



# University of Maryland University College

*Office of Diversity Initiatives*

February 23, 2012

Dr. John Wolfe  
Assoc. Vice Chancellor for Academic Affairs  
Diversity and Academic Leadership Development  
Academic Affairs  
University Systems of Maryland  
3300 Metzert Road  
Adelphi, MD 20783-1690

Dear Dr. Wolfe:

Attached please find University of Maryland University College's (UMUC) FY2011-2012 Annual Progress Report on Programs of Cultural Diversity.

Please feel free to contact me should you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read "Blair H. Hayes".

Blair H. Hayes,  
Director  
Diversity Initiatives

Enclosure

UNIVERSITY of MARYLAND UNIVERSITY COLLEGE  
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**University of Maryland University College**

**2011-2012 Annual Progress Report**

**On**

**Programs of Cultural Diversity**

**February 23, 2012**

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**FY2011-FY2012 Annual Progress Report**  
**On**  
**Programs of Cultural Diversity**

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As outlined in Senate Bill 438 and House Bill 905, passed by the Maryland General Assembly, University of Maryland University College (UMUC) has prepared the FY 2011-2012 UMUC Annual Progress Report on Programs of Cultural Diversity. UMUC promotes a climate for diversity and inclusion to ensure that students, faculty, and staff value the variety of perspectives, experiences, and backgrounds that are comprised within UMUC. Contained within this report is the progress that UMUC has made since the submission of the formal plan to the University System of Maryland (USM) in 2009.

**I. Status of Implementation Efforts and Demographic Data on Student, Faculty, and Staff Participation by Activity Delineated in Institutional Plans**

The Institutional Diversity Plan for UMUC was developed to maintain high standards in its recruiting, cultivation, and development of staff and faculty while promoting diversity. The UMUC Core Values have been implemented and communicated throughout the University to promote cultural diversity, creativity, and respect of all individuals. The UMUC Core Values are: 1) Students First, 2) Accountability, 3) Diversity, 4) Integrity, 5) Excellence, 6) Innovation, and 7) Respect. These core values along with the programs developed through the Office of Diversity Initiatives provide the platform for diversity and inclusion to continue to spread throughout the University.

The “Plan for Programs of Cultural Diversity” included the following key areas of implementation:

- Monitoring and Reporting
- Students
- Academic Programs
- Faculty
- Staff
- Recruitment of Staff and Faculty

**A. Monitoring and Reporting**

The Offices of Human Resources, Institutional Effectiveness, and Diversity Initiatives combine to monitor the demographic trends throughout the University. The University monitors student enrollments, staff demographics, and faculty demographics to identify potential demographic trends that have emerged. Additionally, to ensure that the University continues to be inclusive of the community, the University tracks all Marketing and Communications messaging to broaden the message and maintain cultural sensitivity.

Regular reports are provided to the leadership of the University to communicate the current trends emerging regarding UMUC demographics. These reports include:

- The Faculty, Staff, and Student Data Report
- The Term Enrollment Report
- The Sexual Harassment Training Module Completion Report
- The Monthly Global Headcount Report

Over the past year, the Office of Diversity Initiatives has continued to deliver several Diversity Awareness Training Programs throughout the University. The Office of Diversity Initiatives, along with the Office of Human Resources, tracks the participation and completion of all staff and faculty that have completed Diversity Training Programs to ensure that staff and faculty are continuously being educated on diversity and inclusion.

The Offices of Legal Affairs, Human Resources, and Diversity Initiatives combine to track EEO inquiries and complaints that are filed with the Office of Diversity Initiatives. All individuals that inquire about potential instances of discrimination or sexual harassment are contacted and investigations occur. Tracking forms are utilized to track formal EEO investigations to ensure that complainants and respondents are notified of the findings.

To further ensure that leadership throughout the University is aware and responsive to potential conflicts that arise, a mediation process has been developed to provide University staff, faculty, and students with a process for engaging in facilitated mediation. Developing the UMUC Mediation process included training select members of the UMUC community as mediators, developing a UMUC Mediation website, building dedicated and isolated space in UMUC facilities for mediation to occur, and developing the UMUC Mediation Team. Mediation is part of the internal grievance process and allows for an intermediary step to resolve conflicts before issues rise to the formal complaint level.

An Affirmative Action plan is developed annually to track our progress related to the hiring of minorities, women, veterans, and individuals with disabilities. Working with an external third party vendor provides UMUC with an unbiased examination of hiring trends. This thorough analysis of the workforce reveals that UMUC is in full compliance with discrimination guidelines and that there is no evidence of discrimination in any form.

## **B. Students**

UMUC continues to be the most diverse student body of any USM institution. The diversity of the student body has remained stable over the past year, with minor changes within some of the under-represented groups that we are tracking. As shown in Table 1 below, the total number of students enrolled at UMUC locations in Maryland increased slightly by 324 from Fall 2010 to Fall 2011. The ratio of historically under-represented demographic groups remained constant over the past year. White students constituted 39% of the student body in the Fall of 2011, with under-represented minorities at 48% and individuals with two or more races at 2%, compared to 39% white and 47% under-represented minorities and individuals with two or more races at 1% in Fall 2010.

UMUC's student population was 46% male and 54% female in Fall 2011, which is consistent with the gender proportions in Fall 2010. The African-American subpopulation is 62% female and 38% male, while the White student subpopulation is 47% female and 53% male.

	<b>Baseline: 2008-2009</b>				<b>2009-2010</b>				<b>2010-2011</b>				<b>2011-2012</b>			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
<b>African American/ Black</b>	10875	33	3699	7176	12397	34	4438	7959	13718	35	5115	8603	15169	36	5814	9355
<b>American Indian or Alaska Native</b>	198	1	81	117	206	1	75	131	196	1	87	109	188	0	81	107
<b>Asian</b>	1791	5	899	892	1857	5	932	925	1926	5	1043	883	2014	5	1083	931
<b>Hispanic/ Latino</b>	1739	5	827	912	2038	6	985	1053	2477	6	1171	1306	2941	7	1428	1513
<b>White</b>	13291	40	6689	6602	14125	39	7234	6891	15171	39	7759	7412	16565	39	8762	7803
<b>Native American or other Pacific Islander</b>									79	0	32	47	99	0	37	62
<b>Two or more races</b>									477	1	208	269	849	2	267	482
<b>Did not self identify</b>	5414	16	2257	3157	5811	16	2346	3465	4790	12	1954	2836	4252	10	1770	2482
<b>Total</b>	<b>33308</b>		<b>14452</b>	<b>18856</b>	<b>36434</b>		<b>16010</b>	<b>20424</b>	<b>38834</b>		<b>17369</b>	<b>21465</b>	<b>42077</b>		<b>19342</b>	<b>22735</b>

\*\*Note: The table above does not include data related to Non-Resident Aliens (2011-2012: Male – 255 and Female – 381).

### C. Academic Programs

As an institution of higher learning, UMUC is committed to educating students and this includes educating students about various aspects of diversity. Three courses have been designed and developed within the Behavioral and Social Science curriculum to enhance diversity knowledge. These courses include:

- BEHS 220 - Diversity Awareness
- BEHS 320 - Disability Studies
- BEHS 453 - Domestic Violence

These courses are part of the Undergraduate School curriculum and the Diversity Certification program (described below).

**Table 2. Diversity Courses Participation**

<b>Courses</b>	<b># of Participants</b>
Diversity Awareness	708
Disability Studies	543
Domestic Violence	1518

Certificate in Diversity Awareness – An 18-credit (6 courses) interdisciplinary certificate focused on applying social science concepts to foster an awareness and sensitivity to the diverse groups that an individual is likely to encounter in today’s workplace. It is intended for those currently working in human resource, personnel, and management sectors to update and expand their knowledge, understanding, and awareness of contemporary diversity issues. Students may complete this certificate while pursuing bachelor’s degrees in majors such as business administration, communication studies, criminal justice, and human resource management.

Additional courses are provided for individuals from under-represented populations to provide them with study and writing skills necessary for academic success. These courses include:

1. EDCP 100 – Principles & Strategies of Successful Learning. This course is an optional 3-credit course that serves as an introduction to knowledge and strategies designed to promote success in the university environment. The focus is on developing the study, interpersonal, and self-management skills and attitudes needed to achieve academic objectives. The topics included in the course are the university’s mission, resources, and requirements.
2. Intensive Writing Courses – Courses are offered for speakers of native languages other than English. These include Introduction to Writing; Business Writing; Advanced Expository & Research Writing; and Technical Writing.

#### D. Faculty

Table 3 depicts the ethnicity and gender demographics for UMUC faculty as of fall 2011. The largest group (69% in fall 2011) of faculty are those classified as “White”. Many faculty members decline to identify their race or report as “other”. UMUC faculty were recently surveyed and the number of faculty that “did not self-identify” decreased from 1043 in the Fall 2010 to 108 in Fall 2011. The second largest group of faculty is African-American/Black faculty members at 14% as of fall 2011, compared to 7% in fall 2010. This is viewed as a substantial increase (7%) and illustrates the manner in which our faculty continues to become more diverse. Asian, Hispanic/Latino, and American-Indian faculty represent smaller segments of the total faculty at a combined 9% of the total faculty representation.

Males comprise 56% of the faculty and females 42% as of Fall 2011.

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	137	8	80	57	157	8	85	72	155	7	84	71	340	14	172	168
American Indian or Alaska Native	14	1	10	4	12	1	8	4	13	1	10	3	19	1	13	6
Asian	68	4	55	13	66	3	56	10	67	3	57	10	154	6	116	38

Hispanic/Latino	21	1	12	9	25	1	15	10	26	1	15	11	60	2	36	24
White	788	45	476	312	820	43	493	327	823	39	475	348	1654	69	945	709
Native American or other Pacific Islander													1	0	1	0
Two or more races													3	0	2	1
Did not self identify	705	41	398	307	814	43	446	368	1043	49	578	465	108	4	53	55
Total	1733		1031	702	1894		1103	799	2127		1219	908	2402		1338	1001

\*\*Note: The table above does not include data related to Non-Resident Aliens (2011-2012: Male – 45 and Female – 18).

## E. Staff

As shown in Table 4 below, the total number of staff employed at UMUC locations in Maryland increased by 4% in 2011 compared to 2010, to 1023 from 985. The proportions of African-American/Black staff increased to 32% in Fall 2011 from 27% in Fall 2010. The remaining under-represented populations remained virtually unchanged over the past year for both female and male staff. The proportion of White staff increased to 44% in Fall 2011 from 40% in Fall 2010. Overall, the proportion of female staff remains virtually unchanged over the past year.

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	239	26	58	181	250	27	62	188	266	27	62	204	332	32	78	254
American Indian or Alaska Native	2	0	2	0	3	0	2	1	3	0	2	1	1	0	0	1
Asian	64	7	22	42	50	5	17	33	60	6	15	45	65	6	23	42
Hispanic/Latino	22	2	9	13	24	3	7	17	28	3	8	20	31	3	8	23
White	349	39	122	227	372	40	130	242	398	40	142	256	454	44	173	281
Native American or other Pacific Islander									1	0	0	1	2	0	0	2
Two or more races									2	0	0	2	22	2	3	19
Did not self identify	229	25	82	147	232	25	84	148	227	23	83	144	116	11	32	84
Total	905		295	610	931		302	629	985		312	673	1023		318	705

\*\*Note: The table above does not include data related to Non-Resident Aliens (Male – 21 and Female – 23).

## F. Recruitment of Staff and Faculty

The Office of Human Resources and the Office of Diversity Initiatives have partnered to examine UMUC recruiting and hiring practices. To ensure that all job searches are inclusive and that there is no implicit or explicit discrimination against any individuals, all members of search committees continue to be instructed as to what are legal and illegal interview questions. Sample questions are provided to interviewers that indicate what appropriate interview questions are pertaining to:

- Age
- Gender
- Citizenship
- Criminal Record
- Health and Physical Abilities
- Family/Marital/Parental Status
- Military
- National Origin
- Race or Skin Color
- Religion
- Residence

Additionally, as a core value, diversity is included in behavioral interview questions for leadership, management, and staff hiring. The Diversity Core Value states that UMUC recognizes that “each individual brings value to our university and our results.” Each interviewer is asked to prepare behavioral questions that gauge the interviewees experience and expertise in working in diverse environments. Further, all interviewers are required to ask the same standard interview questions for all candidates to ensure that all interviews are consistent and no bias is introduced to the interview process.

## **II. Progress on Meeting Goals as Stated in Plan**

As outlined in Section I, UMUC continues to make significant progress against the original UMUC Cultural Diversity Plan. As the University continues to grow both locally and internationally, the Cultural Diversity Plan is an integral part of the strategic objectives and mission of the University. Decisions made regarding educational program development, hiring, training, and EEO compliance are made with the Cultural Diversity Plan as a reference. The plan continues to be part of the strategic approach to diversity and will be amended as the President and the Office of Diversity Initiatives Director continue to chart the direction of the office.

## **III. A Description of the Way the Institution addressed Cultural Diversity Among Students, Faculty, and Staff**

To expand cultural diversity awareness among students, faculty, and staff, numerous programs and communications were developed for the University. The UMUC Diversity Poster series has continued throughout the University with the development and distribution of posters highlighting cultural and heritage month celebrations across the globe. In conjunction with the Marketing Team, diversity posters have been developed highlighting the following cultures, heritages, and diversity events:

- Martin Luther King Jr. Day of Service
- African-American Heritage Month



- Women's History Month
- Irish-American Heritage Month
- Asian-Pacific American Heritage Month
- Gay, Lesbian, Bisexual, Transgender Pride Month
- Caribbean-American Heritage Month
- Independence day
- National Day of Services and Remembrance 2011
- Constitution Day
- German-American Heritage Month
- National American Indian Heritage Month
- Universal Human Rights Month

Posters are displayed in each department and each of the public spaces throughout UMUC locations. To further communicate information regarding a particular Heritage or Cultural theme, announcements are included in weekly newsletters that are received by all staff and faculty. Additionally, to ensure that UMUC students are receiving the diversity messaging, we utilize UMUC's social media platform to engage all students in the virtual diversity discussion.

Throughout the year, tools and resources were provided to support awareness of diversity and federally recognized cultural holidays. UMUC provides a multicultural diversity calendar for all staff, faculty, and students to receive information regarding diversity events and information. Additionally, in September, UMUC recognized U.S. Constitution Day by distributing pocket-size constitutions.

An integral part of the cultural diversity efforts at UMUC are the outreach activities in which the students, alumni, faculty, and staff are engaged. Individuals throughout UMUC are provided with opportunities to participate in outreach activities that enable them to work across cultural differences in the community. In 2011, UMUC sponsored two dragon boat events for the UMUC Virtual Dragons. The dragon boat festivals are events that originate as a celebration of Asian culture and provide individuals from all backgrounds the opportunity to work together during dragon boat races. A total of 65 (UMUC staff, students, and alumni) competed in the 10<sup>th</sup> Annual Washington DC Dragon Boat Festival and the 10<sup>th</sup> Annual Philadelphia Dragon Boat Festival. The UMUC Virtual Dragons won a combined five medals in the festivals. UMUC also sponsored the UMUC Tigers Softball Team, comprised of 25 UMUC staff, alumni, and students in the Maryland-National Capital Parks and Planning Commission Department of Parks and Recreation for Prince Georges County Summer Slow Pitch Softball League.

Over the course of the past year, the Diversity Office has supported events to raise awareness about a variety of cultural diversity themes. These luncheon lecture and

discussion events are designed to allow staff, students, and faculty with an opportunity to learn more about the cultural theme for the month and to engage in a dialogue with other participants. The events for the past year included:

- January – “In Remembrance of Martin” documentary
- February – “The Glorious March to Liberty: African Americans in the Civil War” – Lecture by Hari Jones
- February – “African Americans, Civil War, and the Struggle for Freedom in the Chesapeake” – Lecture by Roger Davidson, PhD
- March – “From Feminist to Womanist” – Lecture by Lisa Beth Hill, PhD
- May – “The American Experience: The Nuremberg Trials” documentary
- October – “Understanding Disability Culture in America: Post ADA, IDEA, and ADA Amendments” – Lecture by David Hale
- November – “Indian Warriors: The Untold Story of the Civil War” documentary

#### **IV. Status of Institutional Enhancement of Programs of Cultural Diversity, if improvement was needed**

The Disability Services Department reported to the Diversity Initiatives Office throughout FY 2011 and into FY 2012. In the fall of 2011, UMUC instituted the new Office of Institutional Resolution and Accessibility (IRA). It has been determined that the Disability Services Office will report to the AVP of this office to ensure that all accessibility issues for students, faculty, and staff are consistently applied. Through the ongoing partnership with the Diversity Office and the IRA, disability accommodations, accessibility, and resources will be managed

#### **V. Status Report on Campus-based hate crimes and bias-motivated incidents that occurred on campus including demographic data**

Over the course of the past year, there have been no reported incidents of hate crimes that have occurred. The University continues to provide a forum for individuals to report any incidents that occur and works to build a climate wherein such incidents will not be tolerated. Further, the Behavioral Assessment Review Team (BART) is available for individuals that feel they are in danger or that are in distress to reach out to a 24-hour hotline. The BART Team is composed of leadership throughout the University including the President’s Office, Office of Human Resources, Office of Diversity Initiatives, Office of Student Affairs, General Counsel’s Office, Disability Services, and the Provost’s Office.

#### **VI. A Summary of Resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty and staff**

Diversity initiatives and cultural programs for the University are supported through a dedicated Office of Diversity Initiatives budget. The budget supports diversity programming, diversity marketing and communications, and diversity outreach. The

University researches grants to further programming; however at this time we are not relying on grants to fund these activities. The Annual UMUC Giving Campaign has allowed donors to earmark donations for the UMUC Virtual Dragons Dragon Boat Racing team to ensure that funds are in place to support the ongoing outreach programs that are in place for students, staff, faculty, and alumni.

## **VII. Status of enhancement of Cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.**

Over the past year, the Office of Diversity has continued to expand the diversity awareness program for staff and faculty throughout the University. The Diversity Awareness Program is comprised of several diversity training modules, including:

- Interpersonal Communication – Communicating across differences
- Managing a Diverse Workforce – Supervisory Training
- Working in a Multi-National Environment – Employee Training
- Cultural Sensitivity
- Understanding EEO policies
- Sexual Harassment Training Module

The Sexual Harassment Training Module is a mandatory training for all staff and faculty that are hired by the University. The module ensures that all members of the University are aware of what behaviors are appropriate and inappropriate when working with colleagues and students. UMUC students have also participated in the Sexual Harassment Training Module to receive information related to workplace conduct. During new hire orientation, individuals are instructed to complete the mandatory training program and compliance with this requirement is tracked by the Office of Diversity Initiatives.

Participants in the Sexual Harassment Training included:

- Students – 126
- Non-Supervisors – 181
- Faculty – 88
- Supervisors - 40

The Human Resources Office continues to provide ongoing employee development through a proprietary online training program called UMUC LEAD (Learning, Education, Advancement, and Development), formerly known as Skillssoft. The LEAD catalog courses cover a wide array of topics which all UMUC employees may access online at any time, with more than 20 modules that address diversity issues. Additionally, the Office of Diversity Initiatives and the Office of Human Resources have partnered to present training on Equal Employment Policies and Procedures. The two courses; 1) A Supervisor's Guide to Understanding, Preventing, and Correcting Sexual Harassment, Discrimination, and Retaliation; and 2) A Guide to Understanding, Preventing and Correcting Unlawful

Harassment, Discrimination and Retaliation have been piloted in the UMUC Asia locations and are currently being rolled-out Stateside.

## **CONCLUSIONS**

The past year has seen the climate for diversity continue to be embraced and strengthened throughout the University. There has been increased involvement in University-wide events and more individuals across the University are engaging in the diversity discussions. As our students, staff, and faculty continue to become more diverse, UMUC is positioned to support these individuals and will benefit from the diversity of thought, perspectives, and experiences that are comprised within the UMUC landscape. Diversity will continue to be a central part of the UMUC mission going forward and we are excited about the opportunity to build on the successes we have seen thus far.

A few years ago, the leadership was changed in the Office of Diversity Initiatives. Dr. Blair Hayes has brought a professionalism, dynamic, and collaborative approach to the office. He is a respected, visible leader and member of the President's Cabinet. His respectful, intelligent approach to complex issues allows our staff and faculty to become educated as well as advised. Dr. Hayes is a valuable asset to UMUC and an investment in our future of cultural diversity.