



## BOARD OF REGENTS

### SUMMARY OF ITEM FOR ACTION, INFORMATION OR DISCUSSION

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**TOPIC:** Programs of Cultural Diversity Progress Report

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** March 24, 2010

**SUMMARY:** Senate Bill 438 and House Bill 905 require that each institution of higher education in Maryland develop and implement a plan for a program of cultural diversity among its students, faculty, and staff. If an institution already has a cultural diversity program, it is to develop and implement a plan for improving the program. Plans must include an implementation strategy and timeline for meeting goals, a process for responding to reporting campus-based hate-crimes and bias-motivated incidents, and a summary of any resources, including State grants, needed by the institution to effectively recruit and retain culturally diverse student body, faculty, and staff. Institutions are also required to enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

The law requires that, on or before May 1 of each year, each institution shall submit its plan to the governing body of the institution for the governing body's review. Further, on or before August 1 of each year, the governing body of an institution shall submit to MHEC a progress report regarding the institution's implementation of its plan.

"Cultural diversity" is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The USM institutions have taken a more inclusive approach to reflect guidance from the Attorney General's office dated May 15, 2008, that states, "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations."

**ALTERNATIVE(S):** The plans are legislatively mandated and must be reviewed by the Board of Regents each year; there is no alternative identified.

**FISCAL IMPACT:** Fiscal impact is a function of resource needs identified by the institution.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the annual progress reports on cultural diversity from the USM institutions for submission by August 1, 2010 to the Maryland Higher Education Commission as required by law.

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COMMITTEE RECOMMENDATION: Approval

DATE: March 24, 2010

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BOARD ACTION:

DATE:

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**REPORT  
to the  
BOARD OF REGENTS  
on  
PROGRESS OF INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**

**MARCH 24, 2010**

**Background**

Effective 1 July 2008, Senate Bill 438 and House Bill 905 require institutions of higher education to develop and implement a plan for a program of cultural diversity. If the institution already has a program of cultural diversity, The law requires a plan for improving it. Institutional plans must include:

- an implementation strategy,
- a timeline for meeting goals,
- a description of the way the institution addresses cultural diversity among students, faculty, and staff,
- a description of how the institution plans to enhance cultural diversity, if improvement is needed,
- a process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus,
- a summary of needed resources, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff, and
- instruction and training of the student body, faculty, and staff at the institution to enhance cultural diversity programming and sensitivity.

On or before May 1 of each year each institution is required to submit its plan to the governing body for review. On or before August 1 the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission.

Cultural diversity is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations.", the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity.

Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. Although there are common themes, elements, and approaches across USM institutions, the implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well.

Consistent with the requirements of this legislation, each USM institution submitted its plans for a program of cultural diversity to the Board of Regents for its initial review in March 2009. This 2010 progress report provides a brief summary of the more detailed institutional progress reports that are attached. As requested in the Board of Regents' initial review of institutional plans, data on student, faculty, and staff are provided in each institutional report. Although provided in separate crime reports to the Board of Regents, summary institutional data are also provided on hate crimes and bias-motivated incidents in a table below. Further, in spite of recent budget constraints, institutions have made progress in their programs of cultural diversity.

For brevity, selected institutional examples are provided throughout this report solely to illustrate the range of possible responses to implementing and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to implement such programs across USM institutions. Thus, exemplary initiatives can be

found in every USM institution.

### **Develop and implement a plan for a program of cultural diversity.**

Each USM institution submitted a plan for a program of cultural diversity that was approved by the Board of Regents in 2009. Institutional plans revealed considerable variation in the history, complexity, scope, organization, resource commitment, and level of institutional engagement in programs of cultural diversity across the USM. The successful development, implementation, and maintenance of programs of cultural diversity not only promote an appropriate campus climate, but also bring recognition. The University of Maryland, College Park (UMCP) is recognized as a leader in graduate diversity. The national magazine, *Diverse Issues Higher*, using 2007 graduation data, ranked UMCP 8<sup>th</sup> in African American doctoral degrees; 18<sup>th</sup> in Asian American doctoral degrees; 37<sup>th</sup> in Hispanic doctoral degrees; and 15<sup>th</sup> in total minority doctoral degrees. The ranking of 8<sup>th</sup> in doctoral degrees earned by African Americans put UMCP ahead of all major public research including five of its benchmarking peers. Recent reports have highlighted USM efforts with closing the achievement gap. The Education Trust cited three USM institutions as being among the Top Gainers in Underrepresented Minority Graduation Rates. Among public research universities, UMCP is ranked 14th and University of Maryland Baltimore County (UMBC) 22nd. UMBC is also one of the few Non-HBUs at which the minority graduation rate exceeds the non-minority rate. Among public master's institutions, Towson University (TU) ranked 8th in minority graduation rate gains.

### **Develop and implement a plan for improving an existing program.**

Expansion of the scope and impact of cultural diversity beyond race and ethnicity has enabled institutions to be more reflective in their approaches to programs of cultural diversity. Significant in this regard is the integration of programs of cultural diversity with initiatives to close the achievement gap. Through on-going campus-wide, school, college, and department level strategic planning and evaluation of efforts, institutions have sought ways to improve their programs of cultural diversity and close the achievement gap concurrently. For example, Towson University recently completed Phase I and started step 1 of Phase II of a three-phase *Reflective Process*. It is a university-wide institutional transformation initiative for diversity with the goal of fostering a shift in campus climate toward inclusive excellence.

Using a variety of assessment methods and data analysis institutions are reviewing and modifying strategies and approaches to improve programs of cultural diversity on an ongoing basis. One example is the hiring of Chief Diversity Officer at Salisbury University (SU) to give leadership and accountability to SU's Cultural Diversity Plan. Another, at Bowie State University (BSU), is the launching of diversity training; establishing a Center for Global Initiatives; a Lesbian, Gay, Bisexual, Transgendered (LGBT), Queer, Questioning, and Allied Initiative; and the recognition of El Club de la Familia Espanola (Spanish Social Work).

### **The way the institution addresses cultural diversity among its students, faculty, and staff populations.**

Each institution has implemented initiatives to advance cultural diversity among its students, faculty, and staff. Initiatives include, but are not limited to, formal academic programs, special cultural programs, marketing, recruitment, bridge programs, retention, support activities, as well as faculty/staff development and training. The University of Maryland, Baltimore (UMB) relies upon professional and academic accreditation to insure the most appropriate, current, consensus derived programs, activities, and expectations in the area of cultural diversity are provided by its Schools. For UMB, adherence to constantly evolving accreditations standards continues to be the most effective way to ensure that cultural diversity is acknowledged by and integrated in the various academic programs.

Every institution addresses programs of cultural diversity through the following efforts that are considered "good practice" nationally based on efficacy and engagement of the campus community. Full details can be found in the attached institutional progress reports.

- *Diversity Councils and or Diversity Officers*

Seven of twelve USM institutions have established mechanisms for the leadership, accountability, and maintenance of their programs of cultural diversity by creating high-level diversity councils, offices, and or appointing a chief diversity officer who reports to the president. Others use existing administrative councils or officers to provide leadership.

- **Councils, Committees, Offices, and or Diversity Officers**

Frostburg State University (FSU), *President's Advisory Council on Diversity*

Salisbury University (SU), *Chief Diversity Officer, Office of Diversity*

Towson University (TU), *Diversity Coordinating Council*

University of Baltimore (UB), *Office of Diversity Education*

University of Maryland Baltimore County (UMBC), *Diversity Council*

University of Maryland College Park (UMCP), *Equity Council, Office of Diversity and Inclusion, and Four President's Commissions on Disability, Ethnic Minority, LGBT, and Women's Issues*

University of Maryland University College (UMUC) *Office of Diversity Initiatives*

- **Existing Administrative Structures**

Bowie State University (BSU)

Coppin State University (CSU)

University of Maryland Baltimore (UMB)

University of Maryland Center for Environmental Science (UMCES)

University of Maryland Eastern Shore (UMES)

UMUC's Office of Diversity Initiatives is responsible for conducting awareness programs for staff, faculty, and students to promote understanding of diversity, tolerance, and to help maintain high morale within the organization. Programs are aimed at both students and employees. The Diversity Coordinating Council at TU is charged with facilitating the establishment and maintenance of an inclusive campus environment. Consisting of high-level administrators, the Council serves as a visible expression of the priority given to issues of diversity on Towson's campus.

- *Cultural Diversity through Academic Programs*

The scope of institutional efforts to advance cultural diversity through academic programs is very broad. These programs are designed around the study and scholarship of cultural diversity issues covering a broad spectrum of topics, including race, ethnicity gender issues, disability issues, LGBT issues, languages, religions, and cultures. The variation across USM institutions is a manifestation of institutional distinctiveness. The range of these efforts runs from the individual course level, through majors and departments to focused degree programs. Some are interdisciplinary.

CSU's School of Nursing Dominican Republic Initiative permits male and female nursing students from CSU to observe health care experiences of international populations in the Dominican Republic. In a focus on student achievement of General Education outcomes, Salisbury is completing an assessment of General Education that includes the development of student learning outcomes, alignment with the General Education Curriculum, and the development of a culture of assessment through training. TU offers ten programs/majors related to cultured diversity in such areas as African & African American Studies, Asian Studies, and Women's Studies. FSU has moved to include Women's and African American Studies in its programs of cultural diversity.

UB has expanded off-site learning programs, including law school learning opportunities in Aberdeen, Scotland and woven international trips into the business curriculum.

- *Cultural Diversity through Special Programs, Initiatives, Experiences, and Opportunities*

A critical element to advancing programs of cultural diversity for USM institutions is the development and maintenance of a network of offices, organizations, and programs for faculty students, and staff. While there is considerable variation across the USM due to institutional size there is consistency of effort—advancing and enhancing diversity and inclusiveness. These initiatives are complementary the councils and academic programs mentioned above.

Students Achieve Goals Through Education (SAGE) is one program in Towson’s cultural diversity and student retention plan. Program resources are used to foster academic achievement, personal development, and campus-wide involvement among entering students from diverse backgrounds. It is a retention program that uses peer mentoring. FSU is exploring the establishment of a support center to assist first generation domestic students for whom English is a second language. FSU also enhances the international climate on campus through increased international student enrollments, programming, and overseas opportunities for students and faculty. At UB, a recent assessment of the Cultural Outings Program held during the fall and spring semesters revealed that students could effectively articulate what they learned about different cultures and viewpoints.

**Process for responding to reporting campus-based hate crimes and bias-motivated incidents**

All institutions have a formal process for reporting campus-based hate crimes and bias-motivated incidents under the federal requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. However, institution-wide response to such incidents involves offices outside of the criminal justice function to systematically address and calm potentially disharmonizing reactions in the overall campus environment.

**Table 1** summarizes the campus-based hate crimes and bias-motivated incidents reported by institution.

<b>Table 1</b>												
<b>2009 SUMMARY of Campus-based hate crimes and bias-motivated incidents</b>												
	BSU	CSU	FSU	SU	TU	UB	UMB	UMBC	UMCES	UMCP	UMES	UMUC
Students	0	DNR	0	0	16	0	0	1	0	0	0	2
Faculty	0	DNR	0	0	1	0	0	1	0	0	0	2
Staff	0	DNR	0	0	2	0	0	1	0	0	0	3
<b>TOTAL</b>	<b>0</b>	<b>DNR</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>
DNR = Did Not Report												

**Summary of any resources, including State grants, needed to effectively recruit and retain a culturally diverse student body, faculty, and staff.**

Although institutions have been resourceful in reallocating, finding, and securing additional resources to support their programs of cultural diversity particularly to create a culturally diverse student body, faculty, and staff, there are severe budgetary challenges to their efforts. The adequacy and sustainability of resources severely inhibits the aggressive pursuit of institutional goals in these areas. The following examples illustrate the range of these challenges and the limits imposed on institutions. The attached institutional reports provide the details of their particular resource needs.

BSU has received some grants to assist in recruiting and retaining culturally diverse students, faculty, and staff. These include the Maryland Hospital Association’s *Who Will Care* grant for the Department of Nursing: Nursing

Education Performance Enhancement Program (2009-2014) and a Maryland Higher education Commission grant (2009-2013) accelerated BSN for 2<sup>nd</sup> degree and transfer students. UB will be using funds from a Law Schools Admission Council (LSAC) grant over the next three years to advance its law preparation program for minority students. However, FSU estimated in 2009 that its program of cultural diversity required an additional \$214,000. These funds could not be budgeted in FY 2010 and are unlikely to be budgeted in FY 2011. UMES indicates that to fully implement and realize the goals of their “Diversity Initiative”, it will need additional recurring resources in the amount of \$567,000 for personnel, equipment, and professional development. UMCP like other institutions is using grant funds for some initiatives such as a second year of a \$2.4 million grant designating it as an Asian American and Native Pacific Islander serving institution. However, UMCP needs additional resources to:

1. Support the recruitment of diverse faculty and provide special faculty development and retention programs (\$3 million).
2. Develop special initiatives to close the student achievement gap (\$940 K); and
3. Enhance its student recruitment activities at the undergraduate and graduate levels, especially in the form of need-based scholarships and fellowships (\$5 M).

**Enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education.**

Enhancing cultural diversity programs and sensitivity through instruction and training is ongoing and carried out in myriad ways across USM institutions.

UB is conducting surveys of faculty and staff to gather information relevant to the needs of a diverse workplace. In 2008 and 2009 the office of Diversity Initiatives at UMUC sponsored 57 individual programs serving 1,850 participants. In calendar year 2009, 475 individuals completed online training on Prevention of Sexual Harassment, including 238 students, 75 faculty, 138 nonsupervisory staff, 21 supervisory staff, and 3 individuals of unknown affiliation. At UMCES, diversity initiatives are currently the responsibility of Center administration. The newly created Equity Council involves representatives from each of the laboratories and Sea Grant. The Equity Council will create a forum for scholarly dialogue on diversity and develop benchmarks and metrics for measuring the institutions success in diversity. FSU holds an Annual Diversity Retreat that focuses on provide direct support to the members and advisors of student organizations in an effort to empower them to become more visible and effective on campus. The Diversity Office at TU has begun discussion with the Faculty Senate’s Faculty Development Committee and the Office of Instructional Design and Delivery to support faculty, staff development opportunities, and explore issues of pedagogy, classroom dynamics, and student/faculty relations in an increasingly diverse institutional setting.

**Conclusions**

In this first progress report on institutional programs of cultural diversity, particularly noteworthy is the articulation of the critical connection that all institutions have made between plans for programs of cultural diversity and closing the achievement gap. While still in the early stages of both plans, the connection reveals a heightened sensitivity and commitment to the effective deployment of severely constrained resources. Moreover, this connection recognizes the interdependency. The goals of neither can be achieved without the other.