate Student Success; USM-Wide Student Success Initiatives (Information)
4. 2020-2021 EPSL Agenda Brainstorming (Information)
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