



Report on Institutional Programs of Cultural Diversity MSAR # 8751

November 2022

Lawrence J. Hogan, Jr.
Governor

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Lt. Governor

MARYLAND HIGHER EDUCATION COMMISSION
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Report on Institutional Programs of Cultural Diversity

Executive Summary

Maryland Education Article §11-406 requires that all Maryland public postsecondary institutions create, implement, and report on a plan for cultural diversity. Maryland statute further requires that all public colleges and universities submit an annual progress report, approved by the governing board and submitted on its behalf, detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC). MHEC is responsible for ensuring that institutions remain compliant with the diversity goals of the Maryland State Plan for Higher Education (the State Plan).

Maryland Education Article §10-211 also requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to promote diversity within the institution.

For the 2022 iteration of this report, all public institutions were required to submit narrative reports:

- summarizing their Diversity, Equity and Inclusion (DEI)-explicit initiatives or efforts,
- describing their institutional offices and entities that are solely dedicated to DEI, and
- describing how the institutions use data and the perspectives of students to inform their work.

Additionally, institutions were invited to provide their current equity or diversity statement. Lastly, public institutions were required to submit a copy of the diversity *plans* under which they operated during the reporting period.

In accordance with the goals of the State Plan, Maryland's colleges and universities have utilized a broad definition of diversity. This report details a number of initiatives and programs that institutions have created and operate in accordance with their diversity plans. It is clear from the detailed institutional narratives included in this report that campuses throughout the State continue to strive towards creating more diversity on their campuses and promoting diversity within their broader communities.

Introduction and Report

In accordance with the important role that cultural diversity plays in education, Maryland Education Article §11-406 requires that all Maryland postsecondary colleges and universities create, implement, and report on a plan for cultural diversity.¹ Maryland Education Article §10-211 also requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to promote diversity within the institution.

For the 2022 report, institutions were asked to provide a brief narrative report describing:

- 1) the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration;
- 2) the governing, administrative, coordinating bodies, and institutional offices if any, that exist on campus that are solely dedicated to DEI;
- 3) the institution's DEI data or metrics including how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion and equity gaps; and
- 4) how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts. In addition, institutions were invited to share a copy of the institution's current equity statement and/or diversity statement.

All institutions were also asked to submit copies of the diversity plans under which their campus was operating during the 2021-2022 reporting year.

The Institutional narratives and diversity plans that are contained in the pages that follow reflect the diverse missions, goals and objectives of Maryland's degree granting institutions. These reports also reflect their commitment to the statewide diversity goals as set forth in the State Plan. And as the State Plan states "...equity in higher education must be a central focus that goes beyond a simple diversity metric or diversity statement" emphasizing that ensuring all students have equitable opportunities to meet their educational goals and that institutions use data to measure and evaluate results in an effort to learn and improve.

Diversity Plans

As noted above, all of Maryland's 28² public institutions are currently compliant with the statutory mandate of maintaining a diversity plan as detailed in Education Article §11-406.³ According to statute, these plans must include the following:

¹ The law states "on or before September 1 of each year the governing body of an institution shall submit a progress report regarding the institution's implementation of its [Cultural Diversity] plan to the Commission"; 13 institutions were non-compliant with the law and include all 12 University System of Maryland (USM) Institutions, the College of Southern Maryland (CSM) and Baltimore City Community College (BCCC). The USM institutions and BCCC submitted after the statutory deadline but are included in this report. CSM has not submitted material for 2022.

² It is possible that the College of Southern Maryland is compliant with the law but since the institution did not participate in this year's reporting cycle, MHEC cannot report with certainty.

³ As noted above, Article §10-211 does not require state-aided independent institutions to follow this same process.

- i. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
- ii. A description of how the institution plans to enhance cultural diversity, if improvement is needed;
- iii. A process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act; and
- iv. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

Education Article §11-406 further requires that institutions have their plans reviewed and approved by their governing boards July 1 each year. The majority of campuses continue to operate under multi-year plans and provide annual updates to their governing board.

Conclusion

The State of Maryland and the Maryland State Plan for Higher Education place a high value on ensuring that all of Maryland's institutions are inclusive and welcoming spaces. Achieving this requires the cultivation of a diverse faculty and staff. Institutions have implemented a number of strategies designed to improve access and success for all students, faculty, and staff, and have provided additional support to those who have been traditionally underrepresented in higher education.

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY - ANNUAL REPORT

Academic Year 2021-2022

(Modified Requirements)

Board of Trustees:
Kim Leonard, Chair
Jane Belt, Vice Chair
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President,
Dr. Cynthia Bambara

Section One (a): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 1: Students**

Women's Studies Course

A sub-group in the DEI Committee is working on creating a women's studies course to add to ACM's course offerings. Currently, the committee is bringing together various program chairs and the Dean of Arts and Sciences to research, discuss, and propose this course to the Curriculum Committee in the fall. We are analyzing syllabi from other colleges, especially those that ACM students typically transfer to, in order to create a course that will be easily transferable and relevant to students.

NAACP Club

With assistance from the Local NAACP 7007, interested students and a new advisor restarted the NAACP Club. The Peace Club generously donated funds to cover student membership fees. The NAACP club hopes to have an on-campus charter when membership reaches 25.

Retention Specialist

The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and special populations) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Section One (b): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 2: Faculty**

DEI Initiative Award

In spring of 2022, the DEI Committee developed and presented an award to recognize an ACM employee for taking initiative in a DEI-related way. The Diversity, Equity, and Inclusion Initiative award is given on behalf of the DEI Committee to an ACM staff or faculty member who has demonstrated innovation in the areas of diversity, equity, inclusion, and/or justice.

This year's DEI Initiative Award recipient is Dr. Mark Shore for the work he's done to integrate social justice issues into his MATH 109: Probability and Statistics course. In this course, Mark uses real-world social justice issues that encourage his students to think critically. Some of the topics included in this course include police killings, incarceration rates, and gender bias for jobs. Students in the course use data analytics on raw data on the following topics: exonerations using filtering and sorting in Excel, hate crimes using pivot tables, police killings with two proportion tests considering race, average salary comparison for men and women at various education levels, and COVID-19 hospitalization rates by race using confidence intervals for proportions.

General Education Assessment - Professional Development Day

During the Professional Development Day this year, the DEI committee sponsored, along with the General Education Assessment Committee, a session entitled “Fulfilling Our Promise: Promoting Personal and Cultural Awareness and Community Engagement in the Classroom.” During this session, faculty from various areas of the college discussed how they include and assess ACM’s PCR 1, PCR 2, and PCR 3 in their courses. Below are the learning outcomes discussed in this presentation.

Personal and Civic Responsibility: *Explore and develop understanding of oneself and others, the community, other cultures, and issues of local, national, and global significance.*

Learning Outcomes

- PCR-1 (Personal Awareness): Describe their own civic and cultural background, including its origins and development, assumptions, and predispositions.
- PCR-2 (Cultural Awareness): Describe how cultural perspectives affect interpretations of an issue/topic in politics, society, the arts, and/ or global relations.
- PCR-3 (Civic Awareness and Community Involvement): Participate in a community project and then complete either a spoken or written reflection that identifies the civic issues encountered and personal insights gained from this community experience.

Mandated Diversity Training

This year, ACM mandated a Diversity training to all ACM employees. See below for details.

ADA/504 Training – Nursing Faculty

In partnership with the Director of Academic Access and Disability Resources, the ADA/504 Coordinator provided a targeted training for Nursing Faculty. The agenda covered introduction to ADA/504 and its relevance to the classroom, defining “disability” and understanding what we often see at ACM, institutional policies and procedures, and academic/learning accommodations – which was the training’s emphasis.

Learning outcomes for this educational opportunity were:

1. Attendees will be able to correctly make referrals if a student discloses a disability
2. Attendees will be able to correctly describe their responsibilities when a student with disabilities has learning accommodation(s)

Section One (c): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 3: Non-faculty staff**

Mandated Diversity Training

This year, ACM mandated a Diversity training to all ACM employees. The email to all employees came out on March 29, and employees were informed that they would need to take mandatory online trainings, which included the following compliance courses:

- FERPA: Confidentiality of Records - 16 minutes
- Title IX: Roles of Employees - 21 minutes
- Sexual Harassment: Staff-to-Staff (Maryland) - 120 minutes
- Diversity and Inclusion: Faculty and Staff - 11 minutes

ADA @ ACM

In partnership with the Director of Academic Access and Disability Resources, the ADA/504 Coordinator provided a general training for any employee during Professional Development Day. The agenda covered an introduction to ADA/504 and its importance at ACM, defining “disability” and understanding what we often see at ACM, institutional policies and procedures, facilities & technology, accommodations, and animals on campus.

Learning outcomes for this educational opportunity were:

1. Attendees will be able to correctly identify the ACM person or unit with questions or concerns related to a disability or accommodation.
2. Attendees will be able to correctly identify which questions they may lawfully ask if they see a service dog on campus.

Section One (d): Diversity, Equity, and Inclusion (DEI)- Explicit Initiatives

- Summary of efforts for four populations
- **Population 4: Administration**

Moon Shot for Equity

Leadership and the DEI Committee have partnered with EAB in an attempt to conduct a self- study and audit to gather data that will direct actions regarding DEI initiatives. We are in the first stages of this process and the project is expected to take 3-5 years to complete.

(The College began gathering information about *Moon Shot* for a regional approach with other college partners. *Moon Shot for Equity* is “a national initiative that aims to close equity gaps within regional cohorts of two- and four-year colleges and universities by 2030. All participating institutions will work together and with EAB to help more historically underserved students graduate from college. . . EAB provides participating schools with research, technology, and advisory services around change management and equity training. In addition, all schools receive guidance from well-known student success leaders . . . Moon Shot schools must also agree to implement fifteen research-based best practices proven to remove systemic barriers to success, and to collaborate with other schools in their area to establish common academic pathways that facilitate student transfers between two- and four-year institutions. Finally, participating institutions are expected to build stronger relationships with their communities by partnering with local high schools as well as local business and community leaders to help more underserved students gain access to college. Moon Shot schools can also leverage EAB’s College Greenlight, which provides underserved students with resources and information on how to identify best-fit universities, search for scholarships, and connect with counselors.”

The DEI Committee co-chairs have continued gathering information about the process during FY22.)

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- FERPA: Confidentiality of Records - 16 minutes
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- Sexual Harassment: Staff-to-Staff (Maryland) - 120 minutes
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ADA @ ACM

In partnership with the Director of Academic Access and Disability Resources, the ADA/504 Coordinator provided a general training for any employee during Professional Development Day. The agenda covered an introduction to ADA/504 and its importance at ACM, defining “disability” and understanding what we often see at ACM, institutional policies and procedures, facilities & technology, accommodations, and animals on campus.

Learning outcomes for this educational opportunity were:

1. Attendees will be able to correctly identify the ACM person or unit with questions or concerns related to a disability or accommodation.
2. Attendees will be able to correctly identify which questions they may lawfully ask if they see a service dog on campus.

Section Two: Governing, Administrative, Coordinating Bodies, and Institutional Offices

- Description of any on campus that are solely dedicated to DEI

While multiple employees and offices are involved in DEI work on a regular basis, Allegany College of Maryland has two entities solely dedicated to DEI: the **Unity Center** and the **Diversity, Equity, and Inclusion Committee**.

Unity Center

In 2020, the College upgraded, relocated, and re-themed the former Diversity Center which had been housed in the College Center for years to the Unity Center in the Humanities Building. The Unity Center's mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. The Center serves as an educational and engagement space for many College groups and clubs including Aspiring Young Mentors (Unity Center is that student group's headquarters), Pride Club, Advocates for Christ, as well as employee/student activities such as Pathways for Success (a TRIO program), Academic Access & Disability Resources, Financial Literacy presentation, Faculty-TLC, and more.

DEI Committee

Its charge is assigned by the President's Advisory Team and has been consistent since the Diversity Committee (now DEI Committee) was designated a Special Standing Committee in 2015.

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

Aspiring Young MENTors

This group is a College project whose mission is to "Foster student success through a collaborative network of med dedicated to leadership, mentorship, and a growth mindset. And whose vision is to "Lead young African-American men at Allegany College of Maryland in achieving their dream." While its mission/vision is not solely DEI, its existence is rooted in College data showing a worrisome achievement gap between students generally and black male students. Thus, following an internal grant application to create a peer student support group begun in 2018, AYM was launched in 2020. Successful black male students mentor other black male students. The group provides a support network, holds group meetings, hold individual sessions between mentor/mentee, and offers monthly programming. Students who aspire to mentor other students must have a minimum GPA, successfully completed 2 semesters at ACM, apply, be recommended by 2 faculty/staff, agree to the Peer Mentor Contract, and complete required trainings. Aspiring mentors must apply.

Section Three: DEI data or metrics

- Description including how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps

Aspiring Young MENTors collects and tracks their students' success including grade point average, graduation and transfer rates, and graduation from transfer institutions, and new members. The data is used to recruit new members, to educate college personnel, and to support the College's continued funding of the project.

Academic Access and Disability Resources provides many services to students with disabilities; the Director evaluates disability documentation and makes determinations for accommodation requests. Considerable data is collected and tracked by AADR including the number of students served, the types of disabilities reported, and the number/nature of accommodations provided. Additionally, like all units, AADR sets internal goals. Goal #2: "AADR will promote equitable access to educational opportunities and activities by building and strengthening partnerships with various other ACM academic and student services programs and with community partners." Eleven distinct and specific actions were taken during FY22; they included academic program outreach, community outreach, informational presentations, meeting with program accreditation auditors, and resolving space/staffing issues related to testing accommodations. These activities are designed to bring about positive change across the college.

Residence Life conducts an end-of-year survey and tracks both grade point average and retention (ie., year-to-year contract renewal) of Willowbrook Woods residents. (Willowbrook Woods is a minority-majority community.) This information is used to make appropriate operational adjustments including communication/outreach to residents, to promote resident use of academic resources, to inform programming, and to support staffing requests.

The **Revealing Institutional Strengths and Challenges (RISC) Survey** collects demographic data of the student respondents to permit analysis of responses in multiple ways. The questions and responses are shared with the units about whom students provide information. Detailed information about RISC and its application is provided in Section Four.

Sexual Assault Campus Climate Survey and Incident Report is administered in alternating, even years and is an important tool (as well as state mandate) for the College's Title IX compliance. The survey elicits information from students on numerous topics including their feelings about the institution (eg., valued, respected, treated fairly, connectedness), their feelings about safety on campus, their trust in the institution to appropriately address incidents of sexual misconduct, how other students would respond to reports of incidents, what the students would do themselves if they learned of an incident, and their experience (if any) with an incident of sexual misconduct on campus. The survey results show that more work needs to be done so students both know how to report concerns and what happens after a report is made. The Incident Report submitted to MHEC with the Campus Climate Survey details incidents of sexual misconduct involving students during the prior two years (one reporting cycle). Both the survey results and incident records kept by the Title IX Coordinator show that students who live off campus experience a higher rate of incidents than residential students; however, incidents involving on-campus residents are more likely to have the necessary jurisdictional nexus under the 2020 Department of Education regulations than commuter students or employees. Therefore, educating that population must remain a priority. As in prior years, the survey results inform the Title IX Coordinator's work for the next cycle. Importantly, the survey revealed no demographic differences noted on these areas the College will focus for improvement: reporting and procedures.

Section Four: Diverse perspectives and voices of all students

- Description of how they are captured and utilized in informing the campus's DEI efforts

The **Revealing Institutional Strengths and Challenges (RISC) Survey** is a new survey first administered to students by the College in Spring 2021. "Survey results pinpoint where students are experiencing obstacles and identify campus offices that excel in helping students succeed in college." . On 12/9/21, President Dr. Cynthia Bambara shared Board of Trustees meeting information with the entire college, including the following statement: "[S]tudents ranked all of the ACM student services offices such as Admissions & Registration, Advising, Bookstore, Business Office, and Residence Life better than the industry.... The summary highlights indicate that 95% of the students participating in the survey would recommend ACM." The race-based difference in that particular statistic is 96.3% white students and 92.9% non-white students. Other race-based differences (of approximately 5% higher for white students each) noted for attention by the College are "I feel I belong at ACM"; "Inclusion and diversity are important to ACM"; and "I receive the same opportunity to succeed academically as my peers". Those metrics show room for improvement regarding equity and inclusion. The survey results were provided to each of the units discussed within the instrument itself; personnel could then use the results to inform goals, initiatives, learning outcomes, assessment, and committee work

The **Diversity Committee Survey** administered in Spring 2021 yielded 103 respondents of whom 86 self-identified as white and 17 self-identified as Black or African American, American Indian or Alaskan Native, Hispanic/Latino/Spanish origin, 2 or more races, or prefer not to say. The survey asked if the students felt "listened to" by instructors, staff, and students; if the students felt "valued" by instructors, staff, students, and administrators; if the students felt "treated fairly and equitably at ACM in general"; and if the students "feel I belong at ACM". While this survey also does not have as high validity as the RISC survey, it presents us with some important insights not found in the other two surveys. Race-based differences in this survey were noticeably higher than the RISC survey (ie., valued in the classroom 7% and feeling of belonging 15%). The DEI survey also showed a shocking 50% race-based difference in feeling valued by the *local* community.

Residence Life has conducted an end-of-year survey in prior years; the survey asks about various experiences and support/services in Willowbrook Woods, a minority-majority community. This information is used to make appropriate operational adjustments including orientation content and communication/outreach to residents, to promote use of academic resources, to inform programming, and to support staffing requests. The survey was not conducted in FY22 due to staffing challenges.

The **Sexual Assault Campus Climate Survey** collects student perspectives on numerous issues which matter to all students although Title IX is civil rights law specific to gender; it has a low response rate so is not deemed as valid as RISC. Our data shows continued improvement in categories generally seen as trust in the institution for providing a safe campus, responding to reports, and responding to retaliation. However, we can see some similar demographic trends. There are racially comparable rates of feeling valued and faculty concern for welfare; however, there are stark race-based differences pertaining to feelings of belonging and community. Such as "I feel close to people on this campus" where only 20.0% of non-white students rated as agree or strongly agree compared to 47.8% of white students. Similarly, for the statement "I feel like I am a part of this college" only 50% of non-white students showed agreement compared to 69.6% of white students. Our incident data shows significant reduction in reported offenses, and those continue to be dominated by off-campus incidents and/or alleged perpetrators over whom the College has no jurisdiction; however, as already noted, incidents involving on-campus residents are more likely to meet jurisdictional authority over the parties (and to have a disproportionate impact on their educational experience), so education of that population remains critically important for student safety in Willowbrook Woods, which is a minority-majority community. The Title IX Coordinator will use this data to improve communication and education.

Maryland Higher Education Commission (MHEC) Cultural Diversity Report 2022

Mission

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

Vision

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

Values

- Community and Relationships
- Opportunity
- Positivity
- Innovation and Creativity
- Equity and Inclusion

Philosophy

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

Board of Trustees-Approved Policy on Antiracism, Diversity, Equity, and Inclusion

Anne Arundel Community College embraces and promotes antiracism, diversity, equity, and inclusion and fosters, cultivates, and sustains antiracism, diversity, equity and inclusion in its activities, admissions, community involvement, curriculum, employment, policies, and programs. This policy applies to all students, faculty, and staff, including temporary employees, contractual employees, and student employees.

Section 1: A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives of effort for the following four populations: (a) students, (b) faculty, (c) non-faculty staff, and (d) administration

Student Initiatives

AACC serves 26,007 students who enroll in both credit and noncredit classes. The student body is increasingly diverse, with 41.7% of credit students identifying as members of racially minoritized groups.

The College has long worked to identify the best ways to accelerate the diverse student population through program sequences, including offering proficiency credit, prior learning assessment, and supporting special populations such as military/veterans, minority, and first-generation students. Numerous co-curricular activities were offered to students throughout the year. Every program offered below was open to students, and many of their faculty offered extra credit for student attendance.

Here is a partial listing of program offerings for 2021-2022: Black Male Initiative and Black Male Summit; The 41st Annual Dr. Martin Luther King, Jr. Community Breakfast; Coming Out Week; Participation in the 2022 Annapolis Pride Parade; American Sign Language; one credit Student Success open to new and returning college students; Student Achievement and Success Program; AACC Military and Veterans Resource Center; Irish American Heritage Month; Hispanic American Heritage Month, including Flavor Profile, a virtual cooking demonstration; Immigration Awareness Month; international festival event featuring vendors, dancers, and cultural education; Black History Month; Veterans Appreciation Month; Social Justice Week; Social Justice Collaborative; Women's History Month; Student Ambassadors DEI Training Series; presentation for the Student Leadership Conference "What Do You See?"; "You Are Here" event hosted by the Office of Student Engagement featuring a discussion about a book by an author from a marginalized identity, a cultural ethnography activity, and a panel discussion about students' cultural identities; coordination of AACC student internships with the college Help Desk with preference for these internships is given to students from marginalized backgrounds; and on-site and virtual library exhibits to complement cultural heritage and social justice events.

Language Line Pilot

During the 2021-2022 academic year, AACC's English Language Learning program leadership raised concerns about students', parents', and visitors' access to telephonic language translation services and coordinated with other departments, including Human Resources, the Call Center, the Help Desk, and the Inclusion, Diversity, Equity, Access, & Leadership (IDEAL) Office to begin piloting Language Line, an on-demand and onsite language interpretation and document translation services.

Crosby Scholars

This academic year, AACC partnered with Crosby Marketing to develop a \$100,000 scholarship fund to expand opportunities for underrepresented students to pursue degrees and future careers in the advertising and public relations field. Each year, the Crosby Marketing Scholars Program will offer four students a two-year scholarship providing financial support to pursue studies in marketing, public relations, graphic design, multimedia/video production and web design. Students will also receive ongoing guidance from AACC professors and be paired with a Crosby staff member who will provide mentoring and career advice. At the end of a student's two-year participation in the program, they will be offered a summer internship at Crosby Marketing to gain added experience.

Faculty Initiatives

The Faculty Organization (TFO) and Academic Forum Goals

The Faculty Organization (TFO) is the governance body for the faculty, and the Academic Forum, which is comprised of representation from all constituency groups, has the oversight of the academic program of the College. During this academic year, TFO, Academic Forum, and their respective committees adopted diversity, equity, and inclusion goals to help guide their activities.

Educational Policies and Curriculum (EPC) Committee

Prior to the pandemic, EPC modified its process for proposing changes to existing courses/programs and proposing new courses/programs. Proposal initiators are now required to reflect on how their proposed course or program addresses issues pertaining to diversity, equity, and inclusion in the form of a narrative in response to the following open-ended prompt: "Narrative (Please describe how Diversity, Equity, and Inclusion (DEI) have been addressed in this course/program)." To develop protocols for this new proposal process, EPC solicited help from the Curriculum Transformation Project (CTP), an organization on campus that works to encourage attention to diversity in curriculum and pedagogy. CTP solicited feedback from faculty across disciplines and identified the following goals: encourage proposal initiators to be thoughtful about DEI in the creation or modification of courses and programs; cultivate substantive discussions among faculty around DEI issues in higher education; record the intent and strategies around DEI for future instructors and administrators of the proposed courses and programs.

Model Course

In Fall 2021, the Model Course program began its sixth year at AACC with a faculty cohort focusing on redesigning course curriculum and pedagogy for equity and cultural responsiveness; developing DEI-specific professional development experiences for academic department colleagues; and challenging systemic barriers to success for students and colleagues. The initial goal of Model Course was to eradicate opportunity gaps and support all students in achieving their educational goals. The Model Course planning team incorporated growth and development experiences in FY22 to assist faculty participants in gaining a practical understanding of individual and systemic inequities and fostered conversation about how participants could engage in DEI-focused activities and activism after graduating from Model Course in June 2022. At the end of FY22, the Division of Learning identified 20 faculty members (through application and interview) who will comprise the new Model Course cohort which will begin in August 2022.

Other Professional Growth & Development Opportunities for Both Faculty and Staff

The AACC Library acquired access to multiple digital copies of the book *From Equity Talk to Equity Walk* by Drs. Tia McNair, Lindsey Malcom-Piqueux, and Estela Bensimon. This text was made available to all faculty in the Division of Learning, and academic departments were encouraged to use the book as a common read. The Office of Planning, Research, and Institutional Assessment (PRIA) read the book and held discussion sessions for faculty and staff to help center equity in their data management practices.

Three of the college's five academic units, School of Business & Law, School of Liberal Arts, and School of Health Sciences, and three individual academic departments convened DEI committees during FY22. The six committees offer guidance to school/department leadership regarding policy and curriculum and also offer professional development and growth opportunities for faculty within their units.

The Truxal Library staff offered several activities and services to support faculty professional development during the current academic year. Between January and May 2022, the library acquired 154 new books addressing DEI in disciplines such as film, photography, history, women's studies,

culinary arts, political science, art, LGBTQ+ studies, sociology, literature, disability studies, and culture. They also hosted a Wikipedia Edit-A-Thon during Women's History Month to encourage students to contribute content to Wikipedia about diverse artists. They also hosted a conversation with artist SHAN Wallace whose work focuses on archiving Black and LGBTQ+ communities.

Banned Books Conversation Series

The College introduced a monthly professional development series for both faculty and staff called *Banned Books Conversations*. This is a joint venture designed by library faculty and faculty from the college's English academic department. The series has focused attention on books and authors that have been banned in other states and school districts. The June 2022 conversation focused on the backlash against Critical Race Theory and its influence on calls to ban books written by Black authors.

Summer Institute

The College's IDEA Lab, part of the Division of Information and Instructional Technology, sponsored its annual Summer Institute in June 2022. Institute sessions addressed many facets of instructional technology and Universal Design for Learning to assist faculty in planning more equitable course experiences for students in the upcoming academic year. Two of the institute's sessions showcased the work of faculty awarded Designs for Learning and Equity Fellowship grants to foster culturally-responsive pedagogy and practice and to address opportunity gaps in liberal arts, science, and culinary classes, particularly for marginalized students.

Non-Faculty Staff

In addition to the professional development opportunities listed above that are available to both faculty and non-faculty staff, AACC continues to include diversity, equity, and inclusion growth experiences in its employee onboarding process. During the 2021-2022 academic year, Human Resources staff expressed an interest in revising and updating this training. That work will take place during the 2022-2023 academic year.

During the 2021-2022 academic year, many staff offices, especially in the Division of Learner Support Services (equivalent of student affairs) requested DEI professional growth experiences tailored to their duties from the Coordinator for Inclusive Excellence and the Interim Director of Diversity, Equity, and Inclusion in the college's IDEAL Office. These sessions included Diversity 101, A Thousand Little Cuts: Microaggressions, Building Capacity for Equity & Antiracism, Identity Signs, How to Create an EDI Committee, Understanding the Narratives That Shape Us, In.To.Me.See. In addition, a session about the role of the IDEAL Office has been presented as part of non-faculty orientation.

AACC's athletic director serves as a regional ambassador for EDI for the National Junior College Athletic Association. His role involves developing by-laws specific to EDI and promoting best practices, programming, and support at the regional and institutional levels.

Employee Resource Groups

As part of our work with the Racial Equity Leadership Academy, the Interim Chief Diversity, Equity and Inclusion Officer (CDEIO) and Executive Director of Human Resources have begun researching best practices for implementing Employee Resource Groups (ERGs) at the college. The groups, once implemented in FY23, will help increase coalition-building and support for marginalized employees and others on campus. Key leaders on campus have already expressed an interest in developing ERGs targeted to support Black and Hispanic employees and employees with disabilities.

Administration

In February 2021, AACC's Board of Trustees affirmed in policy the College's support of efforts to promote antiracism and achieve diversity, equity and inclusion for our students, faculty and staff. Further, the Board approved the goals of Engagement Matters II, including creating an antiracist equitable culture of engagement where each member of the college community is committed to providing high-quality student and employee experiences. During the 2021-2022 academic year, the Board of Trustees participated in diversity, equity, and inclusion training with Dr. Helen Benjamin and updated its goals to include diversity, equity, and inclusion.

Racial Equity Leadership Academy (RELA)

Anne Arundel Community College was selected as one of 10 community colleges in the nation to be part of the inaugural cohort of the Racial Equity Leadership Academy, a joint venture between the Achieving the Dream foundation (ATD) and the University of Southern California (USC) Race and Equity Center. The College's five-member RELA team included the college President, the Provost/Vice President of Learning, Vice President of Learner Support Services, the Associate Vice President of Learning and Academic Services, and the Interim Chief Diversity, Equity, and Inclusion Officer (CDEIO). USC Race and Equity Center and ATD charged each of their ten teams with developing and implementing a sustainable racial equity change effort. AACC's focused on improving racial climate to enhance the college's ability to attract and retain employees, and especially leaders, of color. The College's racial equity change effort included:

- Developing and implementing college-wide DEIA training and aligning training to focus at appropriate organizational levels to build institutional capacity in advancing equity;
- Approaching our work from an antiracist perspective to include sense-making around institutional data for continuous improvement;
- Assessing processes needed to launch Employee Resource Groups which will help increase coalition-building and support for racially minoritized and other marginalized employee groups on campus (including populations with intersecting identities);
- Eliminating existing racialized gaps in emeritus status attainment for AACC faculty by overhauling emeritus requirements.

The required DEIA professional growth and development plan component of the RELA effort begins July 1, 2022.

African American Leadership Institute (AALI)

During the 2021-2022 academic year, AACC sponsored its inaugural cohort of the African American Leadership Institute (AALI). The program, jointly developed by the Associate Vice President of Learning and Academic Services, the Special Assistant to the Provost/VP of Learning, and a former AACC Assistant Dean, was designed to provide leadership development training to current college employees and to diversify the pipeline of leaders at the college. The inaugural cohort of 13 faculty and staff met monthly for professional growth and development with community college leaders of color and with professional mentors who are vice presidents, provosts, and deans at other institutions. The cohort also proposed leadership development projects that aligned with the college's strategic plan goals and objectives, with the college's diversity, equity, and inclusion needs, and with the recommendations of our most recent campus climate survey (from 2018). The inaugural cohort will continue to research and implement their projects through FY23. A new cohort of AALI participants has been selected and will begin their work in the program in August 2022.

Section 2: A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI

Achieving the Dream Leader College of Distinction

In February 2022, Achieving the Dream (ATD) named AACC a *Leader College of Distinction* for demonstrating sustained and significant outcomes in the advancement of student success and narrowing equity gaps at the college. AACC improved outcomes for three metrics identified by ATD as key to increasing credential attainment and closing equity gaps: (1) Completion of College-Level Math and English in Year One; (2) Completion of a Certificate or Degree within Four Years of Initial Enrollment; and (3) Persistence from Year One to Year Two.

IDEAL Office

The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL) fosters a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency in order to sustain an inclusive learning and working environment. The IDEAL Office is staffed by the CDEIO and the College's Coordinator for Inclusive Excellence with administrative support from the President's Office. An interim CDEIO was hired during the 2021-2022 academic year after the position's 14-month vacancy.

Collegewide Diversity Committee

The collegewide Diversity Committee did not meet during the 2021-2022 academic year. College leadership suggested that the membership and charge be overhauled before the committee reassembles in August 2022. Several members of the college community have expressed interest in becoming part of the committee. It is expected that the committee will support the IDEAL Office in researching and planning cultural observances, assisting with the development of needed DEI-related policies, and facilitating DEI training on campus.

Section 3: A description of the institution's DEI data or metrics.

Data Democratization

During the 2021-2022 academic year, AACC's office of Planning, Research, and Institutional Assessment (PRIA) has supported data-informed leadership and decision-making by encouraging faculty, staff, and administrators to access free training to gain access to Tableau, our data visualization tool and to use Tableau to disaggregate data by race, gender, and Pell grant status. PRIA staff and analysts also fulfill unique institution-wide and division-, department-, or course-specific data disaggregation requests to inform fiscal and human resource allocation and policy change. This year, the Division of Learning has begun piloting section-level data analysis to examine racialized opportunity gaps in the Schools of Liberal Arts and Business and Law. The faculty and leadership of these schools employ data to drive conversations about pedagogical change. The provost expects to make section-level disaggregated data available to all faculty in the Division of Learning by Fall 2022.

DEI Data or Metrics

The College regularly tracks DEI data for race/ethnicity, age, gender, and Pell status in its dashboards, and the President and Vice Presidents review the data as their weekly meetings. The data are presented to the Board of Trustees each fall and spring.

Some of the data/trends includes: credit students by race/ethnicity by semesters (FTE and headcount); graduate profile (awards and certificates) by race/ethnicity; retention rates (fall-to-fall and fall-to-spring); comparison of Anne Arundel county to AACC race/ethnicity of credit students; enrollment by Maryland zip code, enrollment by all schools and programs by race/ethnicity; and transfer outcomes by race/ethnicity. Additionally, the College tracks credit accumulation and completion of Gateway math and English in the first year.

Course success data are disaggregated by race/ethnicity, gender and Pell status to make inequities visible. Equity gaps by course outcomes are regularly reviewed at the school, department, course and delivery (mode of instruction) level.

In additional to student data, AACC tracks its workforce data by division, race, gender and position. Additionally, in 2021, the Interim CDEIO conducted an analysis of AACC's emeritus faculty and administrator data. As a result of the analysis, the provost, Division of Learning leadership, and faculty leadership are examining the college's emeritus policies to determine how to eradicate emeritus equity gaps.

Section 4: A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus' DEI efforts.

Students at AACC have full access to the IDEAL Office and can address DEI-related issues with the Interim CDEIO. Below is a brief snapshot of other ways in which AACC students' voices and perspectives are used to inform the campus' DEI efforts.

Enrollment, Retention, & Completion Council (ERCC)

In Fall 2021, the president charged the Provost/Vice President of Learning and Vice President of Learner Support Services to develop the Enrollment, Retention, and Completion Council (ERCC), collaborative, cross-divisional work teams that would help manage essential enrollment management policies, procedures, practices, and protocols. One of the ERCC teams focuses on Black male student success (ERCC Team 3 – Black Male Success) and has used data gleaned from the Black Male Summit in 2022 to direct ERCC team goals and college processes. Another team (Team 6 – Student Engagement) has employed focus groups to learn more about students' experience to assist with planning and programming.

Middle States Commission for Higher Education (MSCHE)

Since 2018, AACC has been preparing for its upcoming Middle States accreditation visit in March 2023. The Middle States steering committee requested student involvement in preparing our extensive self-study.

Student Representatives on College Committees

AACC has student representation on several committees including the Board of Trustees, Educational Policies and Curriculum committee, and the Committee on Teaching and Learning. The Student Government Association (SGA) has a vice president for Diversity, and the SGA president reports monthly to the Board of Trustees.

In addition, the college participates in the Community College Survey of Student Engagement (CCSSE) and uses its data to determine policy, programming, and resource needs.

Baltimore City Community College 2022 Cultural Diversity Report

Summary

As stated in the 2020-2021 report, Baltimore City Community College organizes its Diversity, Equity, and Inclusion efforts around the College's Core Values. The five goals developed by the Diversity, Equity, and Inclusion committee to guide the Diversity Plan were approved by the Board of Trustees. The five goals are noted below.

Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are underrepresented in higher education.

Goal Two: To integrate the principles of diversity, equity, and inclusion into all aspects of college life.

Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

The information below provides more detail on the College's Diversity, Equity, and Inclusion efforts and activities for each of the required populations.

Students

The Office of Student Life and Engagement played a key role in the college's Diversity, Equity, and Inclusion efforts with students. The mission of the Office of Student Life & Engagement is to provide a comprehensive cultural, social, and recreational, health and wellness, and intellectual environment for the entire College community. Through participation in student clubs and organizations on campus, students can be a part of diverse, meaningful, and impactful experiences outside of the classroom. The LatinX, Uni2, LGTBQI, and the International Student Club were just a few examples of the opportunities available to students. Through their involvement in such clubs, students were able to develop leadership skills, build lasting relationships, find their passions, and grow within a framework of Diversity, Equity, and Inclusion. Throughout 2020-2021, student activity programming was developed with student input, participation, and collaboration. Below are just a few examples of related programs that were developed and implemented.

1. The Office of Student Life & Engagement recognized and celebrated "National Coming Out Day", "International Pronouns Day", Person with Disabilities Awareness programming, Keeping It Real Series which includes conversations with professors on racism, Black History Month programming, Pride month programming, Women's History Month programming, and more.

2. Student Life & Engagement collaborated with Student Support & Wellness Services and the National Alliance on Mental Illness (NAMI) Baltimore on 10 events to raise awareness on mental health. The events included “Morning Meditation”, “Get Involved!”, “Improve Your Mental Health”, and a “Community Happy Hour”. These events were designed to raise general awareness on an often underserved and misunderstood student population.
3. BCCC celebrated the Annual “I Stand with Immigrants Day of Action” by having a program with a student panel of immigrant students. The panelists discussed their experiences and how the college can support immigrants and international students.
4. The first session of the “Keeping it Real” lecture series was held virtually during the month of October 2021. The topic discussed - “Critical Race Theory: Simply One Approach to Understanding America’s Racist Past & Culture” helped to facilitate the discussion on a delicate subject that communities are often reticent to discuss. The event was sponsored by the History Club, Anthropology Club, the Department of Education, Social & Behavior Sciences, and the Office of Student Life & Engagement.
5. Workforce Development served 1,000 students within a contract from the Department of Social Services, Department of Human Services, Center for Urban Families, Baltimore Alliance for Careers in Healthcare and Goodwill Industries. These contracts serve disadvantage community residents and allow them access to training opportunities in healthcare, transportation, information technology and hospitality.
6. The English Language Services (ELS) department continues to serve a population that consists of over 95% ethnic minority students that have been traditionally under-represented in higher education. These students represent over 20 countries and speak more than 15 languages. The ELS department is helping students on their path to self-sufficiency by providing English as a Second Language (ESL) classes, as well as citizenship courses for Green Card holders.
7. The ELS and Adult Basic Education (ABE) departments, in conjunction with Workforce Development, ran two cohorts of Integrated English Literacy and Civics Education Training which is integrated English and Adult Basic Education instruction combined with Certified Nursing Assistant (CNA) training. The department also ran an integrated English instruction program with a community health worker group. The program was supported by the CASA organization of Maryland, who assisted with recruiting student participation. A total of twenty (20) students participated in the program.
8. The ELI program supported BCCC’s Mayor’s Scholars (MSP) Summer Bridge program by offering two ESL classes for thirty MSP scholars. These classes, and the accompanying support services provided, will allow these students to enroll full-time in credit courses for fall 2022.
9. Refugee Youth Project (RYP) continues to work with over 100 refugee and asylee youth in Baltimore City Public Schools. RYP continues to help bridge the gap between refugee and asylee students and their peers by providing high-quality after school instruction, including ESL, STEM, Art, and sports classes. Recently, RYP received a \$750,000 American Rescue Plan Act (ARPA) grant award from the Mayor's Office to continue the expansion of this important work.

10. In June 2022, the College hosted 15 high school students belonging to the “Adelante Latina” student group. The group supports Latina students as they become aware of available higher education opportunities within Baltimore. The students were given a tour of the campus and learned about available academic programs and support services at the college. 12 “Adelante Latina” participants completed admission applications and began the process for enrolling at BCCC for the fall semester.

Faculty

BCCC’s Academic Affairs Division promotes teaching for diversity and inclusion which acknowledges a range of differences in the classroom. One clear example of promoting diversity and inclusion in the classroom is the on-going orientation for dual enrollment faculty. During the dual enrollment orientation, faculty are introduced to strategies designed to recognize the impact of various learning styles on student’s success, especially students from diverse cultural and socioeconomic backgrounds.

Throughout 2021-2022, BCCC’s faculty were provided professional development training on building accessible courses. To that end, faculty received training on designing online courses with a particular focus on ensuring equitable access for all students. Examples of the trainings are listed below.

1. BCCC’s E-Learning department maintains a self-paced training course for faculty who plan to teach online courses at BCCC. The course is called Kaleidoscope Online Learning & Teaching (KOLT). KOLT covers assorted topics and best practices for teaching online but devotes an entire module to designing and offering accessibility for students with disabilities and other challenges related to accessibility. Since 2021, 51 faculty members have successfully completed the course. This course is open 24/7 to any faculty member and runs year-round.
2. The E-Learning department has also included accessible course design elements into the Canvas 1-2-3 training series and The Nine Events in Building Engaging Online Curriculum. In these training sessions, the E-Learning department presents the ideas and best practices for being sensitive to the culturally diverse population the College serves, utilizing technology to make accessible content, and designing with equity in mind.
3. Ten training opportunities were offered to faculty on this topic from January to April 2022. BCCC also partnered with outside organizations such as Quality Matters (QM) and the Association of College and University Educators (ACUE) on issues related to equity, inclusive and accessible design for courses.
4. In the winter and spring of 2022, BCCC used Perkins Grant funds to enroll fifteen faculty members in coursework with ACUE covering best practices in equitable, inclusive, and accessible course design/teaching. Those faculty then came back to their departments and act as mentors for faculty in their area. In all QM training, the idea of cultural diversity, equity, and accessibility is part of their course rubrics. This is especially true in the Applying the QM Rubric (APPQMR) training course which is the first step toward course reviews and becoming a peer reviewer. This training is ongoing.

The faculty attended additional trainings and professional development opportunities related to Diversity, Equity, and Inclusion. A few examples are listed below.

1. Attendance at the Annual Biotechnology Symposium and Science Technology Engineering and Math (STEM) Symposium designed to promote Business Science Technology Engineering, and Management (BSTEM) programs. The faculty invited Dual Enrollment (DE) students from local high schools to attend the event which highlighted student projects. The focus of the conference included issues related to diversity and inclusion in STEM education.
2. Faculty and students attended the National Institute of Health (NIH) Community College Day in Bethesda, Maryland. The focus of the event included workshops and training on internship opportunities designed to attract more diverse and underserved student populations.
3. Faculty and students attended the Maryland Collegiate STEM conference. This event highlighted student research. During this event, it was recognized that BCCC had the highest number of presentations and largest number faculty and student participation.

With the goal of analyzing and understanding the racial diversity of BCCC's faculty, BCCC's Human Resources department examined data to determine if the make up of our faculty mirrored that of BCCC's students. The findings noted that the percentage of minority student enrollment at BCCC exceeded the corresponding percentage in the service area; 94.5% of fall 2021 credit students and 90.0% of continuing education students were minorities compared to 70.5% of the City's population age 15 or over. In fall 2021, 75.3% of full-time faculty were minorities.

Using the data above, the Human Resources office continued to leverage a variety of methods to attract diverse and highly qualified faculty candidates. Open positions were routinely posted on the BCCC website, Indeed.com, HigherEdJobs.com, LinkedIn, InsideHigherEd.com, AcademicCareers.com, DiversityJobs.com, MarylandDiversity.com, Chronicle Vitae, Higher Education Recruitment Consortium, Glassdoor.com, The Chronicle of Higher Education and African Americans in Higher Education.

Open positions that required specialized skills solicited a more focused recruiting approach with niche websites including the Society for Human Resource Management, College & University Professional Association for Human Resources, Dice, Idealist Careers, Chesapeake Human Resources Association, CareerBuilder, American Association of Community Colleges, International Facility Management Association, and National Association of College and University Business Officers.

Post pandemic, the Human Resources Office began to participate in on-sight job fairs and continued to pursue a hybrid approach to attract, source and identify high quality candidates.

Non-faculty staff

Using the same data analysis as described in the faculty section of this report, Human Resources noted that in 2021, 73.5% of full-time administrative/professional staff were minorities. The same techniques were used to attract a more diverse non-faculty staff in all areas of the college.

The Human Resources Office researched for future implantation, mandatory compliance training for all staff on areas such as Title IX Awareness, expected workplace behavior, and topics associated with Diversity, Equity, and Inclusion.

The College trained the Admission Department and Recruitment Team to consider issues related to Diversity, Equity, and Inclusion as they worked to develop procedures for equal access to admissions, academic program choice, and other training opportunities available to all current and future students

to BCCC. The non-faculty staff also engaged in a review of all other processes and procedures related to workflow and customer service to students to ensure that all students receive equal access to support services regardless of age, race, gender, and other personal characteristics. This work will continue.

Administration

Issues related to Diversity, Equity, and inclusion continued to be an important topic of discussion at all levels of college administration. College administration worked to ensure that all marketing materials are easily accessible and available to current and future students regardless of English language proficiency. For example, all marketing materials were translated from English into Spanish. The administration put in place a directive that all future marketing materials continue to be produced in both English and Spanish. The administration directed the Student Affairs Division to undertake in an evaluation of past efforts related to Diversity, Equity, and Inclusion to determine the overall effectiveness of the efforts and the impact on students.

BCCC's Office of Institutional Effectiveness and Research continued to track student success rates for completion and graduation and routinely brought disaggregated success data to Cabinet for discussion. Issues related to Diversity, Equity, and Inclusion were discussed and addressed in the College's ongoing efforts to assess the effectiveness of the college's educational programs and support services. This work will continue at BCCC.

Leading Diversity Inclusion and Equity at BCCC

The Diversity, Equity, and Inclusion committee was operationalized and integrated into the respective Cabinet areas led by the Vice President of Student Affairs with the Vice President of Institutional Effectiveness, Research & Planning, the Chief Internal Auditor, the Vice President of Workforce Development & Continuing Education, and the Interim Vice President of Finance & Administration. At this time, there is no one office or individual solely dedicated to Diversity, Equity, and Inclusion.

Diversity, Equity, and Inclusion Data

Alignment of Mission and Values

Baltimore City Community College (BCCC) is committed to supporting the goals of the Maryland State Plan for Postsecondary Education as noted below.

1. **Access:** Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.
2. **Success:** Promote and implement practices and policies that will ensure student success.
3. **Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

BCCC's mission to "provide quality, affordable, and accessible education meeting the professional and personal goals of a diverse population, changing lives, and building communities" reflects that commitment. The College has diversity as a core value defined as recognizing, accepting, appreciating, and supporting individual differences and lifestyles.

Performance Measures

The College organized its planning efforts and measured its effectiveness based upon key performance indicators. As a part of the annual Performance Accountability Report (PAR) process, the College engaged in data workshops to review and discuss the 28 performance indicators and 11 student and institutional characteristics. Many PAR indicators and characteristics related to access and diversity for students, faculty, and staff including those noted below.

1. First-time credit students with developmental education needs (characteristic)
2. Credit students who are first-generation college students (characteristic)
3. Annual unduplicated headcount in English for Speakers of Other Languages courses (characteristics)
4. Credit students receiving financial aid (characteristic)
5. Students 25 years old or older (characteristic)
6. Credit student racial/ethnic distribution (characteristic)
7. Enrollment in continuing education basic skills and literacy courses
8. Adult education student achievement of at least one ABE or ESL educational functioning level
9. Minority student enrollment compared to service area population
10. Percent minorities of full-time faculty
11. Percent minorities of full-time administrative and professional staff
12. Fall-to-fall retention of Pell grant recipients and developmental students
13. Developmental completion
14. Successful-persistence rates for developmental completers, developmental non-completers, and ethnic categories
15. Graduation-transfer rates for developmental completers, developmental non-completers, and ethnic categories

Enrollment Trend

Maryland's 16 community colleges experienced a decline of 10% in credit enrollment from fall 2020 to fall 2021, due to the ongoing impact of the pandemic; BCCC's fall 2021 headcount fell by 8%. The 14- and 10-week sessions introduced in fall 2020 have become standard in the credit course schedule along with the 16-week, 12-week, and two 8-week sessions. Throughout the remote learning period, careful consideration was given to asynchronous and synchronous course offerings and ensuring that students had equitable access to technology and other resources to support their coursework.

Strategic Planning

As the College finalizes the draft 2022 – 2025 Strategic Plan, the key performance indicators will be integral in assessing our impact on meeting the diverse needs of students, faculty, and staff as well as moving the BCCC mission forward. The Cultural Diversity Report highlights the efforts and opportunities for college-wide collaboration and engagement to support the College’s mission and goals.

Student Voice

In addition to including students in the planning and development of student activities and events, BCCC had, and has an active Student Government Association (SGA) as well as student member on the college’s Board of Trustees. The College also administers the *“Community College Survey of Student Engagement”* (CCSSE) every two years. The CCSSE asks questions that assess institutional practices and student behaviors that are highly correlated with student learning and student retention. Administration of this survey gave the college community an opportunity to discuss what other factors are associated with student learning and retention including concepts associated with Diversity, Equity, and Inclusion as well as student’s feelings of “belongingness”. The survey was last administered in 2021 and analysis of the results will continue.

In addition to the CCSSE, the college administered the *“College Sexual Assault Campus Climate Survey”*. The survey was administered in March 2022 and provided valuable information on campus safety. The college held several Title IX awareness training sessions throughout 2022 for students, faculty, and staff which allowed for robust discussions on related topics including equitable access to safe learning spaces for students as well as safe working environments for faculty and staff.

As directed, the previous year’s Cultural Diversity report is included as a separate appendix to accompany this report.

Diversity Initiatives

A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration. (1 page for each population).

Provide co-curricular opportunities for students, incorporating programming that complements coursework, as well as stand-alone programs.

Students

Carroll Community College provides students with the opportunity to learn, grow and connect in a supportive, community environment, which includes providing DEI activities and events for their enlightenment. Carroll offers a variety of activities and programs including bus trips, movie nights, retreats, multicultural programs, sporting events, theatrical productions, lectures and more that enhance skills and knowledge necessary to be successful in a multicultural society.

The list of co-curricular opportunities for the 2021-22 Academic year include:

- Constitution Day
- Discovering Racism in the Teaching and Learning of History
- In Our Own Voice presentation: NAMI Carroll County
- Why do pronouns matter?
- American Sign Language (ASL) History and Culture
- Eastern State Penitentiary and Prisons Today
- Celebrating Religious Traditions
- Escaping the Shadows
- The Bridge Project
- Women in Leadership
- Irish American Festival
- Befriending the “Enemy” - A Film Conversation About My Brother’s Keeper

(Full descriptions listed in Appendix A.)

Diversity and inclusion are components of the College’s General Education courses, incorporating learning experiences to help students identify their roles as global citizens in a multicultural country and world.

A number of these courses carry a diversity designation, indicating that a significant portion of the class incorporates themes or topics related to cultural differences, groups that have been historically marginalized, or intellectual movements that address systems of injustice.

To support a Maryland state initiative and the College’s commitment to diversity, equity and inclusion, graduates in Associate of Arts degree programs must complete two diversity-designated courses.

Faculty

General Education Committee members and the full-time faculty who teach diversity-designated courses participated in multiple learning sessions rooted in best practices and mirroring student skill development using the Intercultural Development Inventory (IDI). This instrument assessed intercultural competence and provided an individualized, actionable developmental plan for faculty progress. A qualified IDI administrator led a portion of the training; members of the College's Diversity and Inclusion Committee and the College's Intercultural Teaching and Learning Fellows provided scaffolding and extension sessions.

Intercultural learning opportunities were offered to the fourth cohort of the Diversity Fellows, which included full-time faculty as well as adjunct faculty teaching diversity-designated General Education courses. Twenty-three Faculty participated in the sixth annual Maryland Cultural Proficiency Conference October 26 –27, 2021. The conference theme – “Doing the Work: Equity in Turbulent Moments” – centered on action in equity work through the turbulence of COVID, ongoing racial pandemic, and continued national and global uprisings for human and civil rights that define the present moment.

Faculty participated in the seventh Annual Culturally Responsive Teaching and Learning Conference at the Community College of Baltimore County. The conference addressed the faculty's cultural awareness, helped change attitudes, added to their knowledge of others, and strengthened their skills at interacting effectively in the field with co-workers, colleagues, and students. Participants examined their assumptions, gained valuable cross-cultural experiences by cooperating with diverse others, and developed specific knowledge and skills necessary to work effectively with all people.

Further, Carroll offered opportunities for faculty to engage in our own in-house diversity sessions through Democracy Lab, created by faculty member Dr. Sarah Starr and launched in Fall 2020. Democracy Lab is an experimental, non-partisan initiative aimed at fostering our community's commitment to the project of American citizenship. Democracy Lab examines current themes and topics that impact the community and us as individuals, whether faculty, staff or student. This year centered on the anxious times in the nation which included a global pandemic, mass unemployment, the eruption of long-simmering social and racial tensions, a hyper-partisan political landscape, and a highly contested national election.

Through the deployment of skills-building workshops and facilitated discussions, the Lab aimed to serve as a gathering place where faculty, students, staff and community members assembled and engaged with one another in the kind of candid and civil exchange of ideas that a healthy democracy requires. Democracy Lab offered a place where participants could discuss their differences honestly, openly, and without fear of being judged; where they could learn about and learn from others' perspectives and experiences; and where they could begin building upon common ground where it exists.

Staff & Administration

Carroll Community College provides almost parallel opportunities for the staff to participate in diversity initiatives, trainings, skills building and cultural activities as the faculty and administration. In addition to invitations to the Democracy Lab, the DEI Committee hosted a variety of options for staff. Among them for the 2021-22 Academic year were:

- Implicit Bias Training - offered through Vector Solutions computerized training, required for all new employees to the College
- Implicit Bias Training – offered in-person training required for all serving a on College search committees or serving as chair of a search committee
- Discovering Racism in the Teaching and Learning of History
- Is Race Real
- Exploring Racial Identity
- Safe Zone Training for Faculty and Staff
- Celebration Religious Traditions

(The complete list of offerings and descriptions listed in Appendix C.)

Specialized Staff Training

The Executive Director for Diversity, Equity, and Inclusion focused on providing specialized DEI training for different divisions on campus based on their job functions. The first two divisions that were trained were Carroll Community College Campus Police and the Continuing Education and Training Division.

Police Training

The Executive Director for DEI worked with Captain Sherri Warner, Assistant Chief of Carroll Campus Police, to determine the needs of the Campus Police and contracted FIP (Fair and Impartial Policing) to provide a two-day training on Policing and Implicit Bias.

The training was designed to offer the campus patrol officer skills and increase knowledge to:

- Understand that even well-intentioned people have biases.
- Understand how implicit biases impact on what we perceive/see and can (unless prevented) impact on what we do.
- Understand that fair & impartial policing leads to effective policing; and,
- Use tools that help him/her (1) recognize his/her conscious and implicit biases, and (2) implement “controlled” (unbiased) behavioral responses.

Continuing Education and Training (CET) Pilot Training Program

A pilot program was designed for Continuing Education and Training based on the specific goals of the unit. The entire division was trained on three areas:

- DEI and YOU (Understanding yourself, your identity, and the perception of others).
- DEI and Structures (How structures create oppression).
- DEI and Community (How CET employees impact the community they serve).

Dedicated DEI Staff

A description of the governing, administrative, coordinating bodies, and institutional offices if any, that exist on campus that are solely dedicated to DEI. (1 page).

The Executive Director for Diversity, Equity, and Inclusion assumed the leadership for assuring Carroll Community College's commitment to be a *diverse, equitable and inclusive environment for students and employees*. This position reports directly to the President of the College to ensure organizational change and improvement of diversity, equity, and inclusion practices; serves as the College expert on diversity, equity, inclusion; develops and manages initiatives of the College's Strategic Plan relating to Diversity and Global Citizenship, and other initiatives to enhance faculty, staff, and student cultural competence and understanding of structural inequality. The Executive Director serves on the College's Senior Leadership Council and periodically attends meetings of the Executive Team as directed by the President.

A major responsibility of the Executive Director is guiding and collaborating with the President, Provost, Vice Presidents, Chief Communications Officer and College administrators to create infrastructure and strategies that disrupt and prevent oppressive practices and that infuse diversity, equity, and inclusion in all areas of the College. The Executive Director works in concert with committees, internal stakeholders, and external constituents to assure just and humane treatment of all people as core values of the College in fulfillment of the institution's mission.

In addition, the Executive Director is responsible for the following:

1. Advance the College's mission and initiatives related to diversity, equity, inclusion, and global citizenship by developing and implementing programs, policies, and initiatives as appropriate; and work with the President to establish and communicate related goals, compliance, and outcomes.
2. Identify, propose, and implement best practices to prevent oppression and structural inequity and to assure access, equity, diversity across the College.
3. Develop proposals and recommendations for institutional policy and procedure revisions and work with all areas of the College to assure implementation.
4. Facilitate and direct the work of the Diversity and Inclusion Committee and work in partnership with College administrators, faculty, support staff and human resources personnel to assure the application of best practices for outreach to underserved and diverse communities for recruitment, retention, and success of underrepresented students.
5. Oversee the development and implementation of workshops for students to enhance cultural competence, intercultural communication, and promote understanding of how background and experience influence perceptions, beliefs and attitudes toward race, ethnicity, socio-economic status, gender identity, sexuality, disability, and other related topics.
6. Consult with faculty on building cultural competency development strategies in the curriculum and to enhance culturally responsive instructional design methods.
7. Develop initiatives designed to recruit and retain traditionally underrepresented staff and faculty, and conduct search committee training and participate in new employee onboarding and orientation, .in concert with Human Resources staff and various campus leaders.
8. Collaborate with the Chief Communications Officer, the Associate Provost for Student Affairs and Marketing, and the Senior Director of Marketing to develop the College's press and media releases and marketing publications and website/social media assets to effectively communicate and promote awareness of the programs, goals and initiatives of the College devoted to access, equity, diversity, inclusion, social justice, and social impact.

DEI Metrics

A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion and equity gaps (1 page).

Carroll Community College is engaged in a campus-wide audit led by an external audit team, BDO USA, LLP. The audit is scheduled from January 2022 through December 2022. The review will include all pertinent documents, policies, web pages, and materials to assess DEI in order to make formal recommendations to the College about its DEI needs. Further, BDO is using Scorecards, Faculty Surveys, Staff Surveys, and Student Surveys to gather overall community input. In addition, interviews with segments of the population include faculty, staff, students, administrators, and the Board of Trustees. A final report will provide key recommendations to the College pertaining to any gaps.

Internal Mechanisms

Aside from examining the disaggregated data that is part of Carroll's annual Performance Accountability Report and Degree Progress Analysis, the College currently disaggregates data in several ways.

1. **Course success data:** At the end of each term, academic leadership analyzes data showing course success rates by course, modality, and faculty member. This data can be disaggregated by students' race/ethnicity, sex, age, academic load, and number of credits earned. Data is delivered through an interactive Power BI dashboard that allows for the comparison of data between courses, programs/divisions, and the institution. Chairs and Program Directors can use this disaggregated data to identify disparities in subpopulations of students.
2. **General Education Assessment data:** Credit faculty at Carroll assess General Education learning goals every semester through an established process. Starting in FY2022, this longitudinal data was transferred from Excel spreadsheets to an interactive dashboard in Power BI which anonymously connects each assessed artifact to demographic information about the students who produced the artifact. Faculty now have the capability to filter institutional learning outcomes data by race/ethnicity, sex, age, academic load, and number of credits completed (including transitional courses completed). This dashboard has allowed for discussions about learning proficiencies among various student subpopulations.
3. **Student Progress data:** The College's Institutional Effectiveness Office tracks disaggregated enrollment and retention rates to identify trends and potential concerns. Carroll's Advising and Retention Office uses disaggregated student data, analyzed through a Power BI dashboard, to identify trends with students on probation and suspension.

Student Voices

A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts. (1 page)

The Office of Student Engagement maintains a student-centered approach for all components of the department. To achieve this, Student Engagement welcomes concerns and thoughts from the student body. These concerns are captured in various ways, including general surveys to all students through the weekly Carroll Claw email; focus groups held to gain information on opinion about the College; hosting an open-door policy for any student to enter the office with a complaint, concern, or joy to share; and more.

Moreover, the Student Government Organization holds seats on College committees, allowing them the opportunity to give student feedback to administration. Every event, service-learning opportunity, and club meeting was open and inclusive of all. While many of clubs serve diverse groups, several noteworthy ones included Black Student Union, Campus Crusaders for Christ (Cru), Muslim Student Association, Pride Alliance, and Student Veteran Organization.

The Alternative Spring Break program offered students the chance to interact with diverse groups as well, including a trip to Westminster Rescue Mission, a community partner focused on addiction recovery and food assistance, along with a trip to Shepherd's Staff, which assists the community facing poverty. These activities allowed students to reflect, support, and consider viewpoints different from their own as they return to the College.

Student Engagement secured free events and trips for students, continuously updated and stayed abreast of current trends, and overall focused on the needs of the student. The Food Locker, a grocery assistance program, surveyed client needs to garner what items were wanted, which include introducing a new food drive, holiday basket, or hygiene introduction. Overall, the mission of the Office of Student Engagement is to ensure all students feel welcome and connected on campus. Through diverse opportunities and moments for them to share their voice, this is achieved.

Students had additional opportunities to voice DEI concerns through a student survey conducted through the campus-wide diversity audit led by the external audit team, BDO USA, LLP. The audit began in March 2022, faculty staff surveys closed June 2022, student surveys stayed open through September 2022. An interim audit report was given to Carroll Community College August 17, 2022, and the final audit report is scheduled for December 1, 2022.

Carroll hosts Town Halls for students as needed throughout the academic year based on current issues impacting the campus community, broader county community or on a national level. As an example, town halls were held to facilitate dialog around the deaths of George Floyd and Freddie Gray, both African American men killed in police custody and prominently discussed on a national level and local level. In addition, staff are able to utilize an electronic Town Hall to ask question or discuss issues on campus, including DEI initiatives and campus climate.

2022 Cultural Diversity Report Community College of Baltimore County

CCBC is committed to providing an environment supportive of our highly diverse population of students, faculty and staff. The college has endeavored over the past decade to develop a number of distinct initiatives reflective of the diverse communities we serve.

Diversity, Equity, and Inclusion Initiatives for Students

CCBC engages in numerous curricular and co-curricular initiatives to promote diversity, equity, and inclusion among students. In academic year 2021-2022, some key initiatives included:

General Education Outcome for Local and Global Diversity

CCBC includes *local and global diversity* among the seven general education outcome areas. General education course curricula are now required to help students develop knowledge and skills to participate effectively in evolving multicultural contexts and to address the challenges in building just, equitable, and productive societies.

Global Education Program

The Global Education program promotes inclusion of global and cultural awareness into the curriculum. Students can complete general education courses with the global designation and earn credits toward a certificate in global studies. Another global education initiative is Intercultural Dialogues where international student speakers share their cultural and regional expertise with US students in classes. Finally, there are global activities associated with International Education week each November, a lecture series each April, and various activities throughout the year.

Male Student Success Initiative (MSSI)

The Male Student Success Initiative (MSSI) has been a primary initiative to reach our goal of a higher retention and success rates among male students of color. The initiative provides students with success mentors, experiential leadership opportunities, cultural events and travel, internship preparation, and paid internships.

College Life Initiatives

Within the Department of College Life, the Student Life office and the Office of Intercultural Engagement (OIE) are responsible for promoting diversity outside the classroom, cultivating cultural awareness and appreciation for diversity, increasing access and equity for historically underrepresented groups and improving CCBC's educational climate as an inclusive and collaborative community. The Student Life office and the Office of Intercultural Engagement offer academic, social, and cultural support and programs for the entire college community via programs, annual events, speaker series, book discussions, college-sponsored clubs and organizations, and other activities.

Diversity Climate Survey

The President's Diversity, Equity, and Inclusion Advisory developed a diversity climate survey for students, which was administered this spring. The results of the survey will inform our future DEI initiatives aimed at students.

Diversity, Equity, and Inclusion Initiatives for Employees

In Academic Year 2021-2022, CCBC offered several DEI related training initiatives for faculty, staff, and administrators. Key initiatives for faculty were spearheaded by the Center for Excellence in Teaching and Learning (CETL), while those for all employees were offered by leaders of the Culturally Responsive Teaching and Learning (CRT-L) Program and Human Resources.

The Center for Excellence in Teaching and Learning (CETL)

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

Culturally Responsive Teaching and Learning (CRT-L) Program

CCBC's Culturally Responsive Teaching and Learning (CRT-L) program is a joint project of the Office of Intercultural Engagement and the Office of Instruction's Center for Excellence in Teaching and Learning (CETL). It is recognized as a national model for CRT-L training. This training is designed to help faculty and staff develop a learning environment appropriate for a diverse student population. The CRT-L program is delivered in several different formats, designed for different populations. The CRT-L Seminar provides 24-hours of training for participants over an 8-day period. The specific goals of this training are:

1. To develop faculty and staff understanding of the nature of culture and race, including expressions of culture, race, and gender of the students with whom they work.
2. To positively affect faculty and staff's interaction with students by training professionals to manage the cultural and racial elements of the college community.
3. To improve student success by developing the educator's ability to respond to cultural and racial needs and expectations of the particular students with whom they work.
4. To acknowledge the central notion that culture and cultural variety are always present in social encounters and to utilize culture as a rich source for learning as well as teaching.
5. To recognize that "race" is a social and not a biological construct, and to foster open social discourse to address race as an historical phenomenon representing inequities of social power.
6. To question a stubborn status quo of privilege for some and "underprivilege" for others; to examine and challenge definitions of "success" and "failure," "standards" and "expectations."

In addition to the seminar, CCBC offers a series of two-hour CRT-L workshops. The workshop series is open to all employees and is particularly targeted toward adjunct faculty. There are currently five modules in the CRT-L Workshop series that cover the following topics:

- What is Culturally Responsive Teaching and Learning
- The Meanings of Culture and Race

- Mindset Orientation and Culture
- Overcoming Stereotype Threat
- Social Capital and Learning
- Facing Whiteness
- Implicit Bias
- Restorative Justice Practice
- Managing for Equity

The CRTL program plans to continue to create new modules, materials and pedagogies to continually improve the training for all internal and external audiences.

CRT-L training is also incorporated into the annual events and conferences that faculty and staff attend during the year. CRT-L training and topic discussions are offered at many of our annual events, including Professional Developmental Day, Fall Focus, Developmental and General Education Symposium, and the Teaching and Learning Fair. Since 2014, CCBC has also hosted an annual CRT-L Conference each spring. The 2022 conferences was attended by 301 people from 11 states and Washington, DC.

Human Resources: Employee Relations, Training, and Organizational Development

Human Resources offers training to faculty and staff to support diversity, equity, inclusion, and civility. Workshops include several of the CRT-L topics in addition to sessions that focus on respectful workplaces and civility.

In addition, Human Resources has made significant efforts in the area of outreach and recruitment to advance CCBC's effort to diversify hiring. These efforts include targeting outreach and recruitment to attract diverse applicants (e.g., advertising in a variety of venues, conferences, professional associations, etc.) and reviewing applicant pools to ensure they are diverse.

CCBC has also charged a roundtable of the President's Diversity, Equity, and Inclusion Advisory Council with examining equity in hiring and making recommendations that will help CCBC build a workforce that more closely mirrors the composition of the students and communities we serve.

Disability Support Services (DSS)

In addition, Disability Support Services (DSS) provides training to our faculty and staff on how to improve accessibility and create an inclusive environment for students with disabilities. These training sessions are held during our annual Fall Focus and Spring Teaching and Learning Fair. DSS works with each department to discuss disability issues to address the unique needs, experiences and challenges they may have in meeting the needs of students with disabilities. Training for our public safety officers on working with students with disabilities was added in 2018.

DEI Governing, Administrative, Coordinating Bodies, and Institutional Offices

The Office of Intercultural Engagement

The Office of Intercultural Engagement (OIE) promotes and supports access and equity for persons of every race and ethnic heritage, gender, religion, ability, linguistic diversity, and sexual orientation. In collaboration with existing college programs and offices, OIE promotes and facilitates the academic, professional, and personal development of members of the CCBC community with an emphasis on underrepresented groups. This is accomplished through advocacy, direct service, and cultural programming.

Human Resources: Employee Relations and Equity

The office of Employee Relations and Equity provides consultation services for matters related to Employee Relations, investigates complaints related to behaviors that violate the College's non-discrimination, equal opportunity and/or sexual harassment policies, and responds to inquiries regarding employee accommodations under the Americans with Disabilities Act as Amended (ADAAA)

The President's Diversity, Equity, and Inclusion Advisory Council

The President's Diversity, Equity, and Inclusion Advisory Council is made up of approximately 40 faculty, staff, and administrators at CCBC whose work guides our college to stay true to three simple premises: quality in the classroom, dignity for every individual and equal access and opportunity for everyone. A driving premise of this work is that there is no place for racism, inequity or marginalization of groups at CCBC. CCBC continues to strive to be a place where everyone feels welcome, respected and valued.

Major areas for the work of the President's Advisory Council include:

- Fostering a college climate of equity, civility, and inclusion that is welcoming to all students, faculty, and staff across the broad spectrum of CCBC's diverse communities.
- Providing an ongoing forum for uncomfortable conversations drawing upon the talents and college resources already in place (e.g. the Offices of Student Life, Human Resources, Intercultural Engagement, and Culturally Responsive Teaching and Learning).
- Creating an inventory of mechanisms and initiatives currently in place at the college that support CCBC's commitment to diversity.
- Conducting a Diversity Climate Survey, using the findings to benchmark a starting point to inform an action plan.
- Reviewing and providing input to senior leadership as each vice president works with his/her leadership team to develop an area diversity agenda appropriate to the needs of a contemporary community college.

- Supporting and expanding professional development efforts of offices and initiatives across the college (e.g. Culturally Responsive Teaching and Learning, Human Resources, Center for Teaching and Learning, etc.) to influence classroom pedagogy and methodology as well as service and management models.
- Analyzing CCBC's hiring patterns across all categories of employees to create enhanced recruitment, retention and professional development strategies to increase the number and presence of underrepresented populations at all levels of the organization. Strive to keep pace with the changing demographics of the Baltimore County region.
- Reviewing academic and administrative policies to eliminate and/or revise those that no longer fit the needs of the college's diverse student, faculty and staff demographics of the contemporary community college.
- Facing squarely the data that show the deficiencies in academic performance and completion of particular subsets of students, especially African-American males, and develop active retention and completion initiatives to close those gaps.

Senior Administration

CCBC's president and four vice presidents comprise the senior administration. The vice presidents develop Diversity, Equity, and Inclusion Plans that identify the goals, policies, and initiatives they will pursue each year. They allocate resources and share the plans their staff for implementation.

Description of DEI Data or Metrics

Diversity Climate Survey

CCBC developed two Diversity Climate Surveys that were administered in Academic Year 2021-2022. The Diversity Climate Survey for Employees (Fall 2021) and the Diversity Climate Survey for Students (Spring 2022), measure perspectives and assess experiences related to seven content areas: Personal Perspectives, Social Climate, Connection and Support, Social Experiences, Incident Reporting, Achievement, and Accessibility.

Analyses have disaggregated the data by demographic characteristics such as race/ethnicity, gender identity, sexual orientation, and disability status. Results are reported to the President's Diversity, Equity, and Inclusion Advisory Council. As a body, and within issue/group-specific roundtables, the Council reviews the survey findings to identify areas for improvement and create action plans and recommendations that are forwarded to CCBC's senior administrators for consideration. The Council has roundtables devoted to addressing diversity, equity, and inclusion challenges related to hiring, disabilities, and the student achievement gap (among others). The surveys will be administered biennially and progress will be tracked over time.

Disaggregated Data

CCBC routinely disaggregates student outcome data such as course success rates, retention rates, and completion/graduation rates by demographic characteristics such as race/ethnicity, gender, age group, and sometimes by socioeconomic status (e.g., Pell status). These data assist in driving the institutions actions and interventions related to Program Review, Learning Outcomes Assessment, grant projects such as Title III, and the work of the Student Achievement and Success Steering Committee and Workgroups.

Diverse Student Perspectives and Voices

CCBC captures student perspectives and voices related to DEI issues through the Diversity Climate Survey. This survey, which is currently being administered, will produce results akin to those obtained from the employee version of the survey. The President's DEI Advisory Council and its Student Involvement Roundtable will review the results and create action plans and recommendations that will be forwarded to the college's senior administrators for consideration.

Student perspectives and voices are also captured during Student Life activities and events such as Mosaic Talks. The Office of Intercultural Engagement has developed Mosaic Talks which are offered as in- and out-of-class seminars, workshops, and presentations to build awareness, appreciation, and allyship to diverse student populations and communities. Topics range from religious diversity, microaggressions, language variances and codeswitching, LGBTQ concerns, white privilege, and intersectionality. Student input informs topic selection.

1 (a) A summary of the institution’s Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following [four] populations (1 page for each population): (a) student

Cecil College continues with a variety of explicit initiatives and efforts as we continue to support our students. As our College mission states, “Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.”

The speaker series called “College Conversations” gives students an opportunity to hear from a variety of perspectives. These events are organized by the Inclusivity Collaborative, a volunteer faculty and staff committee, committed to having diverse panelists and addressing issues of inequity at each event.

Fall College Conversations: *The Impact of US Immigration: Its Origins, Economic Influence, and Future* was an event that provided an essential background on the U.S. Immigration system through expert testimony and opportunities to ask questions on the issues that affect the lives of so many. Dr. Andrew Urban spoke on "History as a Path to Understanding: How US Borders, 'Illegal' Immigration, and the Right to Asylum Came to Be." Dr. Daraius Irani and Lindsey Sweet spoke on "Immigration Law Update 2021: What does it mean to come legally to the United States?" Faculty, staff, and students born in other countries also told their immigration stories to start the event.

Spring College Conversations: *The Value and Cost of Higher Education, featuring Dr. Freeman Hrabowski* and three Cecil College alumni. For many years, a college education has been part of the American dream. Now, however, record numbers of college-aged Americans are postponing or deciding against higher education. As a consequence, the need to engage in thoughtful discussions about the values and costs of higher education has become more urgent. What does a college-educated citizenry contribute to the nation’s social and economic health? If the country values higher education, how did it become historically and financially unattainable for so many? Should the nation be rethinking what a college degree entails and how it is paid for? Following a fireside chat with Dr. Hrabowski, Cecil College alumni responded to the presentation and discussed their own experiences transitioning from college to the work world. Students, faculty, and staff were invited to submit questions for Dr. Hrabowski or the alumni panelists in advance of the event.

In terms of equity, the Cecil College Foundation continues to allocate specific scholarships for diverse student populations and promote external scholarships for these students. The College continues to send students to leadership conferences and virtual conferences/webinars so that they receive empowering messages from speakers that will motivate them to continue with their education and graduate. Additionally, the College has continued to provide a peer-to-peer student mentorship program.

In terms of inclusion, students participated in a panel for the Cecil Leadership Institute, a course for local emerging leaders in the county. Students also participated in the annual Student Advocacy Day, PTK/National Honor Society events and numerous diversity awareness events. Marketing efforts continue to highlight our diverse students in their materials, including the DEI webpage, www.cecil.edu/united, in social media, and other College advertising.

The College's diversity, equity and inclusion efforts are also part of the continuation of a variety of community alliances such as the Multicultural Student Services Advisory Board, League of United Latin American Citizens of Cecil County, Elkton NAACP, participation in Chesapeake Bay Pride Festival, Cecil County's AVID (Advancement Via Individual Determination) program and others.

1 (b) A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following [four] populations: (b) faculty

As part of Cecil's Vision and Core Values, the Faculty strive to be inclusive in their course content, and currently, departmental annual reports for academic programs have departmental goals related to diversity. They are required to indicate what their goals are, how they plan to reach those goals, and starting in 2023, they will be required to discuss their progress towards those goals.

Our faculty continue to engage in meaningful trainings to understand Diversity, Equity and Inclusion work to implement in their classrooms. In the fall, faculty attended *Psychological Interventions for Student Success* by Cyndi Kernahan. Drawing from literature on "wise interventions," Cyndi Kernahan describes the science behind a variety of socio psychological interventions and explains how these interventions might be used to improve student persistence, boost grades, and help close the gaps we often see between students. In the spring, faculty attended an Inclusive Classroom presentation and learned more about our diverse student body and examples of how to include a variety of diverse groups in their classroom content. Some faculty also continue to participate in the Inclusivity Collaborative Book Club. *The Fire Next Time*, by James Baldwin, was read and discussed in the fall. *The Witches Are Coming*, by Lindy West, was read and discussed in the spring.

As outlined in the attached index, faculty continue to collaborate with each other, with the Inclusivity Collaborative, the Diversity, Equity and Inclusivity Taskforce, and the Coordinator of Student Diversity and Inclusion to come up with specific and individual projects for their course content.

1 (c) A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following [four] populations: (c) non-faculty staff

Our non-faculty staff are also required to complete online training as it relates to Diversity, Equity and Inclusion at the campus. Below is a list of required training for non-faculty staff. Note that all Cecil faculty and administration are also required to complete this online training.

- Diversity Awareness: Staff-to-Staff
- Sexual Harassment: Staff-to-Staff
- Discrimination Awareness in the Workplace
- Making Campus Safe for LGBTQIA+ Students
- General Ethics in the Workplace
- Making Schools Safe and Inclusive for Transgender Students
- Non-Discrimination and Harassment Policy
- Title IX Policy Acknowledgment

Some non-faculty staff also attended the DEI Presentation on what “Diversity” means at Cecil College (see information on page 2). This information is especially helpful for staff who help students in the following academic and non-academic departments:

○ Writing Center	○ Library
○ Tutoring Center	○ Math Lab
○ Athletics	○ Career Services
○ Advising	○ Financial Aid
○ Student Life	○ Disability Services and Wellness

The College’s Inclusivity Collaborative and DEI Taskforce includes a variety of non-faculty staff as a means for faculty and staff to collaborate and discuss DEI initiatives around the College. *The Inclusive Campus Commitments* statement was written by a variety of faculty and non-faculty staff and used as a guide for all campus members and guests (see appendix).

The Milburn Stone Theatre’s (MST) production and casting staff employ a color-blind casting approach. Colorblind casting ensures that they are casting the most appropriate actor in each role. MST worked with a former MST actor and stage manager who directed the first production focused on the black community (*Fences*). This was the first play that included an all-Black cast and Black female director. They also produced *Fun Home*, which focused on the LGBTQIA+ community.

1 (d) A summary of the institution’s Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following [four] populations: (d) administration

In August of 2020, The College President appointed a Diversity, Equity and Inclusion Taskforce, which continues to meet on a regular basis to discuss a variety of initiatives to benefit students, faculty and staff. In 2022, Cecil also conducted the *Cecil College Great Colleges to Work For* survey which included questions on diversity, equity and inclusion. The survey was performed by ModernThink LLC, an independent research and consulting firm that specializes in workplace excellence. Survey results will be used to continue planning DEI initiatives.

In 2021, Cecil College began a project to have a Land Acknowledgment recognize Native tribes that occupied lands where Cecil College currently sits at both the North East and Elkton Station campus. Preliminary research indicates that the Susquehannock, Lenape and Nanticoke tribes used local lands in Cecil County for hunting, farming and fishing. The Vice President of Academic Programs has been part of the committee leading this project for the College. The Committee is in the current stages of drafting the Land Acknowledgment and Action Steps as we continue to learn more about other local Native Groups around Cecil County.

Cecil College’s Non-Discrimination Policy is reviewed and approved by the Board of Trustees after it has been reviewed by faculty, staff and administration:

- Cecil College prohibits discrimination against any member of the College community or any applicant for employment based on race, color, national origin, ancestry, age, religion, disability, sex, sexual orientation, gender identity and expression, genetic status, genetic

information, marital status, veteran status or any other status protected by federal, state or local law.

The Vice President of Academic Programs has contracted with Cindy Kernahan for three different trainings, including one about teaching about race in the classroom. The College Administration also participated in these trainings. Similarly, The Vice President of Student Services and Enrollment Management continually funds the speakers' series ("College Conversations") and attends all events.

2) A description of the governing, administrative, coordinating bodies, and institutional offices if any, that exist on campus that are solely dedicated to DEI.

Coordinating bodies/committees

- Diversity, Equity and Inclusion Task Force

The DEI task force, comprised of faculty and staff, meets regularly and strives to deepen our commitment to diversity, equity and inclusion for students, employees and community members. The task force, along with already established committees across campus, is integral in continuing to promote a culture where diversity, equity and inclusion are ingrained in everything we do.

- Inclusivity Collaborative

The Inclusivity Collaborative is a voluntary group of Cecil College staff and faculty who share an interest in fostering a more accepting and supportive campus environment. Open to all College faculty and staff, this group advances initiatives that address the heightened divisions among different communities in the United States in a way that positively encourages growth on our campus.

- Multicultural Student Services Advisory Board (MSSAB)

This Advisory Board is comprised of Cecil County leaders and College representatives. The Board focuses on ways the surrounding community can help support multicultural initiatives at the College. The Board also reviews and offers input on the Cultural Diversity Report required by the Maryland Higher Education Commission (MHEC). The Board meets on a quarterly basis to receive College and community updates.

Institutional Offices

- Coordinator of Student Diversity and Inclusion

The Office of Diversity and Inclusion is devoted to enriching the lives of all students by focusing on diversity, inclusion, equity, academic assistance, scholarships, leadership training, and community service. The Coordinator in this office offers a peer-to-peer mentorship program, coordinates and has students participate in leadership conferences and events, is the advisor for the Multicultural Student Union (Club) and Cecil's International Affinity Organization (CIAO Club), and coordinates student success workshops. She is also a member of a variety of local organizations and collaborates with various college departments to provide academic and soft-skills workshops to students.

- Coordinator of Disability Support and Wellness

The Coordinator provides individualized support and academic planning to students with disabilities and liaisons with faculty and staff to promote an effective learning environment. The

Coordinator also serves as the lead for ensuring the College is ADA compliant. The Coordinator also promotes wellness workshops and activities to the campus community that include but are not limited to: crisis intervention, referrals, advocacy, as well as education on mental health, domestic violence, and substance abuse.

- Title IX Team

Cecil College has a trained team for Title IX including the Coordinator, 2 Deputy Coordinators, 2 investigators, 2 advisors, and 1 appeals officer. Students, faculty, and staff all participate in Title IX annual training through Safe Colleges. Cecil College maintains a mandatory reporting requirement for the community so that all potential cases of sexual harassment are thoroughly investigated.

3) A *description* of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion and equity gaps (1 page).

- Student Enrollment and Retention Data

- Daily data reports displayed through a dashboard and annual IPEDS reports disaggregated by race and ethnicity help the College track the enrollment and retention and are used to inform the creation of interventions, awareness and educational support programs for students. Data is provided for credit and continuing education students.

- *2022 Cecil College Great Colleges to Work For* survey

- This biennial survey provides data disaggregated by faculty and staff, part-time and full-time, years of services, and race/ethnicity. Results are benchmarked across peer institutions. Employees' responses around diversity, equity and inclusion in the work place help inform leadership on campus climate. These data help determine Human Resources initiatives and other professional development opportunities provided to faculty and staff.

- *The Community College Survey of Student Engagement (CCSSE)*
 - This national survey helps community colleges gain helpful feedback from their students regarding engagement in learning and campus activities. Data is disaggregated by race/ethnicity and benchmarked against peer colleges. Results are used to allocate resources to engagement and academic support initiatives where benchmarks are low.
- *The Race/Ethnicity Pilot Survey – 2022* from The Center for Community College Student Engagement.
 - This is the first year for this survey and the College will receive the data in August 2022. Results of the survey will help the College community understand student experiences with racism, inclusion, and belonging at Cecil College and shape future decision making.

4) A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts. (1 page)

- The Community College Survey of Student Engagement (CCSSE), a national survey which helps community colleges gain helpful feedback from their students. (see above)
- The Race/Ethnicity Pilot Survey – 2022 from The Center for Community College Student Engagement. (see above)
- At the end of cultural programs held on campus, a survey is conducted of all students, as well as faculty and staff, to gather feedback on what they learned from the event or program and what other cultural or heritage events they would like to see celebrated.
- The Student Leadership Council conducted student surveys in April and May 2022 to gather student feedback for the College including issues related to DEI initiatives.
- During the Graduation/Commencement application process, graduating students are asked to complete a Graduation Exit Survey to give feedback on how satisfied they are with their education. Students are asked to rate (from very poor to excellent) their overall college experience, quality of classroom instruction, quality of laboratory equipment, academic advising, admissions, career services, financial aid, library, multicultural student services, records and registration, student life and access to information technology. The Graduation Exit Survey results are utilized to make improvements to any/all departments as needed.

Chesapeake College

Cultural Diversity Report 2022

Introduction

The Diversity, Equity and Inclusion (DEI) efforts at Chesapeake College have increased in this past year. These efforts are mainly the work of two groups currently meeting, the Diversity, Equity and Inclusion Group (DEI group), and the Cultural Diversity Committee. The DEI workgroup formed in 2020-2021 at the request of the President and was assigned specific charges to bring DEI forward, make diversity, equity and inclusion more of a focus in what we do as a college, and integrate improved practices with our everyday operations. The objectives were delineated in a four-year plan that fits within the Strategic Plan Priority of Cultural of Excellence. This group consists of administration, faculty and staff, who have completed regularly assigned tasks, gathered feedback, sponsored presentations, and led the renewed interest in DEI. The Cultural Diversity Committee has been meeting for many years and continues to do so. This committee is comprised of faculty and staff and has sponsored various events and trainings for employees over time. The Cultural Diversity Committee has a small budget and has not played a prominent role in college activities. The intention over the year to come is to have the Cultural Diversity Committee subsume the work begun by the DEI workgroup. This removes the presence of a second committee working toward the same goal, provides more credence to the remaining Cultural Diversity committee, and allows for continuation of the good work that was started. This report will outline the efforts by these groups related to students, faculty, non-faculty staff and the administration.

Initiatives with Students, Faculty, Non-faculty Staff, and Administration.

Efforts to engage students in diversity awareness activities in the past academic year (2021-2022) were hampered by Covid restrictions and have also led to some new and different ways to reach students.

The goals of the Coordinator for Diversity and Inclusion included to continue and expand the Diversity Series, to continue the Women's Conference, to continue and expand community and school outreach, and to work with the Multi-Cultural Advisory Committee (MAC) in their efforts to raise \$25,000.

It was a challenge to reach the student body that was attending mostly or entirely online. The office of Student Life made a decision to continue the various cultural events and attempted to engage more students virtually. The following Diversity series were continued via Zoom – Asian Action, Black Vibes, Genderosity, and Latinx Live. Student attendance for these events was mediocre, but we were able to gain some staff and faculty viewers. Regrettably, outreach to the 11 high schools in our five-county region was restricted due to Covid. Non-essential visitors were not especially welcomed in the schools, and the Coordinator of Multicultural Affairs was only able to physically visit two school districts, but did complete Zoom visits with four additional high schools.

In 2022 the Multicultural Advisory Committee established a goal to raise \$25,000 for the JC Gibson Memorial Book Award's 25th Anniversary. Reaching this goal was a major accomplishment and the funds will be used to support for our students who struggle financially. The annual Black History Program, held virtually on February 19, 2022, reached over 150 viewers, both locally and nationwide. With support and funding from seven vendors, we were able to create a publication, Celebrating Black History and distribute it to our many supporters. Through our community outreach efforts with the Chesapeake Multicultural Resource Center, we were able to co-host a phenomenal Cinco de Mayo informational

event with Juan Ramon Flores, the Consul from the Embassy of Mexico. As a result of that joint effort, we are in the process of planning Chesapeake's first Hispanic Heritage Month Celebration to be held October 1, 2022. In acknowledgement of the mental health stresses that our students face, we supported National Acts of Kindness Day by providing stickers and a poem to all of the members Chesapeake's faculty, staff, and student body. We co-hosted a virtual Women's Conference with Cecil College with 54 in attendance. The Women's Month Health event featured Phyllis Johnston, who focused on Women's Self-Care. This event was also open to college staff. This year also saw the revitalization of the UHURU student organization, which had been defunct for several years. We changed its focus from a black student group to a multicultural organization and now include members from multiple ethnicities. This organization has elected officers and they've promised to keep the club going next year.

Efforts to engage faculty in diversity-related activities centered around two main events, one dealing with micro-aggressions and one about experiencing discrimination. Both were led by Chesapeake College employees. In the fall, the Coordinator for Multicultural Affairs, led the faculty (and staff) in a virtual presentation focused on awareness of micro-aggressions. Those in attendance learned what micro-aggressions are and had opportunity for discussion. Approximately 61 faculty and staff attended the sessions, but only about 15% of those present participated in the interactive discussions.

In February and March, faculty (and staff) were invited to attend viewings of *The Angry Eye*, a documentary by educator Jane Elliot. Jane Elliot is known for her work helping non-minority populations experience feelings of discrimination in controlled settings. She has performed this experiment with various age groups, from school children to adults. The *Angry Eye* documentary focused on college students. Her approach, while uncomfortable for some, was effective in eliciting strong feelings and different points of view related to how people are treated in our society based on visible differences. Prior to the showing, participants were asked about beliefs held and after the presentation, they completed evaluations of the exercise. The feedback showed that 94% found the exercise to be thought-provoking and 74% said it would change the way they interact with students.

Observations by at least one trainer included that some of Chesapeake's biggest challenges related to diversity and inclusion are having relevant, research-based information presented and being able to successfully engage participants. In some trainings with employees, there was defensiveness and reluctance to listen to other perspectives when attempting to engage participants. However, experiences with students found them to be welcoming and respectful of each other's likenesses and differences. It has been recommended that it will take the work of an outside professional/professional group, to facilitate the type of engagement and reflection that is needed to accomplish the type of work we are trying to achieve at Chesapeake. The college acknowledges that there is more work to be done on this front.

There were several initiatives enacted by the Cultural Diversity Committee in FY2022. The most prominent was the addition of a diversity goal to each employees' annual performance plan. The work for this initiative began in 2020. This new proposal was first reviewed by both the Faculty Assembly, and Staff Assembly, then shared with the College Council and the Board of Trustees. The new practice requires all employees to include a diversity goal in their annual performance plan. This goal can take several forms. Employees may attend diversity-focused events, volunteer in the community, serve on a diversity committee, or host a diversity book group. This policy takes a broad view of diversity and

includes people of different cultures, races, ethnicities, ages, disabilities, and military veterans. The diversity goals are adopted by the non-faculty staff and approved by their supervisors. The employees' performance plan is reviewed annually and the employees are evaluated on each goal.

Staff have also been invited to attend many diversity-focused events throughout the year that have been provided to students. In the past year, most of these events have been held virtually. The staff received notice when there are discussions or presentations offered for students (as described earlier in this report).

The website was updated to add a Diversity page. This page states the mission of the Diversity Committee and the DEI definitions adopted formally this past year. There are links off the student page to diversity events on the college calendar. There is a page of DEI resources as well.

The Cultural Diversity Committee is also in the process of setting up diversity-themed book groups. The faculty were polled to see who would be interested in hosting book groups and when they would prefer to host them. Several groups are in the planning stages. Staff will have opportunity to join, or host, book groups through the summer and into next fall.

The administration at Chesapeake College has led the charge on making DEI a priority at the college through the work of the Diversity, Equity and Inclusion group. Initially, the President issued his charges for this group. These charges were:

1. How can Chesapeake College cultivate an inclusive community that offers equitable access and support across the diverse spectrum of populations it employs and serves? Such a community will welcome and empower people across the spectrums of race, socioeconomic status, military service experience, educational attainment, employment level, gender, and age.
2. How do we uncover either formal (institutionalized) barriers for access, entry, and retention or more informal issues with individual bias, attitudes, and workplace behavior that erect barriers and obstacles to student access and success?
3. How do we begin, maintain and sustain constructive discussion that leads to action and results (over the long term)?
4. As we evolve the institution currently with existing staff, once we get to a better place how do we continue improvement in these areas and onboard new employees to continue that progress (again, over time)?
5. How do we get our various committees started in discussion that leads to concrete progress regarding identification of areas to develop, task to be completed, and identification of strategic initiatives that will get us where we need to go – this year, within 2 years, out to a five year strategic plan?

The DEI workgroup initially began as four work groups, each with a different focus. They were Philosophy, Mission and Administrative Leadership; Teaching, Faculty and Support Services; Staff Engagement and Involvement; and Student Support. Each group was led by two co-chairs and comprised 10 or more volunteers. These groups initiated a three-year process to help move the college toward a more equitable and accessible institution. With the first year objectives completed, these four groups have now pared down to form one DEI group, retaining key personnel from each, and led by

Dave Harper, Vice President of Workforce and Academic Programs, and Kamari Collins, Vice President of Student Success and Enrollment Management.

This group, in collaboration with the Institutional Research office, has developed a series of DEI measures. These are described later in this report.

The group has also promoted institutional definitions of Diversity, Equity, and Inclusion that were developed by the Cultural Diversity Committee. These definitions were formally accepted by the Board of Trustees this year and form a foundation for this work going forward.

The administration will continue to lead the DEI group as they investigate potential changes to the physical plant and college policies, facilitate more group conversations on campus, and explore strategies to improve retention for all students.

Governing, administrative, coordinating bodies, and institutional offices if any, solely dedicated to DEI.

Currently four different entities at Chesapeake College are focused on issues of diversity, equity, and inclusion. The Diversity Committee, the Coordinator of Diversity and Inclusion, the Diversity, Equity and Inclusion Workgroup, and the Chesapeake College Multi-Cultural Advisory Group.

The Diversity Committee was established around 2008, specifically to assist with the writing of the MHEC Diversity report, with other charges, including offering advice to the President and to Human Resources on diversity issues and training opportunities for faculty and staff. It is an institutional committee whose members include faculty members and representatives of Human Resources, Institutional Research, Student Services, and Public Information. In recent years, the committee has been charged with arranging diversity training events for faculty and staff and working with the Coordinator of Diversity & Inclusion.

The position of Coordinator of Diversity & Inclusion was unfilled for almost two years during a period of college reorganization and has been a half time position since it was reestablished in 2019. The 2023 budget includes funding for a full time position. Charges for this position include working with the Diversity Committee, representing the College on the Maryland Community College Diversity Roundtable, and coordinating with the Chesapeake College Multicultural Advisory Group. The Coordinator reports to the Director of Student Retention and Success.

The Chesapeake College Multicultural Advisory Group was established several years ago and re-invigorated in 2019. A main activity of the group has long been the funding of the J.C. Gibson Scholarship that awards in scholarship money for purchasing textbooks, usually through a Black History Month breakfast or luncheon. Using Zoom during the pandemic has made access to this event more widespread. Members of this group are drawn from the community.

In 2020, Dr. Coppersmith called for the creation of a college-wide Diversity, Equity, and Inclusion Work Group with the idea of building a more inclusive culture on our campus. Four groups representing different college constituents were formed, and met throughout the 2020-2021 academic year and reporting to College Council and the larger college community. During 2021-2022 academic year, co-chairs of these groups met monthly to continue the conversation. Integration of this work group and the existing Diversity Committee is in process.

The application of data for the DEI initiative is in the development stage. The Institutional Research office has met with the DEI workgroup to decide on the DEI measures. These measures have not been produced yet. They are described below. The measures will be made known to the college and should inform practices.

DEI measures

The following measures will be disaggregated by the nine racial/ethnic groups (from the Federal Definition) and provided with a comparison to the overall number and percentage for all students at the college. In addition to race/ethnicity, the measures will also be used to assess outcomes for other groups, including Pell recipients, First-Generation students (neither parent earned a bachelor's degree), Age Groups (16-17, 18-19, 20-24, 25-59), and gender.

Course Success Rates. Include number of enrollments and % successful (grades of A, B, or C), by race, for the following groups of courses, for the full academic year.

- All courses

- Gateway English (ENG-101)

- Gateway Math (MAT-113, MAT-204)

- General Education Courses (all) for list see General_Education_Courses.xlsx

- Developmental Math (MAT-023, MAT-031, MAT-032)

- Developmental English (ENG-094, ENG-095)

Graduation/transfer rates by all groups after 3, 4, 5, and 6 years. Should only track first-time, full-time, degree-seeking, in fall cohort and track for graduation or transfer in the next fiscal year, and subsequent fiscal years.

Credits earned in the first year by group. The number and percent of first-time, degree-seeking students earning 9 or more credits in the first year of enrollment, beginning in the fall.

Retention Rates by race. Fall-to-Fall retention and Fall-to-Spring retention by race, and other groups, based on fall enrollment.

These measures were created with the intention of producing data that will allow for the assessment of outcomes for various groups, including comparisons to the aggregate and with each other. This data will better inform the actions of the Strategic Enrollment Management Committee, the Assessment office, and the various student support offices at the college.

Capturing student input

Engaging student voices in capturing diverse perspectives is an aspect of the college's DEI efforts that needs improvement. Currently, there is feedback captured by the Student Satisfaction Survey and the Graduating student survey. The results of both the Student Satisfaction Survey and the Graduating Student survey show that the large majority of respondents recognize the college's efforts at promoting an inclusive climate and the concept of diversity in practice and academic instruction. The Student Satisfaction Survey is administered to all students each spring term. The Graduating Student Survey is administered to graduating students each May. However, the response rates for the Student Satisfaction survey has been low (4.6%) and capturing student input has been harder to achieve. The

response rate for the Graduating Student Survey (35%) is better, but also has declined in past few years. The items related to diversity are the same for both survey and read as follows.

Based on your overall experience at Chesapeake College, please rate your level of agreement with the following statements:	% Agree or Strongly Agree
The overall college climate promotes respect for inclusiveness	91%
College staff and faculty demonstrate a commitment toward equity for all students regardless of race, color, religion, creed, age, sex, national origin, ancestry, sexual orientation, disability, pregnancy, military status or any other class protected by law.	88%
Student groups are accepting of diverse student backgrounds.	84%
I have had exposure to diverse perspectives in my course work.	84%

While the percent agreement is high, it ranged from 84% to 91% this past year, without a better response rate it is difficult to ascertain whether these concepts are reaching the majority of students.

Another way in which students' exposure to diverse perspectives is captured is through the course curriculum. The percent of students who have proficiency in the learning outcomes related to Diverse Perspectives remains high. This may be a better way to measure students' exposure to these ideas because it includes all enrolled students and not merely those willing to respond to a survey. The percentage of students meeting proficiency in general education courses this past academic year was 91%.

Other ways the college is able to capture student input is through student representation on college committees. There was student representation on the student subgroup of the DEI committees. Student representatives also serve on the College Council and are present at meetings of the Board of Trustees.

We recognize that this may not be sufficient in obtaining student feedback, especially with topics as broad as diversity. Efforts to improve student feedback should be explored more in the year to come.

Chesapeake College remains committed to the goals of promoting diversity, equity and inclusion. In March 2022, the definitions below were formally adopted by the Board of Trustees to guide the efforts of the college going forward.

Diversity is understanding that each individual is unique among multiple dimensions, including but not limited to, race, ethnicity, gender, sexual orientation, socio-economic status, age, abilities, and beliefs. Diversity encompasses the multitude of ways in which we experience and navigate the world.

Equity is the fair distribution of services and resources to ensure equal opportunity. It is the result of the ongoing process of creating an environment where each individual has the access and means needed to be successful.

Inclusion is the practice of respecting and welcoming all people as a part of the Chesapeake College community. An inclusive environment recognizes the inherent worth and dignity of each individual.

Thoughts for our purpose and values in beginning this work. Please consider this as a beginning.

We embrace a commitment to the removal of barriers that inhibit success. We recognize the need to listen to the students, employees, and the community when inequities are pointed out, even if it makes us uncomfortable, and to engage in opportunities to enhance our own growth as individuals and an institution.

By valuing individuals and groups free from prejudice and by fostering a climate where equity and mutual respect are intrinsic, we will create a success-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the energy of its people.

This awareness of equity requires the understanding that we are not all starting from the same place. It is enhanced by acknowledging a person's individual challenges, and also their unique strengths. It does not mean simplifying work to promote success, rather upholding standards and enabling empowering people to meet them.

We strive to set an example in the region by being an inclusive institution, demonstrated by the treatment of our employees and our students.

In order to produce lasting change, we must intentionally set goals and targets that will bring about these outcomes.



Maryland Higher Education Commission (MHEC) 2022

Cultural Diversity Report

Frederick Community College (FCC) is a public community college located in the second largest city and the largest agricultural-producing county in the state of Maryland. Since 1957, FCC has prepared an increasingly diverse student body to complete their goals of workforce preparation, transfer, career development, and personal enrichment. FCC values learning, innovation, diversity, excellence, community, integrity, and as described in the College vision statement, “Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.” FCC is a mid-sized institution with over 7600 credit students and over 5000 continuing education and workforce development students per year. FCC students come from 32 countries, consisting of 42% Students of Color and 26% first-generation credit-seeking students. The College values being the community college in Maryland with the highest graduation and/or transfer rates for students.

FCC has a diversity, equity, and inclusion (DEI) infrastructure that includes: the Office of Diversity, Equity, and Inclusion with a senior diversity officer, the President’s Diversity Advisory Council, Adult Services, Veteran and Military Services, English as a Second Language Programs, as well as other student-centered and employee-centered programs. The FCC cultural diversity work is grounded in our College-wide 2019-2024 Diversity, Equity, and Inclusion Strategic Plan 2019-2024.

As an institution, Frederick Community College is fully committed to the goal of inclusive excellence, that in order to be excellent—as an institution and as individuals—we must be inclusive. An inclusive institution promotes and sustains a sense of belonging across multiple dimensions of difference, including racial and ethnic diversity. FCC aspires to be a leader in the state and the nation that fosters an environment that welcomes, supports, rewards, and challenges our community members to center equity and inclusion in everything they do, including being innovative and leading with authenticity. We are pleased to report a summary of the institution’s Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: students, faculty, non-faculty, and administration. The report also describes the data metrics, administration, and inclusion of diverse perspectives/student voices used to guide the work.

Students

Student Affairs

In alignment with Strategic Domain #1 of the Frederick Community College DEI Strategic Plan, *Addressing access and success gaps for traditionally under-represented students*, the Office of Student Leadership & Engagement offered over 50 DEI-related events for students during the 2021-2022 academic year. Examples of such offerings included World Sexual Health Day which brought awareness about sexual health and sexual rights and ways to enforce them. World Suicide Prevention Day was a virtual event packed with eight hours of inspiring conversations about mental health and suicide prevention. Global Coffee Breaks allowed students to connect virtually with students from Italy and Jamaica. Wellness Week provided students with a plethora of activities devoted to their physical and mental health. Hip Hop Appreciation Week educated students about cultural aspects of the Hip Hop community. These are just a few examples of the numerous programs offered to students to bring to light diverse perspectives as well as foster belonging and inclusion.

Office of Student Success Programs

In an effort to strengthen and expand support for students at FCC, the programs and services offered through the Office of Adult Services and the Office of Multicultural Student Services were reimaged to create the Office of Student Success Programs.

The Office of Student Success Programs supports the enrollment, success, and retention of first-generation college students, student parents, LGBTQIA+ students, adults age 24 and over, limited-income students, immigrant students, and students from other underrepresented or diverse backgrounds. The Office of Student Success Programs engages students through one-on-one drop-in appointments, high-impact cohort-based programs, mentoring opportunities, and workshops to provide support for students. The current cohort-based programs are:

- PASS (Partnership to Achieving Student Success)

- Program for new and incoming students from 1st generation, limited-income, and those from historically- underrepresented or underserved backgrounds with year-round success coaching, personal enrichment, and academic opportunities, including a Summer and Winter Academy
- Parents Lead
 - Program for any incoming or current student who is the primary caregiver to children 17 or younger that assists with tuition, books, and childcare for students with a demonstrated need
- Project Forward Step
 - Program that provides counseling, information, referrals, and financial assistance for returning adult students, including special services for single parents (as well as single pregnant women) and non-traditional age adults (age 24 and over) who are low income, out-of-workforce, or homeless
- Allied Health Academy
 - Program that provides training, educational support, and consideration for financial assistance to eligible certified nursing assistants (CNA), geriatric nursing assistants (GNA), or other select allied health occupations with tuition, books & materials, and transportation

Leaders at FCC regularly take steps to understand the student experience. The Division of Student Affairs and respective offices within the division initiate periodic assessments that measure culture, climate, and student satisfaction outside of the school. In addition to data collection, focus groups, secret shoppers, and external reviews have been conducted to help inform the work of departments and continuously improve the student experience.

Faculty

Equity Scholars

As a part of the College’s Institutional Racial Equity Plan, in June 2021, FCC held its first Culturally Responsive Teaching Institute, a 7-week intensive training program in culturally responsive teaching in which 14 faculty and administrators (Equity Scholars) engaged in thoughtful dialogue about scholarly texts, built community, and ultimately transformed syllabi and assignments in an effort to close racial equity gaps as well as to increase student success for all students in their courses. Equity Scholars met throughout the Fall and Spring semesters to participate in professional development sessions specifically tailored to the group as well as to share culturally responsive teaching ideas with their cohorts. In Spring 2022, Scholars presented CRT-informed syllabi and assignments to faculty and staff both inside and outside the institution. In January 2022, a group of Equity Scholars presented on the personal and instructional transformations necessary for fostering a culturally responsive classroom environment at the Association of Faculties for the Advancement of Community College Teaching (AFACCT). Equity Scholars also presented on equity-minded practices at the College’s 7th Annual Academic Affairs, Continuing Education, and Workforce Development Leadership Conference (January 2022). In February and March 2022, Scholars further supported the college’s Institutional Racial Equity Plan by providing feedback and suggestions to departments on how to approach departmental racial equity plans from a culturally responsive and equitable lens. In June 2022, a second cohort of 11 Equity Scholars participated in the Culturally Responsive Teaching Institute for the 2022-2023 school year.

Racial Equity Strategic Action Team

The Racial Equity Strategic Action Team, composed primarily of faculty and academic leaders in Academic Affairs, Continuing Education & Workforce Development (ACEWD), was formed in the Spring of 2022 to oversee the work of implementing the Diversity, Equity, and Inclusion Strategic Plan.

Credit programs in ACEWD began to work on closing racial equity gaps for African American and Latinx students –the populations where we consistently have seen opportunity gaps–through a year-long initiative. Working with the Office of Planning, Assessment, and Institutional Research (OPAIR), all department chairs and program managers were given institutional and departmental data focusing on student success and equity. After receiving training in the use of dashboards, a tool which allows data access to employees to address equity gaps, stakeholders were instructed to utilize FCC’s dashboards to track several years of equity data within their program. Using this information, departments were instructed to use the fall semester to identify probable causes for equity gaps and then submitted their responses in a standardized template at the end of the fall.

In January, departments received feedback regarding their responses about equity gaps. For the spring, all departments were tasked with identifying at least two initiatives that could be implemented at scale within their departments or programs for the 2022-2023 academic year to address reasons for equity gaps provided in their responses. All are on track for implementation next year. Non-credit CEWD program areas began equity work in Spring 2021, focusing on access. CEWD administrators are currently reviewing demographic data points of enrolled students from 2016 – 2020 and are writing narratives to reflect on the reasons for equity gaps across gender, ethnicity, and race.

Areas of focus that emerged from this work include appealing to a broader audience of students, diversifying the adjunct pool, and making changes at a curricular level. Goals developed include:

- Marketing assistance in developing outreach materials to attract more diverse student body
- Incorporating Culturally Responsive Teaching into curricula across areas to expand adjunct capacity
- Becoming intentional in course development to incorporate topics that appeal to a wider and/or more targeted audience
- Building new networks of community engagement
- Identifying student pipelines that exist and building connections to CEWD courses and programs

These recommendations will increase access to students based on gender, race, and ethnicity. Program areas began to implement plans in FY 21 and CEWD will benchmark progress annually in the AACEWD Master Plan beginning in FY 22.

Non-faculty Staff

ODEI Calendar of Events

The Office of Diversity, Equity, and Inclusion (ODEI) offered six workshops for faculty and staff for the 2021-2022 academic year:

1. Campus Police and Frontline Responders: Trauma and DEI-Informed Training to Improve Response and Intervention - Nov 1, 2021
2. Supervision With a DEI and Antiracist Lens: Dr. Jamie Washington on Going Beyond Optics- January 18, 2022
3. Mental Health First Responders: Train Faculty & Staff to Identify At-Risk Students - January 20, 2022
4. Black Student Initiatives: Short- and Long-Term Programs for Retention and Persistence on January 24, 2022.
5. Support Your LGBTQIA+ Campus Community: Create & Celebrate Cultures of Inclusion, Access & Thriving in Higher Education- February 8, 2022
6. Bias Incident Reporting & Response – February 23, 2022

Eight people attended the events on average, with the greatest attendance (12) being “Supervision with a DEI and Antiracist Lens.” The ODEI will continuously look for ways to increase employee participation and awareness by expanding marketing and modality options.

Faculty and Staff of Color Group

In alignment with Strategic Domain #2 of the DEI Strategic Plan to increase the diversity of FCC faculty and staff to reflect our students and Frederick County, action item #5 seeks to “*Develop Faculty and Staff opportunities (such as groups or associations) to support retention of minority faculty and staff populations for People of Color and members of the LGBTQIA+ communities.*” To that end, the Faculty and Staff of Color group meet monthly to build community by getting to know each other and sharing their experiences. Discussions for institutionalizing the group comprise a number of goals, including extending connections both within and outside the college and collecting data to document the extent to which the group meets desired outcomes.

Administration

Leadership Conference

Convened by the Provost/Executive Vice President for Academic Affairs, Continuing Education, and Workforce Development, the 7th Annual Academic Affairs, Continuing Education, and Workforce Development Leadership Conference was held on January 11th and 12th, 2022. The focus was to further support the College Institutional Racial

Equity Plan designed to close all racial gaps in access or success by 2027. The conference featured two nationally-known scholar-practitioners, Dr. Adrianna Kezar (Director, University of Southern California Pullias Center for Higher Education) and Esmeralda Hernandez-Hamed (University of Southern California Race and Equity Center). Their presentations on equity-mindedness and leadership in higher education were the launching point for our discussion about race and changing faculty practice, policies, and structures. Associate Vice Presidents and faculty reflected on the access and success data by race within their departments to determine institutional barriers they have the power to address to close existing equity gaps. On behalf of their academic areas, all department chairs made presentations to share what they learned.

Xhercis Mendez—Transformative Justice in the Workplace

On March 4, administrators, faculty, and staff heard from Dr. Xhercis Mendez, a consultant who uses transformative justice (TJ), a strategy for addressing the root causes of harm, such as microaggressions, relationship violence, and campus sexual assault, to create actionable pathways towards accountability and healing. A total of 23 administrators (83%), staff (9%), and faculty (9%) attended.

Dr. Mendez's presentation was well received. On a scale from 1-5, 95% scored transformative justice a 4 or 5. Those who provided a high rating reported doing so because transformative justice is a way to resolve harm in the workplace while holding those responsible accountable. Others expressed appreciation that transformative justice addresses policies to enact change. Others liked that TJ could be used to help transform the institution's climate. Ninety-five percent of attendees felt transformative justice would be a useful framework for the College to adapt. One hundred percent of attendees approved of Mendez as a presenter and felt that she could lead the college in developing a transformative justice framework. Attendees expressed appreciation for her knowledge of the topic, engagement of the audience, enthusiasm, and authenticity.

Description of the Governing, Administrative, Coordinating, and Institutional Offices

The Office of Diversity, Equity, and Inclusion

The Office of Diversity, Equity, and Inclusion (ODEI) at Frederick Community College has primary responsibility for providing College-wide leadership on best practices as well as effective and ethical strategies to build and sustain an inclusive and excellent College community for students, faculty, staff, visitors, and the larger community. FCC fulfills its mission of educational excellence through culturally conscious and responsive classrooms, policies, practices, workplaces, and activities. Through strategic planning, professional development, technical assistance, curricular and co-curricular interventions and development, ODEI centers the principles of equity and inclusion in all facets of the College.

The President's Diversity Advisory Council

The President's Diversity Advisory Council (PDAC) is a body of students, faculty, and staff, charged with "[advising] the President and Senior Leadership on matters involving diversity, equity, and inclusion. This description of PDAC located on the institution's website [Diversity, Equity, and Inclusion - Frederick Community College](#) lists out several responsibilities of this group, including: 1) responding to the college community, 2) advising the President and Senior Leadership, 3) educating the college community, and 4) providing direction on diversity, equity, and inclusion. The goals of PDAC are influenced in large part by the President.

Under the leadership of former President Elizabeth Burmaster and former Senior Diversity Officer, Dr. Beth Douthirt Cohen, PDAC was instrumental in developing the collegewide Diversity, Equity, and Inclusion Strategic Plan, approved by the Board of Trustees on June 19, 2019. A copy of the DEI Strategic plan can be found in the appendix at the end of this report. Consisting of a total 28 action items, most of the plan is in progress. Other items were paused or delayed due to COVID-19. One action item has been completed: "Develop[ing] an accessibility map of the College, including single-user restrooms that are ADA compliant, lactation rooms, prayer rooms, accessible parking, accessible doors, and spaces for specific populations."

On February 1, 2022, English faculty member, Dr. Andrea D. Dardello, assumed the role of Acting Senior Diversity Officer. With the vacancy of the DEI Officer position as well as an Interim President and Presidential search, PDAC members continued to meet to increase awareness about and report on progress regarding college initiatives and to make plans to welcome our new president, Dr. Annesa Cheek.

The Center for Teaching and Learning

In support of the College mission, the Center for Teaching and Learning (CTL) supports and enhances high-quality instruction and responds to the individual learning, teaching, and support needs of students, faculty, and staff. In addition, the CTL encourages exploration and innovation in various learning environments by sharing knowledge, tools, and resources. Hence, the CTL provides academic support via library services, the Learning Centers (tutoring), proctored testing and student assessment, online learning, and instructional innovation. The Center for Teaching and Learning models excellence by designing and delivering student learning experiences, pathways, and programs that increase student access, success, and completion. CTL offers teaching and learning hours in four distinct tracks, including Culturally Responsive Teaching [CRT] and Cultural/Global Competence Development; Scholarship of Teaching and Learning; Instructional Innovation and Faculty Leadership and Academic Management.

The Global Learning Committee

The Global Learning Committee (GLC) was formed in 2019 and co-chaired by Dr. Beth Douthirt Cohen and Dr. Ivy Chevers. Twelve faculty and staff comprise the committee who meet once a month. The committee facilitates the development of on-and off-campus global experiences that help students, faculty, and staff gain the knowledge and skills necessary to become responsible, successful citizens in a globally connected world. The committee began with providing professional development for staff and faculty, supervising travel abroad, and reviewing travel abroad policies. In 2020-22 GLC hosted International Education Week events, Black History Month events, and Global Coffee Chats via Zoom.

DEI Data and Metrics

In its efforts to close racial equity gaps, the College is currently tracking 16 key performance indicators located in the College's Institutional Racial Equity Plan. There are eleven success-based benchmarks, including successful-persister rates; graduation-transfer rates; 150% graduation rates; course failure rates; learning modalities; percentage of adult education students achieving one ABE educational functional level; percentage of adult educational students achieving at least one ESL educational functional level; and workforce training completers. Additionally, the College has identified 5 access benchmarks, including the percent of credit enrollment compared to the Frederick county population; the percent of Continuing Education and Workforce Development (CEWD) enrollment compared to the Frederick county population (15 years or older and 5-14 years of age); percent of credit students accessing financial aid; and the number of high school-based dual enrollment courses taken by high school students. Each of these indicators is broken out by Latinx, Asian, Black/African American, and White student groups.

The College produced several dashboards to share data access to employees that help them better understand the impact of their work. Currently, dashboards have been created around CEWD enrollment, credit enrollment, course modality enrollment, students with disabilities, campus student population diversity, time to graduation, grade distribution, retention and transfer rates, student success alerts, transfer-out statistics, program report card, HS to FCC enrollment within 365 days, and FCPS-to-FCC transitions. All of these dashboards include, where available, demographic filters (ethnicity, gender, and age groups) so that users can evaluate data and address equity gaps where appropriate.

As part of the College's formal assessment processes, program managers in both the Continuing Education and Workforce Development (CEWD) and credit areas are asked to assess their programs for equity gaps. As part of the credit review, program managers are asked to look at students' declared majors, retention, degrees/certificates awarded, fall course enrollment, and course success. In this review they are to discuss student demographics and identify equity gaps as well as identify practices or procedures in the program that should be revisited or implemented to improve equity outcomes.

All of these data initiatives are designed to inform faculty and staff about their individual impact on student success and

goal achievement. Furthermore, these data-informed projects are aimed at helping employees understand how institutional barriers can impact student outcomes. With that in mind, the initiatives listed above will be continually reviewed to adjust the College's lens from a place of deficit thinking to better identify equity gaps, and remove institutional barriers that create these gaps. Many of these barriers have persisted since the institution's inception and prior to serving underrepresented populations.

Student Voices and Diverse Perspectives

Student Climate Survey

In alignment with Strategic Domain 4 of the DEI Plan, "*Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors,*" the Office of Diversity, Equity, and Inclusion (ODEI) worked with the Office of Planning, Assessment, and Institutional Research (OPAIR) to conduct the National Assessment of Collegiate Campus Climate (NACCC). This survey is designed to assess students' perception of the institution's commitment to meet their needs and foster a sense of belonging.

The survey covered six domains, including: institutional commitment to racial diversity and leaders' response to racial problems on campus; student safety both on and off campus; diverse perspectives in student learning and preparation to live and work in a diverse society; encounters of racial stress that might interfere with academic studies; students' perception of their relevance on and off campus; and cross-racial engagement.

With the support of the Center for Student Leadership and Engagement, the survey was incentivized with 40 \$25 gift cards and three Apple iPads as grand prizes. The survey ran from March 1-April 25, 2022. Out of a sample of 4,893 students, 623 (12.73%) students successfully completed the survey.

MOSAIC Center

During the Spring 2022 semester, the Office of the Associate Vice President for Student Affairs facilitated a survey regarding the MOSAIC (Making Our Space an Inclusive Community) Center and desired DEI-programming in that space. Based on the responses, students were interested in programming and activities that focused on respectful communication, diversity and inclusion, unconscious bias, antiracism, and discrimination and harassment. In the survey's qualitative responses, echoing themes were diversity, culture, and representation. Students shared their vision for the MOSAIC Center as an inclusive and safe space to celebrate culture and express appreciation of different facets of the world. Other initiatives planned for the 2022-23 academic year include the [LGBTQIA+ Safe Space Training](#), [Student Parent Reading Circle](#), [Food Locker Program](#), discussions on structured inequality, and using HEERF (Higher Education Emergency Relief) funding to address food insecurity and mental health for underrepresented students.

DEI initiatives at Frederick Community College demonstrate a commitment from faculty, non-faculty, and administrators to live out the College's value of diversity that centers on "embracing the visible and invisible human differences that affect the learning and success of students, faculty, staff, administrators, and members of the community." This value rings clear in student programming, strategic planning to close racial equity gaps, professional development, and inclusion and retention efforts. This ongoing collaboration to move DEI initiatives forward makes FCC a place where all can learn, develop, and grow.

2022 Garrett College Equity, Diversity, and Inclusion Narrative

1. Summary of Garrett College's Equity, Diversity, and Inclusion (EDI) explicit initiatives/efforts for the following populations (one page maximum per population)

a. Students

Enrollment and retention are strategically important for the institution, and the college has been working at providing resources and support to create an inclusive environment for minority, underrepresented, first-generation, and economically or educationally disadvantaged students. Some of these efforts include mentoring and tutoring programs, SING food pantry, reduced textbook costs and increased Open Educational Resources (OER) use, and increased scholarship opportunities.

During the 2021-2022 school year, the college was specifically focused on getting back to pre-pandemic operations, and provide students with a traditional in-person experience and engagement. Given the challenges of the last two years, it was critically important to renew supportive efforts for students with respect to EDI. Student involvement was a main focus, and is evident through the restart of the American Association of University Women (AAUW) and Genders & Sexualities Alliance (GSA) clubs, as well as the creation of the EDI Student Advisory Council.

Community engagement was also a large focus. The Chamber of Commerce "Welcome Reception" focused on making out-of-county/out-of-state students feel part of Garrett County. The recent creation of the Garrett County chapter of the NAACP provided students with community support and on-campus engagement through activities such as providing meals during winter break, cookout and bonfire, and state park trips, in addition to the creation of a college engagement committee.

Education and training was a final focus. All incoming students are required to complete a training entitled, "Introduction to Diversity, Cultural Competency, and Social Justice" as part of the "Student Compliance Training". This provides students with a foundation to build upon. Other education and training opportunities included Black History Month lecture series, Joan Crawford lecture series, and a variety of club activities (Pride Week, Women's History Month, etc.).

b. Faculty

All employees are required to complete a workplace cultural competency foundational course at time of hire as part of the "Employee Compliance Training". Additional trainings are being planned for future implementation. Some faculty completed "Safe Space" training when it was offered before the COVID pandemic, and there are plans to offer more trainings in the upcoming school year.

Curriculum and assessment are important for faculty EDI initiatives. Global cultural competency has regularly been included and assessed over the years, and the college is looking to make improvements in this area when the incoming Social and Behavioral Sciences professor starts in August 2022. Diversity of content and voices in the

classroom are initiatives that are also being reviewed by faculty to make the classroom more inclusive and provide representation, despite a lack of diversity among faculty members. The COVID pandemic illustrated that faculty could be adaptive in their modalities, providing access to content, and teaching strategies. This has allowed faculty to be increasingly accommodating to student learning styles and non-traditional student needs.

Campus engagement was the biggest initiative of the 2021-2022 school year since there was limited opportunity during the two years of the pandemic. Many faculty members participate as “STARS” mentors to help support at-risk/high-risk students and many serve as advisors for EDI-specific clubs, including one focused on LGBTQ acceptance, one for women in higher education, and one that promoted connections with the NAACP local chapter. Additionally, faculty also have the opportunity to participate in the EDI-specific on-campus events. Several faculty members also presented as part of the “Joan Crawford Lecture Series” on topics such as “Hard Labor and Hostile Encounters: Chinese Immigrants and the Transcontinental Railroad”, “Hitler's Wrath, When Hatred Takes Root”, “Washington’s Road of 1753: A British, American, and Native American Enterprise”, “Making Waves, Making History: The Women’s Movement” and “Life on the Autism Spectrum: A Personal Perspective”.

c. Non-faculty Staff

All employees are required to complete a workplace cultural competency foundational course at time of hire as part of the “Employee Compliance Training”. Additional trainings are being planned for future implementation. Some staff completed “Safe Space” training when it was offered before the COVID pandemic, and there are plans to offer more trainings in the upcoming school year.

Campus engagement was the biggest initiative of the 2021-2022 school year since there was limited opportunity during the two years of the pandemic. Many staff members participate as “STARS” mentors to help support at-risk/high-risk students. Additionally, staff also have the opportunity to serve as advisors for the variety of student clubs and/or participate in the EDI-specific on-campus events.

Staff members are often the faces of the college offices and form close working relationships with students. From those interactions come actions, often spearheaded by the staff. Some of the EDI-explicit actions include the drafting of a “Campus Name” policy, having more diverse representation in marketing ads, and continuous volunteer efforts to the Students in Need Group (SING) and the Athletics program.

d. Administration

All employees, including administrators, are required to complete a workplace cultural competency foundational course at time of hire as part of the “Employee Compliance Training”. Additional trainings are being developed for Senior Leadership, including emotional intelligence, and dimensions of diversity, to name a few. Some administrators

completed “Safe Space” training when it was offered before the COVID pandemic, and there are plans to offer more trainings in the upcoming school year.

Campus engagement was the biggest initiative of the 2021-2022 school year since there was limited opportunity during the two years of the pandemic. Many administrators participate as “STARS” mentors to help support at-risk/high risk students. Additionally, administrators also have the opportunity to serve as advisors for the variety of student clubs and/or participate in the EDI-specific on-campus events.

Administration has the ultimate responsibility to take the lead and promote the college’s mission and vision as it relates to EDI. Two of the most critical areas that administration focuses on in its EDI-explicit efforts are policy and procedure, and funding. Senior leadership regularly reviews and discusses existing or proposed policies and/or procedures through an equity lens to remove language or actions that could be biased or limit equity. In the course of budget preparation, Senior leadership has the final review for budgetary requests, and can implement equitable funding processes. There are plans to incorporate additional training that will support administration in these critical decision-making activities to support the college’s EDI initiatives and build a more inclusive campus community.

2. Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus solely dedicated to EDI (no more than one page).

The College does not have an office that is solely dedicated to EDI. Oversight for EDI efforts is housed within the Office of Equity, Compliance, and Risk Management (ECRM), and the Director of ECRM serves as the College's Diversity Officer, Title IX Coordinator, and Section 504/ADA Coordinator. The Director of ECRM works closely with various departments/offices including, but not limited to, Academic Affairs, Student Affairs, and Assessment and Institutional Research, to establish goals and strategies focused on equity, diversity, and inclusion. Additionally, as a small, rural institution, the college relies heavily upon external partnerships with local and state organizations, such as the Garrett County chapter of the NAACP, the Maryland Community College Diversity Roundtable group, and the Maryland Commission on Civil Rights.

3. Description of the institution's EDI data or metrics and how they assist in driving the institution's actions/interventions to eliminate educational EDI gaps (no more than one page).

The Advising & Academic Success Center utilizes a complex predictive retention model to identify students within the following risk categories: safe, at risk, and high risk. Once new incoming students have been modeled, all are invited to participate in the STARS (Striving Together and Reaching Success) retention program. Students within the at-risk and high-risk categories are paired with a staff or faculty mentor to guide them through the program. The STARS program consists of intentionally designed activities to help improve student success and retention outcomes, such as regular engagement with the Learning Commons and academic support services, early and ongoing advisement, and participation in student social activities.

In addition to the predictive retention model and affiliated construct of support, the Advising & Academic Success Center facilitates a proactive intervention structure through Early Academic Alerts. Any faculty or staff member at the institution may submit a manual early alert for any student at any time throughout the semester based on observed academic behaviors. Faculty are also provided with suggested alert checkpoints including the first, fifth, and seventh weeks of the semester. Mandated attendance, as collected by the registrar's office, is also integrated into the Early Academic Alert structure.

Both Early Academic Alerts and predictive retention modeling are supported strongly by the Student Information System, Jenzabar. Through these and other retention strategies, overall student retention at the institution has made small but consistent improvements.

4. Description of how the diverse perspectives and voices of all students are captured and utilized in informing campus EDI efforts.

Students have a variety of opportunities to have their voices and perspectives heard. Bi-annually (on staggered schedules), the college disseminates surveys to solicit information and feedback from students. The Student Opinion/Satisfaction Survey asks several questions regarding student satisfaction with the offices, services, and resources offered by the college, and highlights areas where satisfaction is high, as well as, areas of improvement. The Campus Climate survey, while specifically focused on sexual misconduct, does solicit information on demographics and general campus climate, and is another avenue to voice perspectives and concerns.

In addition to surveys, the college regularly holds focus groups or listening sessions to gain student feedback. The most recent listening session was held in April 2022, and students had the opportunity to have lunch with the Deans of Academic Affairs and Student Affairs, and have their voices heard.

The Campus Activities and Advisory Board (CAAB), formally the Student Government Association, is a student-run organization that provides a well-rounded college experience by promoting student involvement, school spirit, and campus traditions; which foster a sense of belonging, affinity to the institution and overall supports student success and retention. Students have the opportunity to share feedback with the group or to request activities or clubs, and CAAB members represent the student body during Board of Trustees meetings and at state government functions.

In the spring of 2022, the Equity, Diversity, & Inclusion Student Advisory Committee was formalized. The EDI Student Advisory Council's long-term goals will be to:

- Create a platform that supports various historically under-supported (represented) student groups.
- Steward a College-wide plan for greater equity and inclusivity for all students, faculty, and staff.
- Increase interest of students of diversified backgrounds seeking leadership roles internally and externally to the College.
- Educate, inform, and work with students across all backgrounds to ensure all campus community members feel included at Garrett College.

Recruitment began in March 2022 for a formal committee start in the fall 2022 semester.

Maryland Higher Education Commission (MHEC)
Cultural Diversity Report 2022
Hagerstown Community College

Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts

Cultural diversity, equality in education, and equal employment opportunities are viewed as integral parts of the mission and purpose of Hagerstown Community College (HCC). The mission, values, and policy statements encourage and support diversity in the personal, professional, and academic development and enrichment of all in the College community. Globalization and diversity are also meaningful elements of the institutional learning outcomes adopted by HCC's Board of Trustees in May 2020.

Beyond its Equal Employment Opportunity Policy, HCC's Board approved the Anti-Discrimination Policy in 2010. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively, through this policy, is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action, or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping, and racial, gender, or cultural slurs.

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

In 2021, HCC engaged in a new strategic planning process. Diversity, equity, and inclusion discussions served as a foundation for the steering committee's work. The process involved gathering substantial input from faculty, staff, administrators, and students. An important step in developing the strategic plan was a review and complete revision of the mission, vision, and values of the College. The newly adopted mission and values incorporate the importance of equity and diversity, and inclusion. The College will look to align its new strategic commitments with the Maryland State statutory provision §11-406 of the Education Article in the next cultural diversity plan.

Diversity, Equity, and Inclusion (DEI) Student Initiatives

The Office of Student Activities prepares a robust annual schedule of Diversity, Equity, and Inclusion-explicit initiatives or efforts for students. While students are the targeted audience, these events are always open to other members of the campus community.

Accomplishments in FY22 related to Cultural Diversity:

- Monthly informational displays were created in the Student Center main dining room, highlighting cultural awareness for Hispanic Heritage Month, Native American Heritage Month, Black History Month, Women’s History Month, and Irish American Heritage Month
- In October, the College participated in the *Maryland Male Students of Color Summit*, hosted by the Maryland Association of Community Colleges; both students and employees participated in the day-long virtual program.
- In November, HCC participated in a nationwide discussion with Michelle Obama titled, “Who Are You Becoming?” Students and staff benefited from Obama’s words of wisdom against hate and bigotry, about the importance of embracing one’s difference, the power of vulnerability, and the hard work of “self-mining.”
- In December, HCC’s Black Student Union hosted a slam poetry performance featuring poets from the DC metro area.
- In January, HCC hosted the annual Martin Luther King, Jr. Diversity Celebration. This year’s event featured Tereance Moore and Reggie Turner, Co-Chairs for the Western Maryland Community Development Corporation, highlighting how Hagerstown’s historic African-American community has served each other since the Reconstruction era following the Civil War (1865-1877) into the current time. The celebration ended with a dramatic rendition of Dr. King’s “I Have a Dream” speech, performed by Dr. Darin Mency, Pastor at Hagerstown’s Greater Campher Temple. It also included poster presentations by graphic design students and student performances.
- In February, HCC hosted a curator from Doleman Black Heritage Museum, who spoke about historically significant African-American families in Washington County. HCC’s Black Student Union held a “Conversations for the Soul” event where local African-American entrepreneurs talked to students about the obstacles they overcame to become business owners. Brish Library hosted Douglass Day, an annual national event that focused on meeting transcripts from the Colored Conventions.
- In March, HCC organized a trip to Antietam Battlefield to explore the impact of the Irish Brigade on the war to commemorate Irish American Heritage Month. HCC also recognizes *Women’s History Month* annually. This year, HCC hosted a musical theater production about the Women’s Suffrage Movement to celebrate.

Diversity, Equity, and Inclusion (DEI) Faculty initiatives

HCC is committed to providing professional development and support for faculty around issues related to DEI. The signature diversity event for faculty this year was a workshop led by an external partner. The workshop by Dr. Lisa Williams, "Looking at Teaching With an Equity Lens: Part II," built on discussions with full-time faculty members in August 2021. The workshop was designed for capacity building around ideas of equity for faculty members' work with students. The workshop included a 60-minute talk and 30 minutes of discussion. The workshop supported the following goals:

- Capacity building for participants around ideas of what it means to apply an equity lens to decision-making in their work with students
- Analyze the connection between academic identity, self-efficacy, and accessible opportunities in the classroom
- Contextualize the discussion of these constructions considering demographic factors such as race, class, gender, and language

Additional opportunities for faculty are developed and promoted by the Fletcher Faculty Development Center throughout the academic year. In 2021-22, the Fletcher Center provided access to professional development, including a session on Developing Measurable Outcomes for DEI and Belonging in Higher Education and Normal Sucks: Strategies for At-Risk and Neurodiverse Learners

Faculty at HCC integrate diversity topics and initiatives into their teaching and other daily work. A variety of courses have been developed with intentional alignment with the diversity requirements of the College. The diversity courses in the General Education curriculum offer 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. Recently faculty have participated in training to learn best practices for assessing the new globalization and diversity institutional learning outcome.

Diversity, Equity, and Inclusion (DEI) Non-Faculty Staff initiatives

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. The College views attracting a diverse applicant pool for positions as a critical component of DEI efforts for all employees, including non-faculty staff. The office of Human Resources (HR) actively develops outreach efforts by advertising in various national publications and journals for professional associations that are aimed at diverse populations. In addition, the HR staff attends job fairs at various locations to increase the recruitment pool diversity related to race, disability, and veteran status.

HCC utilizes the HigherEdJobs diversity and inclusion email package, which helps to recruit diverse applicants and demonstrates HCC's commitment to diversity and inclusion. The HR Recruitment Specialist attends local and career fairs in the Hagerstown, Frederick, and Baltimore

areas. Positions are posted to Handshake, a platform used to post positions to multiple colleges and universities to attract qualified candidates. Additionally, positions are posted to the Maryland Workforce Exchange, Pennsylvania Job Gateway, and Maryland Community College Jobs Consortium. Job flyers are sent to regional local veteran's employment representatives for distribution as well.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring non-faculty staff to provide role models for the increasingly diverse student population. According to the fall 2021 EDS report, 7.6 percent of all full-time employees identified themselves as a minority. Facing the challenge of recruiting employees of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population, often found in urban and metropolitan areas.

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

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

Diversity, Equity, and Inclusion (DEI) Administration initiatives

The administration at HCC shows support for cultural diversity, equality in education, and equal employment opportunities in several ways. HCC offers professional development funding to support learning initiatives of interest to college employees. Several departments have utilized these funds for DEI educational experiences. The Library is an example of a unit that regularly uses funds to participate in related opportunities.

Library DEI initiatives for FY22 included:

- Annually, the Library & Student Activities host a Douglass Day transcribe-a-thon in honor of Frederick Douglass. The campus community is invited to participate.
- All library staff completed a course sponsored by MD State Library on Dismantling Institutional Racism in Libraries (this spanned summer 2021, so partly FY21 and partly FY22)
- Library Coordinator attended webinars on completing diversity audits for the library collection – plan to implement in a future FY
- Library Coordinator served as liaison for Washington County community book drive in September, establishing drop boxes around campus. The books are distributed to local children who may live in print-poor environments.
- Library purchased a wall map showing original locations & names of indigenous nations in the western hemisphere, which will serve as both décor and reference material

- Digital Resources Librarian attended a webinar on usability for LibGuides
- Library Services Assistant attended a webinar on Black Librarianship: Past, Present & Future
- Library purchased several décor items targeted toward minority holidays and awareness celebrations (Kwanzaa poster, Hanukkah menorah, MLK day, women’s history month, welcome sign in multiple world languages)
- The library displays collections items in conjunction with awareness month themes, including:
 - Black history month
 - Women’s history month
 - Irish American heritage month
 - LGBTQ+ Pride month

The Retention and Registration Office has also been a leader in professional developments focused on DEI topics. Such developments of this past year have included:

- Pathfinders for Autism training
- NABITA Case Management conference, with focus on working with diverse populations
- MD BIT Affinity Conference, with sessions on working with diverse populations
- Maryland Student Affairs Affinity Group Diversity Roundtable – monthly online discussions around various topics
- Webinar on Inclusive Academic Advising, which includes the power of writing one’s own diversity statement

Additionally, ten administrators joined hundreds of other educators in Washington County for the annual Bester Community of Hope Breaking the Cycle event. This inspiring event highlighted Temple Grandin, Ph.D., autism self-advocate, and university professor.

HCC’s business incubator is committed to supporting businesses owned and operated by individuals from diverse backgrounds. Recently the only culinary incubator (Mama’s Biscuits) operated by an African American woman (Leslie Riley) in the United States opened on HCC’s campus. The Fletcher Incubator supports efforts to help diverse entrepreneurs succeed in the local community and region. Hopefully, this will encourage people from diverse backgrounds to start businesses and seek entrepreneurship training through HCC programs.

In 2021, the administration supported HCC’s first campus book initiative. The first book chosen was *This I Believe, the Personal Philosophies of Remarkable Men and Women, Volume 1*. It is a collection of essays by a diverse group of individuals sharing how they arrived at their own personal beliefs. The keynote speaker associated with the event was Selena Wilkes, a motivational speaker from the local community.

Description of the governing, administrative, coordinating bodies, and institutional offices

The Diversity and Inclusion (D&I) Committee is a newly established committee at HCC in the 2021-2022 academic year. This Committee resulted from a decision to transition the long-standing Multicultural Committee to a more encompassing group of employees charged with providing strategic guidance on college diversity and inclusion issues. The Committee is co-chaired by the Dean of Students, Dean of Planning & Institutional Effectiveness, and the Executive Director of Human Resources. The D&I Committee is comprised of volunteers representing different areas of the College. The D&I Committee has access to funding to expand diversity and inclusion trainings and awareness programs for the campus community. The D&I Committee met four times during the first year, and a proposal for future DEI programs and events was made available campus-wide. Ideas for future initiatives include article discussions, broader coordination of campus events such as the MLK Celebration, and participation in relevant webinars and trainings. The Committee continues to work to define its purpose and goals.

Current objectives outlined by the Committee include:

- Further develop the proposal process for the campus community to submit suggestions for programs and initiatives
- Form smaller task groups to lead initiatives such as the planning for the annual MLK Day celebration

A description of the institution's DEI data or metrics

When making institutional decisions, HCC regularly reviews and utilizes data. This includes data and metrics tied to DEI issues and initiatives. In the fall 2021 semester, HCC participated in the PACE survey, a campus climate instrument designed to help community college leaders understand the institutional culture and how employees perceive and experience their work. Several questions were embedded in the survey to examine DEI data. This DEI climate data provided a measure of the real or perceived quality of interactions on campus as well as the level of respect for others. The results of the climate data helped establish a baseline for future comparisons. Results of the PACE survey are being used by the D&I Committee and the Strategic Plan Implementation team to design programs and initiatives for the campus community intended to nurture a positive, healthy campus climate for all.

The Office of Planning and Institutional Effectiveness regularly reports data on the demographics of students and employees. This information is now provided to campus leadership in the annual Fact Book. Review of this data by campus leaders informs discussions around success in achieving institutional goals and identifying potential barriers, particularly for students of color. In order to address the State Plan for Postsecondary Education, performance indicators from the Performance Accountability Report (PAR) are used to measure progress on retention and completion metrics. The degree progress analysis from the PAR has been used to inform developmental reform at the College.

Data collection and analysis of general education diversity courses and the ILOs tied to globalization and diversity is an important aspect of assessing HCC's student learning outcomes. The results are used to improve student learning and the quality of the courses offered at HCC. Assessment data is regularly reviewed and discussed by faculty and administrators as part of the assessment process at HCC.

A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts

At HCC, students are viewed as a critical component of comprehensive institutional change and integrated efforts to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education. The Student Government Association (SGA) serves as a group that captures the voices and concerns of students and funnels that information back to staff in the Student Affairs division. The SGA aided in soliciting input in the strategic planning process to ensure student voices were reflected in planning for the future of the College.

Surveys are regularly used at HCC to capture diverse student perspectives. These surveys assist the College in evaluating the student experience. The Office of Planning and Institutional Effectiveness examines the representativeness of the sample for each survey conducted to provide proper context when preparing the results for campus leadership. An example of a recent survey capturing student perspectives is the Ruffalo Noel Levitz Student Satisfaction Inventory distributed to students in 2020. This instrument measures student satisfaction and includes a campus climate factor. The results of this survey have been presented to campus administrators for use in strengthening student success initiatives. HCC plans to administer the CCSSE in the near future to examine student engagement data and focus on effective educational practices for all students.

APPENDIX A
2021 Cultural Diversity Plan



HAGERSTOWN COMMUNITY COLLEGE
CULTURAL DIVERSITY PLAN
MAY 2021

Defining Cultural Diversity at HCC:

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

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

The College’s Mission, Values and Policy

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

Mission

Hagerstown Community College ensures equitable access to affordable high quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

Values

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

Diversity Policy

Beyond its Equal Employment Opportunity Policy, HCC’s Board of Trustees approved in 2010 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

Accomplishments in FY21 related to Cultural Diversity:

- In August, HCC collaborated with the Washington County Chamber of Commerce to host a Facebook Live *Community Conversation on Racism and Racial Equity*. Panelists included community leaders and HCC representatives.
- In October, the College participated in the *Maryland Male Students of Color Summit*, hosted by the Maryland Association of Community College; both students and employees participated in the day long virtual program.
- In January, HCC hosted the annual Celebration of the Reverend Dr. Martin Luther King, Jr. This year's event, *Campus Reflections on Dr. King's Dream – More Than 50 Years Later* included video reflections from employees and students and a panel discussion led by two faculty members and a Hagerstown City Council member.
- In February, HCC hosted an online *Black History Month Poetry Contest*. Students were given three prompts: write an Ode to a historical African American figure, write a response to Amanda Gorman's "The Hill We Climb," or write a response to Mecca Verdell's "Duck You Autocorrect." Slam poet Mecca Verdell spoke and performed at the awards ceremony and students winning first, second and third places read their poetry and talked about their inspiration. Students and employees enjoyed it from their homes.
- In March, HCC hosted an *Irish Music Concert* with performer Mark Rust. The concert featured traditional Irish music, history of Irish traditions, and Irish American trivia. This event took place online where student and employees enjoyed it from their homes.
- We also recognize *Women's History Month* annually. This year, we highlighted four HCC alumnae who are leaders in the community and created videos about the struggles they've overcome, who inspires them, and how they would like to be remembered. Students were encouraged to watch and respond to the videos about what they found most impactful. This event was co-sponsored by the HCC Alumni Association. Additionally, an *International Women's Day* program was held in which stories of women who inspire were collected and shared on a college webpage.
- The College finalized a Name Change Process that allows students to request a chosen name and preferred pronouns on non-financial and unofficial documents. This change has also been incorporated on the admissions applications, whereby applicants can request a chosen name and indicate preferred pronouns from the start of their educational experience.
- HCC is in the process of transitioning the long-standing Multicultural Committee to a Diversity & Inclusion Committee, charged with providing guidance on the College's Strategic Plan. This committee will be co-chaired by the Dean of Students, Dean of Planning & Institutional Effectiveness, and the Executive Director of Human Resources. The D&I committee will have a budget to expand diversity and inclusion trainings and awareness programs for the campus community. Employees will be invited to submit proposals for initiatives; if approved, campus initiatives will receive HCC endorsement, potential budgeting support, and assessment support through Planning and Institutional Effectiveness. A process is already in place for student groups to submit such proposals through the Student Government Association or the Student Activities and Dean of Students offices.

Ways HCC anticipates COVID-19 has or will impact cultural diversity:

- Declining enrollments for students of color due to childcare issues and economic impacts. For example, black student enrollments were shown to be down 12%, mirroring national community college trends.
- Moving to virtual events in some ways encouraged expanded participation. The Maryland Male Students of Color Summit had more participants than in previous years due to fewer barriers with travel issues. Other events held virtually allowed more students and community members to participate that might normally be working during the day and would not attend in person.
- Federal funds issued due to the pandemic were used to purchase additional tools to support online learning. These tools included Blackboard ALLY used to review accessibility issues within course designs in order to help enhance learning for students with disabilities.
- Digital Divide impacting low-income students due to lack of access of stable internet and lack of access to reliable devices (better quality laptops and tablets). During 2020-2021 HCC initiated a laptop loaner program and a discounted internet program for full-Pell students in partnership with the primary internet provider in the local area. Additionally, the College distributed over 2.25 million dollars in Federal Higher Education Emergency Relief Funds directly to students to aid in increasing technology needs.
- Physical health concerns having greater impact on people of color. HCC's Registration Appeals and financial aid Satisfactory Academic Appeals review staff have been more lenient in granting appeals to students in extenuating circumstances due to the pandemic.
- Unemployment and food/housing insecurity issues. In addition to HEERF student emergency grants, during 2020-2021 HCC has enhanced the campus Food Pantry and has held three drive-in food drives (November, February, June); student leaders were heavily involved in initiating and coordinating the food drives.
- Anticipation of future learning issues. With the shift to virtual schooling due to the coronavirus pandemic, HCC is planning for greater educational support needed for future students, especially those nearer to high school graduation.
- Increased mental health concerns, including anxiety and depression. HCC's CARE team has responded to reports of changing mental health needs of students related to the pandemic. The College is in the process of implementing a tele mental health service program for students in need of immediate and scheduled counseling services.

2022 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: Harford Community College


Individual submitting report: Vayia Skinner

Title/Department: Coordinator for Campus Communications

Contact phone: 443-412-2155

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Individual certifying approval by governing board: Theresa B. Felder, EdD

Signature of governing board authority:  _____

Date of governing board approval: 8/2/2022

Please submit this cover sheet, report narrative, and 2021-2022 diversity plan in searchable PDF format at <https://forms.gle/SBoWduZcWH6F26Vb8>, no later than September 1, 2022.

Progress Report on the Plan for a Program of Cultural Diversity
Submitted to the Maryland Higher Education Commission

HARFORD COMMUNITY COLLEGE

August 2, 2022

Background

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees.

Diversity at Harford Community College

At the institutional level, HCC has championed diversity, which has been included in the College's Mission Statement and its Strategic Plans. Equity and inclusion are part of HCC's current list of values, which states: "Our shared purpose unites us, and our diversity strengthens our actions. We intentionally engage many voices and seek to understand existing inequities before taking action. We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation." (<https://www.harford.edu/about-harford/get-to-know-harford/>). Diversity is woven into the everyday work of the college. For example, many courses at HCC incorporate diversity as a learning objective, and most programs require one diversity-designated class for graduation. Supervisors/Managers are strongly encouraged to evaluate diversity and equity as a factor for their **direct reports' performance reviews**. The campus regularly offers training in equitable and inclusive work practices, as well as in diversity and cultural awareness.

HCC has had a Diversity, Inclusion, Culture, and Equity (DICE) Committee (originally known as the Cultural Diversity Committee) since 2012. In 2021, DICE was incorporated under the President's office to give its work higher visibility and embed its work more deeply in all aspects of campus life and operations; beginning in 2021, DICE was given a standing budget to conduct its programming. DICE has also officially become a part of the new Collegial Governance structure at HCC as one of the All College Committees (more below) charged with addressing issues of importance to the entire college. In 2020, the DICE Committee crafted a new Plan for Cultural Diversity, **which was approved by the College's leadership and the Board of Trustees in 2020. The new plan outlines three major goals for improving diversity:**

- 1: *Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion;*
- 2: *Employ a variety of assessment methods to understand the campus cultural diversity climate;*
- 3: *Increase opportunities for students and staff to learn about domestic and global issues that impact diversity, equity, and inclusion.*

Below, please find HCC's annual report on progress made towards implementing our Cultural Diversity Plan, according to the MHEC guidelines:

I. DEI-Efforts for Specific Populations

A. Students:

- a. **In the Spring of 2022, the DICE Committee's Survey Subcommittee** created and implemented a student-centric climate survey to assess how students are feeling about the diversity, equity and inclusion at HCC. Results are currently being compiled and will be reported to leadership and the DICE committee once the analysis is completed which includes trends and significant differences of results reported from Spring 2014, Fall 2018 and Spring 2022.

- b. As part of joining the structure of an All College Committee (see D below), DICE decided to extend committee membership to HCC students. DICE invited current HCC students who wanted to step into two available membership positions. DICE also formalized the role of students on DICE: students will have full voting permissions, like any other member. While they are exempt from the requirement to serve on a subcommittee, they are invited to do so if their schedules allow; either way, they have a voice in deciding all DICE programming.
- c. DICE continued to organize its Country of Focus program during the 2021-2022 academic year. The country selected this year was Cameroon. Faculty were encouraged to build in units, readings, or assignments related to Cameroon into their curricula. In addition, two events took place during the spring of 2022:
 - i. **March 22, 2022: “S’ adapter a la VieauEtats Unis: Adapting to Life in the United States,” advertised as “a panel discussion featuring Cameroon natives Celine Fotie, Paul Fotie and Emmanuel Fopa.”** This was a virtual event, held in conjunction with the ESL program. This was organized by members of the DICE Subcommittee on the annual Country of Focus.
 - ii. **May 4, 2022: A Cameroonian Dance Workshop, advertised as a “one-hour workshop on traditional and modern dance movements with Amanda Ampofo-Williams of AfroActive.” Ms. Ampofo-Williams is an HCC student.** This was organized by members of the DICE Subcommittee on the annual Country of Focus.
- d. Soar2Success (see Section II.B.)
- e. My College Success Network (see Section II.C.)

B. Faculty

- a. See Section C. a, b, and c.
- b. The Center for Excellence in Teaching and Learning (CETL) now offers a session centered on Culturally Responsive Teaching Practices to new faculty members as part of its annual Faculty Academy Week in August 2021. Throughout the academic year, CETL continued to offer several professional development sessions for HCC faculty that directly related to diversity, equity, and inclusion, including a robust Culturally Responsive Teaching series. Some of these sessions included:
 - i. **“How to Create an Equity-Minded Syllabus” led by two HCC faculty and focused on “what it means to be equity-minded and take time to reflect on our current syllabi to look for opportunities to close access and equity.”**
 - ii. **“Teaching with Greater Cultural Awareness”** – a session led by HCC faculty that was offered to adjunct faculty, focused on **“how we develop multiple mindsets (and why it is important), the impact that doing so will have on our pedagogy, and some specific practices to create learning environments that are effective for all of our students.”**
 - iii. **“Titles IX and the Classroom”** – a series of workshops focused on Title IX, including **“Title IX and Classroom Implications – an Overview,” “Pregnancy and Parenting,” and “What Would You Do? Navigating Common Title IX Scenarios.”**
 - iv. **“Who Are Our Students?”**, a session led by HCC faculty, about the meaning of culturally responsive teaching and in-depth look at the students HCC serves, their backgrounds, needs, and more. This included information related to equity gaps, such as the significant number of Harford County households who do not have access to broadband internet.

In addition, the CETL Director attended several DEI-focused events, including a four-part ATD webinar series in spring 2022: **“Operationalizing Equity, Social Justice, and Inclusion to Transform Teaching and Learning Webinar Series,”** and the **Achieving the Dream Equity in Teaching and Learning Institute.**

C. Non-Faculty Staff

- a. DICE sponsored its annual Book Club in the 2021-2022 year, to which faculty and staff were invited to participate. The book chosen was *Waking Up White: And Finding Myself in the Story of Race*, by Debby Irving. Several book club sessions were offered both virtually and in person, and all were well-attended. In addition, copies of the book were raffled off to both in-person and virtual attendees at the August 2021 campus Convocation ceremony; several departments within HCC also purchased the book for the employees in those departments to encourage people to participate. DICE announced the selected book for 2022-2023: ***“From Equity Talk to Equity Walk”*** by Lindsey E. Malcom-Piqueux, Estela Mara Bensimon, and Tia Brown McNair. Books have been purchased for employees and are available in the bookstore for summer reading if employees would like to participate. The only requirement for receiving a free copy of the book is to agree to participate in one of the book club sessions offered Fall 2022 or Spring 2023.
- b. DEI Summit: The DICE Committee held an inaugural Diversity, Equity, and Inclusion (DEI) Summit on June 2, 2022. The DEI Summit was held on the HCC Campus and all employees and community members, including students, were invited. The Summit was limited to 100 in-person attendees, and that capacity was reached, although it also offered hybrid registration, which allowed additional attendees. The program included a keynote speech by Dr. Luke Wood on the importance of equity-mindedness in higher education, as well as a talk by Carla DuPree, a Maryland State Arts Council board member and DEI awardee. In addition, there were two panels, one focused on faculty voices and one focused on student voices (see Appendix 4).
- c. HCC Equity Awards: At the DEI Summit in June 2022, HCC awarded individuals awards for their contributions to forwarding the values of diversity, equity, and inclusion. Nominations were solicited from across the campus and community, and several faculty, staff, and community members were nominated (community members including local educators, ministers, and leaders of cultural organizations who are focused on equity and social justice issues in their works). Three inaugural awards were handed out by President Felder to Ms. Sharoll Love, Professor Nena Craven, and Dr. Iris Barnes (See Appendix 4 for DEI Summit Program and list of winners).
- d. See Section D, c.

D. Administration

- a. The DICE Committee and the campus administration worked during this past year to structurally move DICE to an All College Committee, a select group of campus-wide committees whose work impacts major areas of the college and which will report to the **President’s Cabinet**.
- b. **DICE was also assigned a liaison from DICE to the President’s Cabinet directly; the liaison attends all DICE meetings and approves budget expenditures; should DICE have questions or concerns, it has a direct line of communication to the President’s Cabinet. This structural move improves communication between DICE and the administration.** As part of making the move to an All College Committee, DICE spent a considerable amount of time this past year creating and formalizing a set of by-laws in accordance with the requirements of the All College Committee structure.
- c. Student Affairs leaders participated in a yearlong social justice challenge by creating departmental goals that were implemented and completed by the Spring 2022 semester. This included reviewing current policies and procedures and ensuring that they were equitable. A summary of the accomplishments of each department is included in Appendix 6.

II. DEI Bodies/Offices at HCC

HCC does not currently have an office dedicated to DEI, although there are several programs, committees, and departments which make DEI an integral part of their work, including Human Resources, which now has a staff

member who is focused on DEI work, as well as the Disability Support Services, which advocates for students with disabilities and educates the campus about disabilities issues. Other bodies on campus include:

- A. DICE: The Diversity, Inclusion, Culture, and Equity Committee has existed at HCC since 2012, and is an all-volunteer body that focuses on a number of DEI-related programs. DICE is an All College Committee, **and it has a liaison member who is a direct connection to the President's Cabinet. DICE has several subcommittees**, including:
 - a. Website: This subcommittee is currently building a web presence for DICE and its DEI statements, programs, and membership.
 - b. Training and Education: This subcommittee works on building and offering DEI training to new and current employees; equity gaps will also be assessed each semester to inform the training offered to employees.
 - c. Survey: This subcommittee facilitates a survey for students every three years to garner data on student views of and experiences with DEI on campus.
 - d. Country of Focus: This subcommittee selects a country on which the campus will focus every year; country studies are built into various class curricula and the country becomes a focus of programming. Past countries have included Cuba, Syria, Honduras, and most recently, Cameroon.
 - e. DEI Summit: This subcommittee works on the organization and programming for the HCC DEI Summit every other year.

In June 2022, DICE adopted HCC's new Equity and Inclusion Statement which is provided in Appendix 3. DICE members have also advocated for an Equity and Inclusion Center at HCC and collaborated with a campus-wide group on drafting and circulating a concept paper to establish an Equity and Inclusion Center on the HCC Campus. During the Fall 2019 semester DICE disseminated the finalized concept paper to DICE committee members for feedback. Overall, committee members were very supportive of this initiative and provided feedback that was shared with leadership. The spring 2020 closure of campus due to the Covid pandemic temporarily caused delays to the project. However, **DICE Co-chairs met with President's Cabinet in the Fall 2020 semester and the Equity and Inclusion Center White Paper Proposal** was reviewed by cabinet members. Leadership changes occurred at HCC during the Spring 2021 semester and Dr. Theresa Felder began her presidency at the college. During the Fall 2021 semester, the authors of the Equity and Inclusion Center proposal met with Dr. Felder and Dr. Jackson to discuss the feasibility of creating an Equity and Inclusion Center at the College. Conversations will continue to take place to examine the feasibility of this important initiative. It should be noted that discussing the feasibility of creating an Equity and Inclusion Center at HCC was also an institutional priority for **HCC's Middle States Reaccreditation: "Encourage cross-campus dialogue related to diversity, equity, and inclusion through programmatic efforts, including examining the feasibility of building an Equity and Inclusion Center at the College."**

- B. Soar2Success: Harford Community College has a very active and successful Soar2Success Program, which **helps students of color succeed in their studies and in college life. Some of Soar2Success's 2021-2022 programs and initiatives** are summarized below.
 - a. In its 8th year, iCanSucceed began the semester with an orientation for some and re-orientation for others about the campus resources available to support their personal success. At this time students are able to obtain information, ask questions as well as hear from the network of students, faculty and staff. The event keynote was a favored author, activist and change agent Dr. LaMar Darnell Shields. This event was able to be held in person.
 - b. In September for International Ice cream Day, S2S hosted the Taharka Brothers. This Baltimore-based producer of ice cream and sorbets utilizes a co-op business model with socially conscious messaging. Several of their flavors and packaging are named in honor of people, places and events relevant to their community. In addition to the ice cream tasting, Taharka presented their business model to several of our business classes.

- c. A series of four Time Management sessions were held during September and October. These sessions are offered in collaboration with the Learning Center and provide students an introduction to the myriad of academic support resources offered by the center.
- d. In a continued effort to reach out to and celebrate Latin X students, during the fall a film screening was held highlighting accomplishments of the Latin diaspora. Efforts to present an active program focused on dance were unsuccessful this spring.
- e. In October, Coming Out Day was celebrated with two events, a presentation highlighting local and national members of the LGBTQIA+ community and a jewelry making craft. It was followed by How to Be A Good Ally presented by activist Ebone Bell who has made it her mission to change the world. Bell was featured in Forbes Magazine as an Inspiring Black Entrepreneur Changing the World!
- f. In November, Peter Brooks presented a session on two musical giants-Cab Calloway from Harlem, New York and Fela Kuti from Nigeria, Africa. Despite the generational and physical differences, Brooks drew on the similarities between these two musicians. We were also treated to music from Fela performed by **HCC's student Jazz band. In February, Mr. Brooks presented a session on Cab Calloway and his influence during the Harlem Renaissance. It's worth noting that Mr. Brooks is the grandson of Cab Calloway.**
- g. **In celebration of Women's History Month, Valerie Still was the featured speaker. Her topic was Knowing Your His (Her) Story: Get Inspired To Be Your Best! Still is a descendent of the famed Underground Railroad stationmaster-William Still and a 2019 Women's Basketball Hall of Famer. This event was a collaboration with the athletic department.**
- h. In April, we **were able to host Natalie Gillard the founder of the "game" Factuality. It is a facilitated dialogue, crash course, and interactive experience, that simulates structural inequality, in America. Participants assume the identities of the characters, encountering a series of fact-based advantages & limitations based on the intersection of their race, class, gender, faith, sexual orientation, age, and ability. This session was open to students, staff and faculty.**
- i. Brother2Brother is a platform for those who identify as male- to meet and discuss issues germane to themselves and the world in which they live. During the fall and spring, several students participated in the Maryland Male Students of Color Summit, held self-directed discussions on current affairs and hosted a speaker who focused on Blacks in Academia: Roles, Responsibilities and Legacy. There are plans to reconvene in the fall. This effort in large measure is a collaboration with MCSN and their student staff.
- j. The 2022 Alternative Summer Break included travel to Boston. Work focused on the kind and civil act of providing housing for families and supplies for children. Students and staff volunteered with the nationally renowned program, Habitat for Humanity, which builds homes for low-income families, and Cradles to Crayons, which provides clothes, books, and other supplies for children up to age 12. There were visits to institutions at the forefront of the quest for equality and inclusion.

C. My College Success Network Student Academic Achievement: 2021-2022

My College Success Network (MCSN) is a compilation of services, events, staff, and faculty geared toward empowering and supporting our students of color. The Network was implemented in July 2014 to address the equity gap that exists between African American and white students. In FY 20, the My College Success Network expanded the focus from primarily African American students to all students of color. While the program is open to all students, newly enrolled students of color are invited to participate. All newly enrolled students of color are assigned to a Student Success Advisor that provides academic, career, and transfer planning services to students in all majors. All students in the Network are also connected to cultural programming coordinated through the Soar2Success program to promote the recruitment and retention of students of color at our institution. The Learning Center also provides ongoing support to MCSN coaching and Network students. Program services were expanded to Network students through a collaborative retention initiative called **"MCSN: Strength Through Support."** This ongoing initiative features a variety of engaging in-person and virtual student support sessions designed to promote **inclusion, connection and support. Example presentation topics include "the "Student Series" which highlights**

MCSN student-led presentations on a variety of topics such as “Being a Student and Running a Business” and the **First Gen Speaker Series: How Did I Get Here**” which features HCC faculty/staff who share their First Gen story along with their key message to students. A new mentoring program was launched Fall 2021 which featured a Mentoring Launch Party led by two MCSN mentors that invited coaching and network students to attend. Additionally, MCSN also held an event to engage students titled “MCSN Reunion Lunch: Continuing the **Connection.**” Students that previously were in coaching were invited to attend and have lunch with MCSN faculty and staff to engage with the MCSN community which ultimately served as a touch point to keep students motivated towards degree progression and completion. There were a total of 1500 unduplicated students in the overall Network for the 2021-2022 academic year, of which approximately 500 were new students. Over the academic year the Student Success Advisor within the Network experienced 994 student visits and the academic coaches and student mentor experienced a total of 980 student visits. Additionally, 69 students enrolled in an academic coaching during the fall 2021 semester and 51 students enrolled in the academic coaching program in the spring 2022 semester for a total of 120 students. The total unduplicated number of students that received academic coaching for the 2021-2022 academic year is 97. Program outcomes show that GPA for MCSN academic coaching students consistently surpasses that of the comparison group with a general upward trend as noted in the GPA metrics provided in Appendix 1. Retention and persistence rates for MCSN students show that the retention and persistence rates for the academic coaching cohort clearly exceed those of the comparison group and all new HCC students for *almost all* semesters as noted in Appendix 1. However, Spring 2020 to Fall 2020 persistence was 57.41% for MCSN students, 70.37% for the comparison group and 57.50% for all new HCC students during the onset of the pandemic. Fall 2020 to Fall 2021 Retention showed a slight decrease in retention for MCSN students (71% retention) with respect to the comparison group (73.9% retention) and all new HCC students (85.3%). This difference may be attributed to the widening equity gap due to the pandemic (see Appendix 1). In the coming year, the focus will be to encourage a student connection and recognition of MCSN by way of promoting student presentations, student focus groups, and engaging specific cohorts—Adult learners and First-Generation Students, for example- **to be stations of recognition as “support groups and peer assistants’ to other students within the specific cohorts.** The existing Blackboard communication platform will be enhanced to **accommodate an “all-inclusive’** information hub where network students can interact, through social media options, for instance, and where they gain access to campus-wide resources like the Honors Program, volunteer opportunities, student focus groups, resources, and scholarship opportunities.

III. Description of the Institution’s DEI Data or Metrics

- A. Quick Facts: Demographics on the number of minority students, staff, and faculty who work at HCC, calculated by the Office for Institutional Effectiveness. This data is used in numerous ways: for example, DICE has discussed the need for more minority faculty in HCC classrooms; in addition, Human Resources recently named a Coordinator for Talent Acquisition and Diversity, Equity and Inclusion (the individual is a member of the DICE Committee), and outreach is done strategically to recruit more minority applicants to jobs available at HCC. CETL has offered sessions for faculty on the student demographics and characteristics to help them understand the needs and backgrounds of students.
- B. Campus Climate Survey: The results of the Campus Climate Survey, administered to employees in 2020, were shared regularly with the campus community, and the data collected are analyzed by campus **leadership as well as by the Campus Climate Committee, which “monitors the health of the college community to promote a welcoming environment where intellectual pursuits, social interactions, and professional experiences are valued and supported.”** The most recent survey results were discussed in several open forums, led by President Felder, and disseminated to college employees.
- C. Campus Pulse Survey: The Pulse Survey, administered to college employees in 2021, was an outgrowth **of the Campus Climate Survey “to better understand how perceptions may/may not have changed in the five areas of opportunity that were identified in the Higher Education Insight Survey that was conducted in March 2020.** The survey was comprised of 16 questions pulled directly from the original Campus Climate

survey. The selected questions represented areas that were of the greatest concern to employees in March of 2020 and fell into five areas: communication and collaboration, compensation and staffing, performance management/accountability, senior leadership, and shared governance.”

- D. Performance Accountability Report (PAR): Reviews several indicators that help the college assess its performance. In relation to DEI, the two most relevant indicators are Access and Success Indicators, which **help inform HCC’s programming and where it needs to strengthen and expand efforts. From the most recent report:**
1. **Access Indicators:** “**HCC's efforts in programs** such as My College Success Network and Soar2Success, which focused resources on eradicating attainment gaps due to income, race, gender, and ethnicity, contributed to an increase in the Minority student enrollment compared to service area population metric (indicator 11). In these areas, the College has seen slow, but steady growth. The percent nonwhite credit enrollment metric, indicator 11a, increased to 30.3% in Fall 2020, above the benchmark [which is 30% by Fall 2025]. Furthermore, the Percent nonwhite continuing education enrollment metric, indicator 11b, also increased to 21.5% in FY 2020 [also approaching the FY 2025 benchmark of 22%]. Efforts to hire the most highly qualified faculty possible while also striving to diversify faculty improved the Percent minorities (nonwhite) of full-time faculty metric, indicator 12, to 13.7% in Fall 2020 [which is slightly below the Fall 2025 benchmark of 15%]. As reflected in the strategic plan, HCC focuses on diversifying its administrative and professional staff. The Percent minorities (nonwhite) of full-time administrative and professional staff metric (indicator 13) increased significantly in Fall 2020 to 19.6% [but was just below the Fall 2025 benchmark of 20%].”
 2. **Success Indicators:** “**A closer examination** of Successful-persister rate after four years (indicator 17) shows that there are still differences between student groups. The persister rate for White only students, indicator 17a, is 83.0% and is slightly larger than the rate for Hispanic/Latino students, which is 81.7%. Both of these rates are significantly larger than the rate for Black/African American only students, which is 70.5%. This difference indicates that **more needs to be done to help these students persist.**”
- E. Student Data: Information about students, such as the numbers of minority groups, Pell students, first-generation students, older adults, is regularly collected and shared with the campus community.

IV. Description of How the Diverse Perspectives and Voices of All Students are Captured and Utilized in Informing the **Campus’s DEI** Efforts

- A. During the Spring 2022 semester, students were surveyed regarding their experiences with diversity, equity and inclusion at HCC using a Likert Scale question format to rate their perceptions. A text comment box was added to every question so students would feel free to add to or clarify questions or responses if they chose to do so. The HCC Diversity Equity Inclusion Survey of Students was distributed to students through their student email account along with reminder emails to encourage the students to complete it. Student incentives were offered for student participation in the survey which included five twenty-dollar gift cards to Wawa. The DICE committee also worked with marketing to promote the survey on OwlNet and it also appeared in the monthly student updates email. A total of 109 credit students and 111 noncredit students completed the survey. Analysis for the Spring 2022 survey is forthcoming and will be compared to the Fall 2018 and Spring 2014 data to identify any significant differences. This information will be distributed to leadership and the DICE committee to identify any trends in regard to **students’** perspectives about diversity, equity and inclusion at HCC. The recent survey included equity questions as delineated in the Cultural Diversity Plan for HCC 2020-2023 (provided in Appendix 2). Please see Appendix 5 for the survey that was utilized Spring 2022.
- B. As indicated above, DICE invited students to participate in the inaugural DEI Summit which was held in June 2022. Students shared their perspectives regarding barriers they face at HCC. Through this effort, the campus community was able to hear student voices and perspectives.
- C. As previously noted, DICE has extended membership to HCC students to serve on the DICE committee.

FY 2022 Howard Community College Diversity, Equity and Inclusion Report

Howard Community College (HCC) supports many Diversity, Equity, and Inclusion (DEI)-explicit initiatives. **These are some of those we offer to students.**

Howard P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students. They receive tutoring, mentoring, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.

HCC's Hispanic/Latinx student success completion program, Ambiciones, promotes Hispanic/Latinx student success by recruiting Hispanic/Latinx students and implementing initiatives to focus on retention of these students. The project links students to the academic support services to foster student success, retention, and completion.

The Women of Color Initiative, facilitated by student life and counseling services, welcomes women of color to the HCC community. This includes a series of monthly programs that aid in both social and academic development. In addition, a weekly support group is offered via counseling services.

The Silas Craft Collegians Program provides a supportive learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, a program that pairs students with faculty/staff coaches. The coaches provide one-on-one support for managing the challenges of college. Many students in these programs are from under-represented groups, often first-generation college students.

Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to race, gender, ethnicity, social class, abilities/disabilities, wellness, and cultural proficiency. The college's general education options include ethics and global literacy.

A multitude of diversity, educational, and awareness events are offered to students throughout each year, including films, musical performances, lectures, podcasts, talking circles, and discussions. Some of the DEI Committee's work is spotlighted during its annual "Diversity Week" each spring.

The HCC Safe Zone, developed through collaboration between the college's wellness center and counseling services, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees. Safe Zone allies help support the Sexuality and Gender Alliance (SAGA) group on campus, including outreach programming.

HCC supports several DEI-initiatives for the faculty.

Each full-time faculty member is required to participate in at least two diversity educational sessions per year.

All are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.

Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination. Search committees are created to ensure that one member represents the DEI Committee and its mission.

INSPIRES Global Perspectives is a year-long faculty and staff professional development program that allows employees to study, reflect on, and incorporate a global perspective into their core work. Projects have included: West African Culture; Critical Thinking & Educational Norms for International Students; China Leadership; and Cuba: Cultural, Literary & Historical Perspectives.

A multitude of diversity, educational, and awareness events are offered to faculty throughout each year, including films, musical performances, lectures, podcasts, talking circles, and discussions.

The HCC DEI Committee's work is spotlighted during its annual "Diversity Week" each spring. The faculty both offer (sharing their diverse cultural heritage) and attend those events.

There are semester long faculty-staff learning communities that expand cultural competency. They read selected works, discuss them and consider the applications to their own classes, students, and work situations.

The HCC Safe Zone, developed through collaboration between the college's wellness center and counseling services, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and, asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees. Safe Zone allies help support the Sexuality and Gender Alliance (SAGA) group on campus, including outreach programming.

Leadership development programs feature sessions on understanding and effectively working with different work styles.

For the non-faculty staff, there are similar DEI-Initiatives.

Each budgeted staff member is required to participate in at least two diversity educational sessions per year.

All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.

A multitude of diversity, educational, and awareness events are offered to faculty throughout each year, including films, musical performances, lectures, podcasts, talking circles, and discussions.

The HCC DEI Committee's work is spotlighted during its annual "Diversity Week" each spring. The staff both offer (sharing their diverse cultural heritage) and attend those events.

Staff are invited to participate in semester long faculty-staff learning communities that expand cultural competency. They read selected works, discuss them and consider the applications to their own employees and work situations.

The HCC Safe Zone, developed through collaboration between the college's wellness center and counseling services, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and, asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees. Safe Zone allies help support the Sexuality and Gender Alliance (SAGA) group on campus, including outreach programming.

Leadership development programs feature sessions on understanding and effectively working with different work styles.

For the administration, there are similar DEI-initiatives.

Each budgeted administrator is required to participate in at least two diversity educational sessions per year.

All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.

A multitude of diversity, educational, and awareness events are offered to the administration throughout each year, including films, musical performances, lectures, podcasts, talking circles, and discussions.

Administrators can attend the annual “Diversity Week” each spring. They can offer to share their diverse cultural heritage during those events.

Administrators can attend the semester long faculty-staff learning communities that expand cultural competency. They read selected works, discuss them and consider the applications to their own employees and work situations.

The HCC Safe Zone, developed through collaboration between the college’s wellness center and counseling services, is a network of allies committed to providing a welcoming, supportive, and safe environment for lesbian, gay, bisexual, transgender, queer/questioning, intersex, and, asexual and allies (LGBTQIA) students, staff, and faculty. Comprehensive training is provided to allies who provide visible support through the display of the Safe Zone logo and agree to be supportive of LGBTQIA students and employees. Safe Zone allies help support the Sexuality and Gender Alliance (SAGA) group on campus, including outreach programming.

Leadership development programs feature sessions on understanding and effectively working with different work styles.

Governing, administrative, coordinating bodies, and institutional offices that exist on campus that are solely dedicated to DEI.

HCC has a Diversity Equity and Inclusion Committee that encourages respect of persons of all ages, genders, sexual orientation, races, religions, ethnic backgrounds, abilities, and disabilities as well as the values of equal rights, equal access, and equal treatment through programs. In order to ensure success, all members of the college community are asked to accept their responsibility of supporting the college's priority to incorporate diversity, equity and inclusion into the fabric of the institution. This committee reports directly to the president and must include: one faculty member per division, two members of each staff constituency group (support, professional/technical), one member of the administration, two student senators, two students appointed by the student government association, two at-large employees, a human resources officer, coordinator of the institution compliance with section 504 of the Rehabilitation Act of 1973, the director of student life, the director of public safety and the associate director of student conduct and compliance, and others as needed for particular initiatives.

During the spring 2022 semester, with the arrival of our new president, there were many community, student, and employee listening sessions. To further emphasize the college's commitment to DEI, the college appointed a director of equity and community engagement on July 1, 2022, to be the first employee in a new office of social justice and equity. HCC is currently searching for an associate vice president of diversity, equity, and inclusion who will report directly to the president and lead that office.

The office of admissions and advising office staff developed close working relationships with schools, community organizations, and other institutions that enhance the college's ability to attract diverse populations. The college works with Conexiones, an organization that helps Hispanic/Latinx students in Howard County achieve academically; the Black Student Achievement Program; Alpha Achievers, a support group for African American males in the Howard County Public School System; and the Luminus Network for New Americans (formerly FIRN, the Foreign-born Information and Referral Network), a Howard County non-profit that helps immigrants and refugees. The office works with the college's English Institute and noncredit English as a Second Language (ESL) programs to enhance student access to HCC. The office participates in fairs for diverse populations, conducts its own fairs, and forms partnerships with a broad range of colleges and universities to incorporate access to the next steps following HCC. Among these, admissions and advising will host a three-part series on Historically Black Colleges and Universities and Hispanic Serving Institutions.

Description of the institution's DEI data with a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion and equity gaps.

The college has a robust key performance indicator (KPI) tracking system that includes measures that are tracked and reported to the board or trustees; they include:

- Increase number of students graduating annually.
- Increase percentage of developmental completers, four years after entry to HCC, from 39.8% (fall 2011 cohort) to 45% (fall 2021 cohort). (Maryland Higher Education Commission (MHEC) Indicator)
- Increase student successful-persistence rate after four years for all students from 75.9% (fall 2011 cohort) to 80% (fall 2021 cohort). (MHEC Indicator)
- Increase student graduation and transfer rate after four years for all students from 52.3% (fall 2011 cohort) to 59% (fall 2021 cohort). (MHEC Indicator)
- Close performance gaps as needed for Black/African American, Asian, and Latinx/Hispanic students.

The president's annual state of the college address shares progress on metrics such as fall to spring and fall to fall retention rates by race as well as degree attainment 2,3, and 4 years after entry by race.

All those metrics form the basis of the call to action for the teaching and learning area of the college to examine its curriculum and other practices to understand which groups need help and then construct action plans to create that change in collaboration with the student success departments of the college.

The following board KPI creates the call to action for human resources and all search committee members. The training for members of search committees has been improved.

- Increase percentage of minority employees to reflect county demographics from fall 2015 rates of 23.2% faculty and 27.7% staff (administrators and professional/ technical) to 40% by fall 2025. (MHEC Indicator)

Finally, there is an annual workforce snapshot report to the board which might highlight opportunity for improvements. Action plans for those improvements within appropriate campus departments would be formulated.

Description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

HCC welcomes input from students every day. The “How are we doing?” physical cards are at every counter and on the website. These go to the planning, research, and organizational development office. The cards can contain issues or compliments. They are given to the appropriate president's team member for follow-up. If any themes arise, they would be addressed at weekly president's team meetings.

All our major teams, such as the DEI and professional development committees, have student representatives to ensure the inclusion of a diverse student voice in, for instance, the planning for diversity events and professional development training. Our president hosts a monthly Dragon's Den, some face to face, some virtual, to listen to our students directly.

Each spring, students are given the opportunity to express their opinions about the diversity on HCC's campus through the Yearly Evaluation of Services by Students (YESS) survey. Students are asked to rate their satisfaction on the “*Overall climate of diversity*” on campus and are given the opportunity to expand on issues of diversity in the open-ended comments. All student comments are reviewed by the president's team and issues are transferred to appropriate areas of the college for review. Care is also taken to make sure the language of our questions is inclusive to all populations. For example, our gender question was updated in 2022 to the more accepted terminology.

Every other spring, HCC participates in the national Community College Survey of Student Engagement (CCSSE) survey. Students are asked how much HCC emphasizes “*Encouraging contact among students from different economic, social, and racial or ethnic backgrounds*”. In spring 2022, HCC administered the pilot Race/Ethnicity survey from CCSSE for a more in-depth look at students' understanding and experiences with racism, inclusion and, belonging.

In most every course, every session, students participate in the national IDEA survey to rate their instructional experience and would be able to elevate concerns within that process to the division deans that receive those reports.

Institution's current equity statement and/or diversity statement to include a date that the statement was most recently adopted or changed.

The board of trustees in its bylaws, last approved: November 29, 2017, lists diversity among its core values: "In its governance, the board's policies and practices shall be guided by the following set of core values: c) Diversity. The board values an educational environment that promotes and nurtures a diverse student, faculty, and staff community."

Our DEI committee is developing a diversity statement for inclusion in every course syllabus that they will be vetting through the various approval channels in the upcoming year.

MONTGOMERY COLLEGE CULTURAL DIVERSITY REPORT



ANNUAL PROGRESS REPORT

JULY 2022



Jermaine F. Williams

Dr. Jermaine F. Williams
President

Michael J. Knapp

The Honorable Michael J. Knapp
Chair, Board of Trustees



Montgomery College Annual Progress Report On Programs of the Cultural Diversity Plan

Section 1: A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations:

Students

The Student Affairs Division's Justice, Equity, Diversity, Inclusion (JEDI) group focused on several priorities supporting the College's equity and inclusion goals this past year. These included (1) College forms accessibility; (2) food insecurity/basic needs; (3) graduation clearance; (4) Presidential Scholars Program; and (5) training and development.

To address student basic needs security, the Student Health and Wellness Center for Success (SHaW Center) was awarded a \$970,000 federal grant to support students through its Social Resource Program. The funds will be used for a fully functioning food, clothing, and toiletries pantry on the Rockville Campus.

The Student Affairs JEDI group sponsored a "LGBTQIA+ Inclusivity on Campus" session during Equity Week focusing on identities and disambiguate terms. Eighty employees collegewide attended the event, which was recorded for other groups to view.

In support of disability and language inclusivity, the Office of Financial Aid implemented Dynamic Forms (electronic accessibility ADA compliant format) to increase access to documents required for College funding. The Office of Records and Registration also started the process for converting admissions and other forms to this platform. This will reduce the need for students to come to a campus office to complete simple processes, while still maintaining in-person services.

Student Affairs also partnered with the Capital Area Food Bank Mobile Markets to provide home delivery of food to students in the Presidential Scholars Program to foster equity and economic empowerment.

Additional Diversity, Equity, and Inclusion activities included the following:

- Inclusion by Design Summit 2022, counseling faculty presented "Know Your Resources, Disability Support Services (DSS) @ MC."
- Montgomery College's Social Justice Inclusive Leadership Institute held its third cohort in spring 2022, for students who are underrepresented in higher education and student participants earned \$500 scholarships.
- The College celebrated International Transgender Day of Visibility, which provided a platform for Pride + Club to promote their club mission, discuss transgender issues, and celebrate success.
- MC Votes initiatives assisted the student population in understanding how to register to vote, how to locate available voting resources, and how to determine their voting district, and how to contact their representatives.
- The Dream Alliance Club held a DREAM Act 10th Anniversary and Celebration to educate students on the immigrant population issues and success, the state of Maryland DREAM Act and how it affects the Hispanic/Latinx community
- The College held an Eid Celebration to commemorate the close of Ramadan for the College community and highlight the traditions of Muslims all over the world.

Faculty

The Academic Affairs Division has been focused on several DEI efforts.

Montgomery Can Code is an equity and diversity initiative designed to bring high-tech skills, creative thinking, and career pathway guidance to Montgomery County Public Schools (MCPS) middle school students who are from less affluent or underresourced areas of the county. The program, a partnership of Montgomery College, MCPS, the Montgomery County Economic Development Corporation, the county government, and the Apple Corporation, enrolls MCPS middle school students who are eligible for Free and Reduced Meals. Since 2019, more than 3,000 students have participated in Montgomery Can Code summer camps and after school clubs. The new ignITe Hub at the Rockville Campus is an extension of Montgomery Can Code and its equity goals, bringing high-tech skills to the entire community, including MCPS students, Montgomery College students, adult learners, small businesses, and community members seeking to start businesses through app development.

The Montgomery College Criminal Justice Department is partnering with the Montgomery County Police Department to develop initiatives to support community-informed policing. The shared vision is to enhance police training and education in a way that will foster a supportive relationship between law enforcement entities and the greater Montgomery County community. This collaboration will address much-needed social issues concerning recruitment, hiring, and training practices.

Faculty conducted several workshops sponsored by the College's Office of E-Learning, Innovation, and Teaching Excellence (ELITE): the "Transforming Classrooms into Inclusive Spaces: Critical and Inclusive Pedagogies in the Community College Context"; the "Culturally and Linguistically Responsive Teaching" workshop; and the "Getting Started with Critical and Inclusive Pedagogies: Creating Classrooms for All" workshop.

The Universal Design Center (UDC), launched by ELITE, supports the College community by removing barriers in working and learning environments by using accessible information, communication technology, inclusive physical environments; and promoting inclusion, social justice, and cultural competence. The UDC offers a networked approach to support faculty and staff, including professional development, coaching, action research, and just-in-time web resources.

The College's academic coaching program, the Achieving the Promise Academy (ATPA), continues to support student success, especially for students historically marginalized and underserved in higher education. In FY22, more than 85 percent of students served by embedded academic coaches in historically challenging courses were students of color, primarily Black/African American and Latinx students. Seventy percent of those students earned grades of A, B, or C in their coursework. ATPA's student outreach campaign destigmatizes help-seeking behaviors, a significant barrier for historically minoritized, marginalized, and underserved student populations.

Non-Faculty Staff

The Office of Advancement and Community Engagement (OACE) is prioritizing the fundraising for two student success initiatives serving Black/African American and Latinx students, with the goal of supporting the College in addressing academic equity. The Presidential Scholars Program (PSP) is open to students of all backgrounds who are committed to increasing representation of African American men in high-wage/high-demand careers. PSP, in its inaugural year, provided financial and academic support as well as mentoring to 18 students. To date, the Montgomery College Foundation has raised \$1.1 million for PSP.

The other student support program, Achieving Collegiate Excellence and Success (ACES), will celebrate its 10th anniversary in 2023. ACES is a supportive pathway from high school to attainment of a bachelor's degree. Montgomery County Public Schools (MCPS), Montgomery College (MC), and the Universities at Shady Grove (USG) are the three educational partners in this program. With 2,700 students in the MCPS-MC-USG pipeline, this program serves underrepresented populations in higher education, including first-generation college students, immigrants, low-income households, and those having differing abilities. At MC, 58 percent of ACES students are Latinx; 28 percent are Black/African American. Since June 2013, the development team has raised \$7.7 million for ACES. The Montgomery College Foundation administers these funds.

The Office of Community Engagement continues to provide multilingual student and outreach services at community centers, nonprofit partners, public events, and through the virtual environment. Community Engagement also produced four virtual events for Native American, Asian American, Arab American, and Black History Months. It also partnered with Montgomery County to support "newcomers," unaccompanied minors from Central America, aiding with educational opportunities and other county resources.

The Office of Communications translated several documents into various languages to facilitate a greater understanding of various programs, including ACES, the Student Health and Wellness Center for Success (SHaW Center), the College's Mobile Markets, and more. To enhance multilingual programming efforts, the office hired a second multicultural producer/director in the MCTV unit. The office now has producer/director personnel fluent in Amharic and Spanish. Communications also supported the College's Critical Race Theory initiative and Equity Week events, including the new Hoffman-Schulsinger Excellence in Equity Award medallion and accompanying award materials, Montgomery County Racial Equity programming. MCTV also produced numerous programs addressing antiracism.

Montgomery College now hosts a Truth, Racial Healing, and Transformation (TRHT) Campus Center. It is one of 55 campus centers housed at colleges and universities across the country. These community-integrated campus centers have a shared goal of preparing the next generation of leaders and thinkers to break down racialized practices and to dismantle the belief in hierarchy of human value. This aligns with the College's commitment to equity and inclusion. OACE serves as the executive sponsor as well as provides co-leadership for this collegewide initiative.

Both faculty and staff participate in educational and training opportunities. Equity, inclusion, and antiracism resources are available to all employees to support their self-learning journey.

Administrators

The Administrative and Fiscal Services (AFS) Division supports the Search Advocate Program, which seeks to proactively recruit, engage, and hire highly qualified talent that more accurately represents the diverse demographics of Montgomery County. Human Resources and Strategic Talent Management (HRSTM) is working in collaboration with the Office of Equity and Inclusion (OEI) to actively cultivate a culture of equity and inclusion, continuous learning, civility, and mutual respect for institutional success. Both HRSTM and OEI will continue to implement the search advocate (SA) program into the College's recruitment and hiring process. Search advocates serve as a neutral process advisor focused on enhancing the equity, validity, diversity, and inclusion of the recruitment process.

AFS is also working with OEI to create Inclusion Centers on all three campuses to function as a central hub to build community and provide resources and opportunities for organic collaboration between faculty, staff, and students.

Facilities is working in collaboration with the President's Advisory Committee on Equity and Inclusion's (PACEI) Disability Inclusion Subcommittee to continue implementing the College's disability inclusion initiative. A collegewide Americans with Disability Act (ADA) infrastructure self-evaluation was conducted in 2020–2021. Correcting field-identified deficiencies is currently underway at the Germantown and Rockville Campuses.

Section 2: A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

The chief equity and inclusion officer developed a Cycle of Change framework to educate and enhance student, staff, and faculty awareness of equity, inclusion, and antiracism through training, which has been added for all onboarding programs. In collaboration with offices throughout the College, the Office of Equity and Inclusion (OEI) creates forums that provide education, dialogue, community engagement, and celebration including:

- 1) dialogue sessions;
- 2) an annual Equity Week/Summit;
- 3) the annual Excellence in Equity awards;
- 4) one MC Book Club;
- 5) MCTV equity and inclusion programming;
- 6) student professional development panels; and
- 7) equity and inclusion pop-up session, which are either virtual or campus-based events, occurring in small groups and more.

OEI works to improve Montgomery College's culture of civility and collaboration and people stewardship by enriching human working relationships, peer coaching, and in-house consulting and facilitation services.

The President's Advisory Committee on Equity and Inclusion (PACEI), created in 2017, is now a 50-member multicultural, multigenerational committee of faculty, staff, and administrators whose membership represents all facets of the College. PACEI also seeks input from various collegewide student organizations. Led by the chief equity and inclusion officer, PACEI is an advisory group to the president and senior leaders in the areas of equity, inclusion, social justice, and diversity.

PACEI serves to:

- 1) Promote cross-cultural understanding, communication, and cultural competence among students and employees;
- 2) Gather, analyze, and monitor relevant information and data concerning equity and inclusion and recommend specific actions and proposals for achieving and enhancing equity and inclusion;
- 3) Recognize excellence in equity, inclusive excellence, and awareness and promotion of equitable and inclusive outcomes;
- 4) Facilitate timely dialogue and communication about equity and inclusion issues affecting students, faculty, administrators, and staff;
- 5) Advise the president on internal concerns that emerge at Montgomery College.

Section 3: A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

The President's Advisory Committee on Equity and Inclusion (PACEI) subcommittees are charged with tracking the progress of their goals and objectives through periodic meetings, an annual report, and senior vice president (SVP) liaison progress reports.

PACEI has reviewed data from several surveys, evaluations, climate assessments that have been done across the college from 2017–2021. PACEI has also collected its own anecdotal data through interviews, Town Halls, forums and meetings, which has been analyzed and informed PACEI's six goals listed below. Data sources include many Institutional Assessment and Surveys: (1) Equity and Inclusion Survey 2017 and 2018; (2) Pizza for Your Thoughts with Students 2017, 2018, 2019, 2020; (3) Ethics Survey Recommendations 2018; (4) SENSE Survey, Fall 2018; (5) Employee Engagement 2019; (6) Climate Survey on Sexual Violence, May 2020; (7) Hope Center–#RealCollege, March 2021; (8) Your Voice, Your MC–Employee Experience and Culture Survey 2021; (9) LGBTQIA+ Needs Assessment, October 2021

OEI has focused not only on data collection, but also on seeking a deeper understanding of our students, faculty, and staff. The College uses this data to inform and assist reaching institutional goals and creating actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

PACEI developed six goals to help drive Montgomery College's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.

GOAL 1: Student Equity–Improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students;

GOAL 2: College Workforce–Improve employee recruitment, hiring, onboarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the diversity of the College's students;

GOAL 3: College Culture–Foster a College culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities;

GOAL 4: Multicultural Teaching/Learning–Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum;

GOAL 5: Communitywide Opportunities–Support diversity and inclusion in our staff, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment;

GOAL 6: Antiracism–Promote social justice, radical inclusion, and racial equity within the College and the broader community and continue the Board of Trustees' focus on the journey to being an antiracist institution.

Section 4: A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.

Student success is the top priority at Montgomery College. Faculty and staff strive to create an inclusive learning environment by making sure that each student is seen and heard. The College utilizes data, surveys, and programming to serve the needs of our diverse student population.

The Social Justice Inclusive Leadership Institute (SJILI) trains, empowers, and directs the next generation of Montgomery College students to be social justice advocates in their communities through a curriculum that aligns with the Social Justice Badge, which is earned by successful completion of the institute.

The *Let's Talk!* Series provides a safe space for the College's staff, faculty, and students to talk about current events and important topics regarding race, social justice, and all issues related to equity, diversity, and inclusion.

Equity Dialogues, Equity Week, and Equity Summit were created to proactively include and apprise students, faculty, and staff of the ever-changing local and national topics including microaggressions, white fragility, implicit bias, Critical Race Theory, the Black Lives Matter movement, Asian hate crimes, etc. and utilize the Awareness to Action Cycle of Change model.

PACEI 2020–2022 advises the president and senior leadership, monitors the Equity and Inclusion Roadmap for Success, makes recommendations, and considers areas for review and research on antiracism and Inclusion, Diversity, Equity for students, Equity for employees, Access, Leadership, Social Justice (IDEEALS).

LGBTQIA+ students are an underrepresented and often marginalized group in higher education. LGBTQIA+ employees also have unique experiences and needs based on their identities. The College will use the results of the LGBTQIA+ survey conducted in fall 2021 to improve and expand its services and support for LGBTQIA+ students and employees.

Students are driving our efforts to create Inclusion Centers on all three campuses. These centers will function as a central hub to build community, provide resources, and offer opportunities for organic collaboration between faculty, staff, and students. The centers will serve as a home base for the SJILI, Safe Zone training, and PACEI. The centers will also provide a safe space for culturally diverse and relevant resources and programming geared toward students of color, LGBTQIA+, and other students to enhance their academic, personal, and professional capacity and provide a sense of welcoming and belonging.

Appendix: Copy of the diversity plan in place during the reporting year (Academic Year 2021–2022). This should be the plan approved by the institution’s Board of Trustees on or before July 1, 2021.

Institutional Diversity Statement

Montgomery College has grown into an institution where radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education—is an essential element of our identity. By intentionally cultivating our campuses as places where equal opportunity flourishes, we have advanced our own educational mission, contributed to the aspirations of Montgomery County, and added to the vision of our nation.

Montgomery College Mission, Vision, and Core Values

OUR MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

Excellence | Integrity | Innovation | Equity and Inclusion | Stewardship | Sustainability

Appendix 1:

EQUITY AND INCLUSION: ROADMAP FOR SUCCESS

July 1, 2020

2020–2025

Appendix 2:

EQUITY AND INCLUSION ANNUAL REPORT–FY21

July 1, 2020



2021-2022

Cultural Diversity Report

A Roadmap for Ensuring and
Sustaining Diversity in Our Community



PRINCE GEORGE'S
COMMUNITY COLLEGE

May 2022

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FY2022

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Manager of Talent Acquisitions

Dr. Paul Van Cleef
Academic and Career Advisor

Summary of the Institution's Diversity, Equity and Inclusion (DEI)-explicit Initiatives or Efforts for Students

Prince George's Community College (PGCC) has initiated new Diversity, Equity and Inclusion initiatives and continued several other efforts for students. The Teaching and Learning Center, in its inaugural year, worked with the Open Educational Resources (OER) Implementation to promote the use of materials that support diversity, equity, and inclusion. Since the OER Implementation began in 2018 OERs have been used in 737-course sections, impacting 10,330 students, and saving students over \$1.4 million dollars in textbook costs. OERs are promoted to encourage diversity, to create equity, to promote inclusion, to improve pedagogy, and to reduce textbook costs.

PGCC is committed to ensuring a safe, supportive and welcoming community for all. With this in mind, a Preferred/Chosen Name Workgroup met this year to begin developing a process that would provide students with the opportunity to indicate their legal and preferred/chosen name for student records.

Programs geared toward special populations of students provide a safe and supportive environment. The framework of the Women of Wisdom (W.O.W) Program was built on providing a safe place for individuals who self-identify as women of PGCC to be their authentic self. Diverse Male Student Initiatives (DMSI) is an experiential, two-year program that helps men focus their energies on self-improvement and community involvement and empowers them to assume leadership roles. Through interactive workshops, community engagement, resources and support services, these programs look for ways to amplify underrepresented voices along with empowering students from marginalized communities. Vocational Student Support (VSS) provides programming and services to all students enrolled in CTE (Career and Technical Education) programs (or enrolled in the Associate of Applied Science degree programs) and engages in collaborative efforts with specialized groups to provide services designed to promote the institution's DEI initiatives.

The Office of Student Engagement and Leadership (SEAL) student clubs, and the extension centers offered cultural diversity programs this year that allowed students to learn about other cultures, share their culture, and engage in discussions about diversity, equity, and inclusion that impacts racially underrepresented groups. Programs included movie screenings, a Holi Hindu Festival Celebration, a Beyond the Binary: An LGBTQ Cultural Competency Workshop, The Talk! Driving While Black Program, Hispanic Heritage Month Trivia Event, Code Switching: Bringing Your True Self to Every Conversation Program, The Freedom to Be Yourself: What Every Student Should Know About Diversity, Equity & Inclusion Conversation, and heritage month programs.

Students were involved in the programs and events sponsored by the new PGCC Truth, Racial Healing, & Transformation (TRHT) Campus Center – a center to promote racial healing, create programs that transform narratives, provide a space for shared experiences, and catalyze efforts to identify and dismantle structural barriers with respect to equity. Students also participated in the annual Diversity week – a celebration of diversity, equity, and inclusion that raises awareness and helps to develop competencies for equity and inclusivity through a variety of program offerings.

Library Learning Resources (LLR) continues its commitment to diversity, transitioning back from the virtual environment to in-person services. LLR reaches out to students through its virtual platforms on Blackboard, Facebook, Instagram, and through *Bookends*, its newsletter. The library's online book discussions and publications feature diverse topics.

Summary of the Institution's Diversity, Equity and Inclusion (DEI)-explicit Initiatives or Efforts for Faculty

The Curriculum Subcommittee of the Diversity, Equity and Inclusion Committee has been in discussion about ways in which to intentionally incorporate Diversity, Equity, and Inclusion into the curriculum. Plans include adding inclusive language in all syllabi, promoting professional development training through the Teaching and Learning Center, increasing the number of courses that contain DEI as a learning outcome, and providing recommendations for ways to include DEI in the review process for program reviews.

The Teaching and Learning Center, in its inaugural year, worked with the Open Educational Resources (OER) Implementation to promote the use of materials that support diversity, equity, and inclusion. OERs are promoted to encourage diversity, to create equity, to promote inclusion, to improve pedagogy, and to reduce textbook costs. Members of the faculty are involved in developing OERs.

The Library Learning Resources (LLR) continues its commitment to diversity, transitioning back from the virtual environment to in-person services. LLR reaches out to various audiences through its virtual platforms on Blackboard, Facebook, Instagram, and through *Bookends*, its newsletter. The Library provided academic support, digital collections, and programming to college audiences in their learning environments. The library's online book discussions and publications feature diverse topics.

There have been DEI-explicit efforts made by various academic divisions. The Psychology Faculty within the Social Sciences department made a presentation to the Humanities, English and Social Sciences (HESS) Division about incorporating Diversity, Equity and Inclusion language in course syllabi in an effort to move in this direction. The Health, Wellness and Hospitality held a workshop during their division meeting entitled "A Checklist isn't Enough: The Impact of Implicit Bias on Health Outcomes." The workshop provided strategies and resources that addressed health equity in local communities. Innovative resources were shared to raise awareness of implicit bias, cultural competence, cultural humility and its impact on health outcomes. These concepts help to change future healthcare practitioners' views when working in diverse communities.

Diversity, Equity and Inclusion training is being developed for faculty search committees. This DEI training will be provided before the applicant review process begins.

The 6th National Day of Racial Healing programming occurred during Faculty Welcome Back Week in January. This was a virtual celebration of truth-telling, community and racial healing and a timely call to action for positive and sustainable change. The College officially opened the Truth, Racial, Healing and Transformation Campus Center with a featured speaker in the morning and a virtual event sponsored by the W.K. Kellogg Foundation in the afternoon. The TRHT Campus Center provides the opportunity to work with all members of the College community to promote racial healing, create programs that transform narratives, provide a space for shared experiences, and catalyze efforts to identify and dismantle structural barriers with respect to equity.

Diversity week at Prince George's Community College (PGCC) is an annual celebration of diversity, equity, and inclusion for all constituents that raises awareness and helps to develop competencies for equity and inclusivity through a variety of program offerings. The theme for the College's second Diversity Week was "Diversity is a FACT. Inclusion is an ACT. Equity makes an IMPACT."

Summary of the Institution's Diversity, Equity and Inclusion (DEI)-explicit Initiatives or Efforts for Non-Faculty Staff

On October 7, 2021, the Association of American Colleges and Universities (AAC&U) announced the selection of Prince George's Community College as one of 19 institutions to host new Truth, Racial Healing, & Transformation (TRHT) Campus Centers. The College also received a \$25,000 sub grant from AAC&U funded by the Meyer Foundation and is partnering with the Prince George's County Memorial Library System. This is an opportunity to work with all members of the College community (to include non-faculty staff) and the county to promote racial healing, create programs that transform narratives, provide a space for shared experiences, and catalyze efforts to identify and dismantle structural barriers with respect to equity. The Prince George's Community College Truth, Racial Healing, and Transformation Campus Center (TRHT) will inspire our community to reflect deeply, recognize and dismantle barriers to racial equity, and seek collective justice in Prince George's County and beyond.

One of the goals of the action plan for the Truth, Racial Healing and Transformation Campus Center (TRHT) is to identify and address structural barriers to racial equity at the College. In addition to a climate survey during the fall 2022 semester, the TRHT Team has been conducting focus groups and listening sessions during the spring semester. The Focus Groups are facilitated and guided discussions to learn more about employee experiences at the College and to obtain feedback related to climate, racial equity, inclusion, and diversity. The Listening Sessions provided an open forum to share thoughts on inclusion and belonging at PGCC, equity, social justice and racial healing.

During the Spring Semester, The TRHT Team began offering Rx Racial Healing® Circles to provide a compassionate and expansive forum for sharing personal truth to help begin the process of transforming hearts and minds through a facilitated dialogue. The Rx Racial Healing® Circle is centered around activating local action to promote racial healing and racial equity through active listening and being open to the perspectives and experiences of others.

The Inclusive Conversation Series continued this academic year. Topics included "Identity and Belonging Amidst the Afro-Latin Community" and "Mental Health and People of Color."

Professional and Organizational Development offers two leadership development programs for employees, Emerging Leaders and the Supervisor's Academy, that have a module on "Inclusive Behaviors." The module explores what it means to lead and manage others in ways that model inclusive behaviors.

The Communications and Marketing Area, through PGCC-TV, is intentional about representing the College's diverse community (faculty, staff and students) in advertisements, radio spots, photographs, billboards, footage they record and the languages spoken in the College's ad copy, original content, and even the content presented at the Center for Performing Arts.

Diversity week at Prince George's Community College (PGCC) is an annual celebration of diversity, equity, and inclusion for all constituents that raises awareness and helps to develop competencies for equity and inclusivity through a variety of program offerings. The theme for the College's second Diversity Week was "Diversity is a FACT. Inclusion is an ACT. Equity makes an IMPACT." Staff and faculty participated as well as presented workshops.

Summary of the Institution’s Diversity, Equity and Inclusion (DEI)-explicit Initiatives or Efforts for Administration

During the Spring semester, the college administrators participated in a diversity, equity and inclusion (DEI) engagement exercise which focused on “One Word to Inspire Your Journey.” As pre-work, administrators were provided with a set of questions and were asked to journal in order to assist them with personal reflection and to prepare to fully participate in the interactive session. The purpose of this simple, yet powerful exercise, was for them to identify and share one anchor word to center them in their role as an administrator with respect to the college’s DEI work. It was intended to inspire their vision and set an intention for how they would interact with others this year to move the college’s DEI work forward.

Diversity, Equity and Inclusion training was provided this year for search committees the members of the vice president search committees. This DEI training was provided in preparation for the various aspects of the search process.

As mentioned earlier in this report, Prince George’s Community College has opened a new TRHT Campus Center. The center’s vision is: The Prince George’s Community College Truth, Racial Healing, and Transformation Campus Center (TRHT) will inspire our community to reflect deeply, recognize and dismantle barriers to racial equity, and seek collective justice in Prince George’s County and beyond. As a part of the action plan, the TRHT Center Team will work to identify and address structural barriers to racial equity at the College. Several focus groups have been held for employees and have included administrators. In addition to the open focus groups, one was facilitated solely for members of the Senior Team.

Administrators have continued to be involved in dialogue around diversity, equity and inclusion and participate in the Inclusive Conversation Series. Topics included “Identity and Belonging Amidst the Afro-Latin Community” and “Mental Health and People of Color.” They also participated in the programs held on the 6th National Day of Racial Healing – a day of celebration of truth-telling, community and racial healing and a timely call to action for positive and sustainable change.

The Annual College Professional Development and Enrichment Day was held for all employees during the fall semester. Workshops focused on DEI included: The Bias That Exists in Technology; Centering Difficult Dialogues About Race, Equity, Justice, and Privilege; First-Generation Students, Inclusivity, and Alternative Formats; Bringing Truth, Racial Healing and Transformation to PGCC; OER and Universal Design for Learning (UDL); and What Now? how to keep the DEIB Momentum Going.

Diversity week at Prince George’s Community College (PGCC) is an annual celebration of diversity, equity, and inclusion for all constituents that raises awareness and helps to develop competencies for equity and inclusivity through a variety of program offerings. The theme for the College’s second Diversity Week was “ Diversity is a FACT. Inclusion is an ACT. Equity makes an IMPACT.” Administrators, staff and faculty participated as well as presented workshops.

Governing, Administrative, Coordinating Bodies, and Institutional Offices Solely Dedicated to DEI

The Office of the Chief Diversity Officer is dedicated to coordinating Diversity, Equity and Inclusion efforts for Prince George's Community College. This office is a part of the Equity, Culture and Talent Area and consists of the Chief Diversity Officer and an Administrative Associate. The Office of the Chief Diversity Officer leads the development and implementation of proactive justice, diversity, equity, and inclusion initiatives in alignment with the college's strategic plan to create and nurture a college climate that is welcoming, inclusive, respectful, and free from discrimination, intolerance, and harassment. The Chief Diversity Officer is responsible for demonstrating collaborative and visionary leadership by serving as a strategic thinker, building relationships, employing innovation, and promoting an environment of inclusive excellence for all students, staff, and faculty, which includes advising the college administration on matters affecting teaching and learning, recruitment and selection of employees, training and education of the college community for the purpose of creating an inclusive climate, response to bias incident reports, and improvement to policies and procedures. This office also works collaboratively with institutional research, and other departments as appropriate to assess the effectiveness of the institutional justice, equity, diversity and inclusion goals and outreach efforts, leads the integration of these efforts across all operations and functions at the college, works with key area leaders to advance conventions for ensuring equitable outcomes across all operations and functions at the college, and develops metrics and procedures to track diversity efforts and prepare annual report for the college and for the Maryland Higher Education Commission. The Chief Diversity Officer chairs the Diversity, Equity and Inclusion Committee and leads the Truth, Racial Healing and Transformation Campus Center Team.

The college's Diversity, Equity and Inclusion Committee is a college-wide committee composed of staff, faculty and students and is charged with:

1. Developing an institutional diversity, equity and inclusion plan that includes mission driven goals for improving diversity, specific areas of emphasis, diversity training, strategies for implementation, and methods of evaluation.
2. Identifying the appropriate offices/areas that will be responsible for implementing the various aspects of the plan.
3. Reviewing and monitoring progress of the diversity, equity and inclusion plan.

With the opening of the Truth, Racial Healing and Transformation Campus Center, the TRHT Campus Center Team developed and oversees the implementation of an action plan that includes the following goals:

- Identify and address structural barriers to racial equity at the college in fiscal year 2022-2023.
- Implement Rx Racial Healing Circles and other community based activities on campus and in the community.
- Eradicate deeply rooted beliefs in racial hierarchies in Prince George's County by partnering with justice-focused organizations.

Institution's DEI Data or Metrics

With respect to Diversity, Equity and Inclusion, Prince George's Community College uses several methods of measurement. The Student Experience Survey is administered each semester. Students are asked about many aspects of their learning experience at PGCC. Comparisons are looked at on many of the items by race/ethnicity, age, gender, and location (from our three largest campuses). The College identifies when there are differences across groups and track to see whether these differences change or remain consistent patterns. In these cases, the College can work to intervene and close the gaps.

The Community College Survey of Student Engagement (CCSSE) asks students about institutional practices and student behaviors that are related to learning and success. PGCC has participated in the CCSSE every two-four years since 2004. Custom questions related to DEI from the student perspective have been included since 2018. Demographic group differences are examined by race/ethnicity and gender.

This spring, the College opted to participate in the Race and Ethnicity Pilot survey that is a stand-alone survey that measures students' experiences with racism, inclusion, and belonging at PGCC.

The Personal Assessment of the College Environment (PACE) Survey allows the College to examine differences in climate factors across race/ethnicity, gender, and personnel classification. PGCC purchased the custom question set which allowed the College to ask several questions related to DEI from the staff/faculty perspective. Additionally, in Fall 2020, there were two open-ended questions added related to DEI efforts at the College, and the DEI Committee was provided the responses to analyze them for decision-making purposes.

The Truth, Racial Healing and Transformation Campus Center Team is currently conducting focus groups. The Focus Groups are facilitated and guided discussions to learn more about employee and student experiences at the College and to obtain feedback related to climate, racial equity, inclusion, and diversity. A qualitative analysis of the findings will be conducted.

For many of the Strategic Plan Indicators (SPIs), specific groups at the College will receive breakdowns of the metrics by race/ethnicity and gender groups, where available, in order to examine equity across these groups. The specific SPIs related to DEI efforts are: Annual headcount broken down by race/ethnicity, household income level (Pell eligibility, FAFSA income brackets), age, gender, region in the service area. We also will look to see how representative these groups are to the county population; Fall term course success rates, broken down by race/ethnicity and Pell grant recipient status; Amount of professional development aligned to effective practices for equity-mindedness, diversity, inclusion, and belonging completed by PGCC employees; and Percentage of all PGCC courses (credit and continuing education) that are Universal Design for Learning compliant for accessibility, based on the Course Accessibility Report within PGCC's LMS.

The Performance Accountability Report (PAR) is an annual statewide report which provides the opportunity for higher education institutions in Maryland to report progress on several metrics related to fulfillment of missions and goals. It includes relevant DEI metrics.

How Diverse Perspectives and Voices of All Students are Captured and Utilized in Informing the College's DEI Efforts

One of the ways the diverse perspectives and voices of students is captured is through the regularly scheduled Student Governance Association Town Hall Meetings. These meetings are attended by college administrators, staff, faculty and members of the Diversity, Equity and Inclusion Committee. The Town Hall Meetings provide a forum for students to voice their opinions and ask pertinent questions. As the official representative of the student body, the president of the Student Governance Association provides monthly reports to the Board of Trustees and to the College-wide Forum – a deliberate and broadly representative body of the College's governance structure. Students also serve as representatives on the College-wide Forum, the Academic Council - another part of the governance structure, and college committees.

Student voices are captured through the administration of several surveys that specifically obtain data related to diversity, equity and inclusion. The Student Experience Survey is administered each semester. Students are asked about many aspects of their learning experience at PGCC. The Community College Survey of Student Engagement (CCSSE) asks students about institutional practices and student behaviors that are related to learning and success. Custom questions related to DEI from the student perspective have been included since 2018. This spring, the College opted to participate in the Race and Ethnicity Pilot survey that is a stand-alone survey that measures students' experiences with racism, inclusion, and belonging at PGCC. Data from all of these surveys have and will continue to inform the College's DEI efforts.

Following each program related to diversity, equity and inclusion, there is an evaluation. The results of these evaluations also assist with future programming as well as other efforts around this work. The engagement through dialogue during these programs and through conversations in other structured programs such as the Diverse Male Student Initiative and Women of Wisdom allow members of the college community to obtain valuable information directly from students.

APPENDIX

Prince George's Community College's Equity Statement and Diversity Statement

Equity Statement

As a part of the College's FY2022-FY2025 Strategic Plan, the Board of Trustees approved the following equity statement on December 9, 2021:

We believe equity is grounded in fairness and respect. It ensures every student has equal access to receives the appropriate resources and services needed to be successful through the intentional design of the college experience. We hold ourselves accountable for dismantling barriers to their completion and attainment of upward mobility outcomes.

Diversity Statement

The following definition of diversity was developed by the members of the former Ad Hoc Committee on Cultural Diversity and was presented to the President and to the members of the Board of Trustees:

Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

The definition was approved by the Board of Trustees in July of 2014.



PRINCE GEORGE'S
COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN
FY2019-2021
(Extended to 2022)

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

Prince George's Community College
Board of Trustees
FY2019

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INTRODUCTION

Prince George's Community College is one of only two community colleges in the state of Maryland that services a credit student body made up primarily of minority students. However, the College continues to focus on those areas that require attention to ensure that our diversity mirrors that of the county and continues to educate students to be fully engaged in a diverse nation and world. PGCC has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the College's core values. This means that the College promotes opportunities to expand the worldview of students and employees through exposure to and a greater understanding of all peoples, cultures, and lifestyles. This also means that members of the College community collaborate across the College while understanding that everyone brings something to the table.

MISSION STATEMENT

The college's current vision and mission are as follows.

Vision

Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

Mission

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community.

Values

- **Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.
- **Success** - We believe all individuals have the potential to realize their goals.
- **Diversity** - We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.
- **Respect** - We treat every person with the same humanity, courtesy, and civility that we expect for ourselves.
- **Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.
- **Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

COMMITTEE ON CULTURAL DIVERSITY AND DEFINITION OF DIVERSITY

The Committee on Cultural Diversity oversees the institutional cultural diversity plan that coincides with the College's strategic plan and provides a framework for achieving diversity goals with specific strategies to create a climate that embraces diversity beyond culture. The plan has mission-driven goals for improving diversity with specific areas of emphasis that include diversity training and education, infusing diversity into the curriculum, recruitment and retention of underrepresented groups in the workforce and the student population, and programmatic efforts focused on creating an inclusive environment.

During the 2013-2014 academic year, the Committee on Cultural Diversity developed the following definition of diversity:

Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY FY2019-2021 (EXTENDED THROUGH FY2022)

The development of the current diversity plan was written in concert with the College's FY 2019-2021 strategic plan and falls under the Regional Impact goal. The college's strategic goals are intended to focus the institution in a manner that will facilitate its ability to leverage strengths and resources that best serve its mission for the period defined by this strategic plan. Prince George's Community College will focus on:

- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

This Diversity Plan provides a framework for achieving our goals, focuses on specific strategies to create a climate that embraces diversity beyond culture, and builds on the goals established for

the FY2014-FY2017 Diversity Plan. The four goals with the associated objectives are detailed in this document. All of the measures will be determined in FY2020.

RECRUITMENT AND RETENTION

Goal 1: *Attract, recruit and retain highly qualified candidates and students to create a culturally diverse college community.*

Objective 1 (FY2019): Identify targeted outlets and forums dedicated to minority groups and underserved populations.

Action Steps:

- Analyze past recruitment numbers to identify trends and significant changes to the surrounding demographics over the last three years.
- Increase advertisement in diversity and inclusion publications, providing information on Prince George's Community College being the college and employer of choice.

Office Responsible: Human Resources and Organization Development

Objective 2 (FY2020): Increase the number of underrepresented groups identified in most recent demographic reports.

Action Steps:

- Work collaboratively with Communications and Marketing to increase the college's social media presence, which highlights the college's position on diversity.
- Work with suppliers and vendors who are committed to diversity and diverse work force.
- Work within the county to further expand recruitment capabilities to target audiences in an effort to increase diverse student recruitment, i.e. targeted marketing for identified populations (DACA, International, Undocumented) Owl scholarship and other relevant programming.

Offices Responsible: Human Resources and Organization Development, Communications and Marketing, Student Recruitment

Objective 3 (FY2021 and FY2022): Reexamine recruitment and retention trends to celebrate and capitalize on successes.

Action Steps:

- Work collaboratively with Research, Assessment, Effectiveness to gather data on the college’s hiring trends and student enrollment related to diversity and inclusion

Offices Responsible: Human Resources and Organization Development, Research, Assessment and Effectiveness.

TRAINING AND EDUCATION

GOAL 1: *Train and educate faculty, staff and students to create a culturally competent college community.*

Objective 1 (FY2019): Identify a series of diversity trainings and workshops for faculty, staff, and students on Cornerstone and/or in-person.

Action Steps:

- Coordinate an internal diversity stakeholder’s meeting to identify diversity trainings being offered in spring 2019.
- Identify the diversity trainings offered in Cornerstone and/or in-person at PGCC.
- Work with the Professional and Organizational Development department to catalog or organize online and in-person diversity training.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

Objective 2 (FY2020): Increase the number of faculty, staff, and students participating in diversity training/workshops.

Action Steps:

- Collect data on the number of faculty, staff, and students attending both online and/or in-person diversity training/workshops.
- Create a diversity training series (online and in-person).
- Promote diversity training/workshops offered in Cornerstone/and or in-person at PGCC.
- Convene and facilitate another internal diversity stakeholder’s meeting to identify leaders that are committed to establishing a diversity week at PGCC.
- Develop a timeline and project plan for “Diversity Week.”

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

Objective 3 (FY2021 and FY2022): Facilitate with key internal stakeholders “Diversity Week” for faculty, staff, and students.

Action Step:

- Convene and facilitate diversity leadership team meetings to do the following:
 - Identify the month and week to launch “Diversity Week.”
 - Identify areas and departments that would coordinate a variety of diversity events and/activities for faculty, staff, and students.
 - Promote “Diversity Week.”

Offices/Committees Responsible: Diversity Committee, Governance and Diversity, Diversity Training and Education Subcommittee

INCLUSIVE ENVIRONMENT

Goal 1: *Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measurable outcome.*

Objective 1 (FY2019): Identify internal programs where institutional leaders are trained/developed and determine what diversity/inclusion activities are offered.

Action Step:

- Work with the Professional and Organizational Development department to ensure that there are conversations/learning exercises that focus on diversity and inclusion for all leadership programs.

Office Responsible: Professional and Organizational Development

Objective 2 (FY2020): Support and create community engagements that will enhance and develop the combination of knowledge, skills, values and motivation based on diversity/inclusion to build community synergies.

Action Steps:

- Create opportunities for the college community to learn to value differences in new innovative ways and also engage community partners for resources to support current initiatives. This could include volunteer opportunities that reflect diversity and the need for inclusion to enhance students, faculty and staff.
- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.
- Hold regular forums highlighting diversity in our local community and discussion issues of global concern.
- Promote upcoming community events to the college community.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Communications and Marketing

Objective 3 (FY2021 and FY2022): Continue to support the actions from years 1 and 2. Enhance the programs that have been successful and begin to plan for the analysis of data and working on the new diversity plan.

Action Steps:

- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.
- Hold regular forums/learning experiences highlighting diversity and inclusion in the local community and discussion of issues of global concern.
- Analyze the data collected over the four years and implications for creation of the new diversity plan.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Research, Assessment, and Effectiveness.

CURRICULUM

Goal 1: *Examine alignment of the college’s definition of diversity within academic course offerings.*

Objective 1 (FY2019): Identify at least five courses where faculty are teaching components of the college's definition of diversity.

Action steps:

- Review course catalog to ensure course description alignment.
- Identify a list of courses that encompass diversity.
- Solicit faculty buy-in in order to start evaluating students' experiences in these courses.

Committee Responsible: Diversity Curriculum Subcommittee

Objective 2 (FY2020): Develop a diversity survey to distribute in each section.

Action Steps:

- Work with faculty to understand how diversity is taught within the class.
- Conduct a sample test of 1- 2 classes.

Offices/Committee Responsible: Research, Assessment, and Effectiveness, Diversity Curriculum Subcommittee

Objective 3 (FY2021): Assess the diversity survey in each section.

Action Step:

- Analyze the data to establish a baseline.

Office Responsible: Research, Assessment and Effectiveness

No additional objective for FY2022.

**Plan for Program of
Cultural Diversity
Wor-Wic Community College
FY 2022 Report**

Institution’s Diversity, Equity, and Inclusion Initiatives

Wor-Wic began a new five-year strategic planning cycle in 2021 to address critical challenges the college expects to face in the next five years. Initially, the planning process began with two virtual meetings in February 2021; however, the meetings lacked cohesion and were delayed until in-person meetings could be held in fall 2021. The process was reignited in October 2021 and followed with a series of three in-person meetings over a three-week period.

The planning cycle began with the collection of information from employees, students, local business leaders and members of the community, as well as a review of the college and local area data. As a result, the planning process yielded four strategic priorities: student and community needs, diversity, student success, and institutional effectiveness. Diversity, equity, and inclusion (DEI) was deemed a priority at the February and October 2021 meetings. The DEI priority follows: “Nurture and actively promote diversity, equity and inclusion among students and employees” (Wor-Wic Strategic Plan 2022-2027).

The four strategic priorities were reviewed by president’s staff (the college’s executive leadership team comprised of the president and four vice presidents) and then sent to the board of trustees. After approval by the board of trustees, the president created four strategic priority teams whose members were selected based on their areas of expertise and representation from different segments of the college—faculty, support staff, and administrators. The DEI priority team was charged with creating a plan (goals, means of assessment, benchmarks, action plans, and budget implications) to forward the priority. The DEI priority has stated goals tied to the college’s mission, vision, and values, and the priority will be implemented by departments throughout the college.

Wor-Wic recognizes the importance of promoting awareness, understanding, and appreciation of diverse racial, ethnic, and cultural groups, as evidenced by the college’s mission which “empowers a diverse population of students to achieve success by delivering high quality, affordable education, professional training, workforce development opportunities and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore” (WWCC Catalog). The college’s cultural diversity committee, with student, faculty, and staff representation, continued in FY 2022 to ensure progress on the implementation of the college’s cultural diversity plan and the coordination of an array of special events. Committee events included cultural presentations led by Latin-American faculty about Spain; book discussions pertaining to Latin- and African-American history; safe space training regarding LGBTQI students and staff; a presentation about the Native American Choctaw Nation; a women’s history month luncheon; a film screening during Irish-American History Month; and a special presentation by world renown author, poet, playwright, and essayist Ishmael Reed. The events were a mix of in person and virtual presentations held during evenings and several days when limited or no classes were scheduled (Fridays and Saturdays) to maximize student attendance.

WWCC Cultural Diversity Committee Events – FY 2022		
Event	Date	Time
Spain (Cultural Presentation)	October 7, 2021	7:00 p.m.
The Time of Doves (Book Discussion)	October 9, 2021	11:00 a.m.
Safe-Space Training	November 5, 2021	10:00 a.m.
The Island of the Sea Women (Book Discussion)	November 13, 2021	11:00 a.m.
Ishmael Reed (Novelist, Poet, Playwright)	November 16, 2021	6:30 p.m.
Choctaw Nation (Cultural Presentation)	February 22, 2022	7:00 p.m.
Bad Blood: The Tuskegee Syphilis Study (Book Discussion)	February 19, 2022	11:00 a.m.
Women’s History Month Luncheon	March 22, 2022	12:15 p.m.
Herself, Irish-American Heritage Month (Film)	March 23, 2022	6:00 p.m.

One cultural diversity event, the safe space training, was noteworthy as it was led by Salisbury University trainers, included Wor-Wic students, faculty, and staff participants, and held on a Friday, November 3rd, a day with limited classes, to maximize student attendance. The training aimed to minimize the often unwelcoming and even hostile environments in which LGBTQI people navigate in their daily lives. Training participants explored their roles and responsibilities in creating a more welcoming environment at work, school, and in their communities. The primary objective of the training was for participants to leave the session with a “greater understanding and workable solutions for promoting safe spaces of respect, acceptance, and support for all” (safespacetraining.org). In addition, the human resources department sponsored “Safe Zone Certification Training” offered two different days, May 24 and May 27, 2022, to optimize the ability for all employees to attend. Two trainers from the University of Maryland Eastern Shore provided informative and intentional training to help participants become more inclusive of various identities. Fifty-five employees took advantage of this training to foster an atmosphere of civility and mutual respect

Sponsored by the arts and humanities department, the Echoes & Visions literary series continued in FY 2022 to invite poets of different racial, cultural, and social groups to the college to share their work, voices, and ideas with an audience of students and community members. The experiences were designed to provoke thoughtful considerations of the diversity of the Wor-Wic community. Nine virtual readings were held in FY 2022 which drew a total of 574 participants, with an average of 64 attendees per event.

Arts and Humanities Echoes and Visions Events FY 2022		
Poet	Date	Time
Marcus Walker	October 3, 2021	7:00 p.m.
Bruce Bond	October 20, 2021	7:00 p.m.
Dorothy Chan	November 4, 2021	7:00 p.m.
Diane Seuss	December 6, 2021	7:00 p.m.
Tiana Clark	February 3, 2022	7:00 p.m.
Paul Muldoon	March 24, 2022	7:00 p.m.
Karen Skolfield	April 6, 2022	7:00 p.m.
Sara Henning	April 14, 2022	7:00 p.m.

Governing, Administrative, Coordinating Bodies and Institutional Offices Dedicated to DEI

As noted, the college's DEI initiatives were approved in fall 2021 with the development of the institutional strategic plan and was formalized in spring 2022 with the formation of the DEI priority team. DEI goals, objectives, and means of assessment will be monitored over the five-year planning cycle from 2022-2027; the DEI (strategic planning) priority team will examine institutional progress relating to the diversity initiatives. During the remainder of 2022, academic programs will "align their operational goals to the college's new strategic priorities and goals to ensure a direct relationship between departmental activities and the mission, vision, values of the institution" (Wor-Wic Strategic Plan 2022-2027). The DEI priority team's four goals are as follows:

- Goal 1: Promote policies, practices, and procedures that are inclusive and sensitive to the diverse cultures represented at the college;
- Goal 2: Evaluate the current perception of DEI on campus to promote awareness and compassion towards others;
- Goal 3: Design resources to serve the needs of the diverse campus community; and
- Goal 4: Demonstrate accountability for DEI initiatives implemented in the campus community.

Currently, the DEI priority team is finalizing the means for assessment for each of its goals. Progress on the first year of the DEI priority team goals will be reported at the annual strategic planning committee meeting in May 2023 and each year thereafter until 2027. The planning council will review the implementation of the priority goals and, upon review of the benchmarks and action plans, will provide feedback to ensure appropriate progress toward goal completion toward 2027. In the fall of each year of the planning cycle, departments will submit budget requests for the implementation of action plans pertinent to the DEI and other strategic priorities. President's staff will approve budget requests based on "need, relevancy and the overall importance of supporting the college's plan and strategic priorities" (Wor-Wic Strategic Plan 2022-2027).

DEI Metrics

As noted, data collection relating to DEI initiatives is currently being examined in spring 2022. Mission/Mandate Performance Indicators – Community Colleges may be used to assess institutional progress with minority student enrollment, faculty, staff, and student persistence rates. The indicators are seeking information about minority student enrollment compared to the service area population, percent of minorities (nonwhite) of full-time faculty and staff, successful student persistence rates after four years, and graduation/transfer rates after four years. Specific performance indicators to be used in the data analysis are provided.

Diverse Perspectives and Voices of Students

As noted in the DEI strategic priority team Goal 2, a new survey instrument and/or additional questions for existing institutional surveys will be needed to assess “current perception[s] of DEI on campus to promote awareness and compassion towards others.” There are multiple bi-annual college surveys that could be used for DEI data collection. The college administers the non-credit student satisfaction and the credit student satisfaction surveys in alternating years. In addition, the employee satisfaction survey is administered in odd-numbered years and may capture data from employees who are credit and/or non-credit students. Data from the surveys are shared college-wide and informs departments within each division of the college. The data analysis can be useful for academic and service program reviews, service improvement, policy changes, and for additional discussion and review throughout the college. The DEI strategic priority team may develop new survey questions and/or survey instruments, and, upon completion, the surveys will be reviewed by institutional research and the assessment offices and then approved by president’s staff. Further, any additional data measurements recommended or surveys developed by the DEI team will follow the same review and approval process before distribution to students, faculty, and staff.

In addition to collecting student perspectives through survey data, the college exhibits diversity, equity, and inclusion in its promotional material and media relations. The college represents student diversity in its publications, advertising, and public relations efforts. Diversity is found in Wor-Wic brochures, profile stories, social media posts, and television, print, radio, and digital marketing.

Mission/Mandate Performance Indicators – Community Colleges

MISSION/MANDATE PERFORMANCE INDICATORS – COMMUNITY COLLEGE			
No.	Indicator	Source	Organization Definition
11	<p>Minority student enrollment compared to service area population</p> <p>a. Percent nonwhite credit enrollment</p> <p>b. Percent nonwhite continuing education enrollment</p> <p>Percent non-white service area population, 15 or older</p>	<p>Enrollment Information System, Campus data, U.S. Census Bureau/Maryland Office of Planning population statistics</p>	<p>The percentage of (a) nonwhite full- and part-time credit students enrolled in the fall, (b) nonwhite continuing education students enrolled in the fiscal year, and (c) nonwhite service area residents 15 years old or older. The service area may include multiple counties. Three percentages will be reported. Nonwhite students include any person whose race/ethnicity is not:</p> <ul style="list-style-type: none"> • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown <p>Foreign/non-resident aliens and students with unknown or missing race will be eliminated from the denominator. The number of nonwhite residents in the service area is determined by subtracting the number of white residents from the total population. No benchmark is required for part c.</p>
12	<p>Percent minorities (nonwhite) of full-time faculty</p>	<p>Employee Data System</p>	<p>Nonwhite includes any person whose race/ethnicity is <u>not</u>:</p> <ul style="list-style-type: none"> • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown <p>Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.</p>
13	<p>Percent minorities (nonwhite) of full-time administrative and professional staff</p>	<p>Employee Data System, Campus Data</p>	<p>Non-white includes any person whose race/ethnicity is <u>not</u>:</p> <ul style="list-style-type: none"> • white only who did not indicate Hispanic/Latino • foreign/non-resident alien • unknown <p>Foreign/non-resident aliens and individuals with unknown or missing race will be eliminated from the denominator.</p>
17	<p>Successful-persister rate after four years:</p> <p>a. White only</p> <p>b. Black/African American only</p> <p>c. Asian only</p> <p>d. Hispanic/Latino</p>	<p>Degree Progress Analysis (Campus Data)</p>	<p>Same definition as Indicator 16, reported separately for students who identified themselves as White only, Black/African American only, Asian only, and Hispanic/Latino. Not reported for groups with fewer than 50 students in the cohort for analysis. No benchmark is required for this indicator.</p>
19	<p>Graduation /transfer rate after four years:</p> <p>a. White only</p> <p>b. Black/African American only</p> <p>c. Asian only</p> <p>d. Hispanic/Latino</p>	<p>Degree Progress Analysis (Campus data)</p>	<p>Same definition as Indicator 18 reported separately for students who identified themselves as white only, Black/African American only, Asian only, Hispanic/Latino and all nonwhites. Not reported for groups with fewer than 50 students in the cohort for analysis. No benchmark is required for this indicator.</p>

References

Safespacetraining.org

Wor-Wic Community College Catalog, 2022-2023.

Wor-Wic Community College Strategic Plan 2022-2027: Today's Innovation for Tomorrow's Success.

OFFICE OF THE CHANCELLOR

MEMORANDUM

TO: USM Presidents**FROM:** Jay A. Perman
Chancellor**DATE:** July 20, 2022**Re:** 2022 Institutional Programs of Cultural Diversity Annual Progress Report

The Board of Regents met in public session on Friday June 17, 2022, at the University of Maryland Eastern Shore. They approved the 2022 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

cc: Joann Boughman
Zakiya Lee
Denise Wilkerson

TOPIC: 2022 Institutional Programs of Cultural Diversity Annual Progress Report

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: Tuesday, May 10, 2022

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 May 27, 2022. Those recommendations will be addressed by the appropriate party, and updated files will be available in advance of the June 17, 2022 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 2022 Institutional Programs of Cultural Diversity Annual Progress Report for submission to the Maryland Higher Education Commission.

COMMITTEE ACTION: Approval

DATE: May 10, 2022

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
2022**

Bowie State University (BSU)
Coppin State University (CSU)
Frostburg State University (FSU)
Salisbury University (SU)
Towson University (TU)
University of Baltimore (UBalt)
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, May 10, 2022

University System of Maryland Institutional Programs of Cultural Diversity Annual Progress Report, 2022

The University System of Maryland (USM) and its institutions are dedicated to celebrating, supporting, upholding, protecting, and enhancing diversity, equity, and inclusion (DEI). 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 actions 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 using the following framework, which was introduced in 2020.

Toward Racial Equity and Justice

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 students from underrepresented minority groups; 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.

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

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In 2008, the Maryland General Assembly began requiring 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. For 2022, MHEC notes, “This year’s reporting guidance is designed to balance ensuring compliance with the law and providing institutions an opportunity to highlight their activities tied to the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than seven pages) that includes:

1. A summary of the institution’s Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.
2. A description of the governing, administrative, coordinating bodies, and institutional offices if any, that exist on campus that are solely dedicated to DEI.

3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.
4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.
5. If applicable, a copy of the institution's current equity statement and/or diversity statement.
6. In addition to these narratives, each institution should provide, as an appendix, a copy of the diversity plan in place during the reporting year (Academic Year 2021-2022).

Following are (1) highlights and themes from USM institutions' responses to the MHEC guidance; (2) highlights of diversity, equity, inclusion, and justice (DEIJ) work that has taken place at the USM Office level since last year; and (3) each campus's submission.

### **Highlights and Themes from USM Institutions' Responses to the MHEC Guidance**

#### **Prompt #1**

**Institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.**

Following are examples of stakeholder-specific initiatives that exist at several (or more) USM universities. As was the case last year, most of the examples the universities offered fall into the Equity and Climate portion of the Toward Racial Equity and Justice framework. This is overwhelmingly so for the student activities but is still prominent for the efforts aimed at employees.

#### **Students**

- Intercultural, faith-based, and identity-based centers, celebrations, programs, and events
- Facilitated conversations
- Safe space programs
- Curriculum: first-year seminars; diversity-related general education requirement
- Targeted marketing and recruitment strategies
- Retention programs
- Support of student organizations with a DEI focus
- DEI training, resources, retreats, and workshops
- Mentoring programs for students from historically underrepresented minority groups
- Renewed focus on international students
- Robust partnerships with majority-minority K-12 school systems
- Use of federal extramural funds to enhance presence of historically underrepresented minority students in specific fields
- Renewed focus on Latinx student recruitment, retention, and success
- Chosen name/pronoun projects and policy discussions
- Enhancement of disability student services resources
- TRIO Programs

## Faculty

- Centers for teaching and learning sharing of best and innovative practices in DEI
- Culturally-responsive teacher leadership program
- Targeted marketing to advertise to the most diverse pool of potential candidates
- Inclusion networks and affinity groups
- Submission of statement of commitment to diversity as part of the hiring process
- Standardization of processes to ensure (1) minority outreach during search processes; (2) training to de-bias the search process and make it more inclusive; (3) DEI training of search committees within divisions and colleges
- Work and conversations toward having DEI connected to promotion and tenure processes
- Facilitated conversations, professional development conferences, and programming on structural racism, cultural competency, and teaching in diverse environments
- Diversity training for faculty to infuse DEI into the curriculum
- Use of federal extramural funds to study and enhance faculty diversification
  - Postdoc-to-tenure track faculty hiring programs like Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences
- Diversity initiatives aimed at recruiting outstanding tenured or tenure-track faculty members

## Staff and Administration

- Facilitated conversations, professional development conferences, and programming on structural racism, cultural competency, and managing in diverse environments
- Targeted marketing to advertise to the most diverse pool of potential candidates
- Inclusion networks and affinity groups
- Submission of statement of commitment to diversity as part of the hiring process
- Standardization of processes to ensure (1) minority outreach during search processes; (2) training to de-bias the search process and make it more inclusive; (3) DEI training of search committees within divisions and colleges
- Work and conversations toward having DEI connected to employee evaluations for mid- and upper-management
- Creation or elevation of senior diversity officer positions with many at the presidential cabinet level
- Mentorship opportunities
- Special senior leader DEI training

## Prompt #2

### **Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

The DEI-focused governing, administrative, coordinating bodies, and institutional offices at our institutions vary greatly. Ten of twelve universities have at least one, and in most cases, more than one, office or center dedicated to DEI. These include, but are not limited to:

|                                          |                                                     |
|------------------------------------------|-----------------------------------------------------|
| Bowie State University                   | Office of Multicultural Programs and Services       |
| Frostburg State University               | Office for Diversity, Equity, and Inclusion         |
| Salisbury University                     | Office of Diversity and Inclusion                   |
| Towson University                        | Office of Inclusion and Institutional Equity        |
| University of Baltimore                  | Office of Diversity and International Services      |
| University of Maryland, Baltimore        | Office of Equity, Diversity, and Inclusion          |
| University of Maryland, Baltimore County | I3b-Initiatives for Identity, Inclusion & Belonging |
| University of Maryland, College Park     | Office of Diversity and Inclusion                   |
| University of Maryland Global Campus     | Diversity and Equity Office                         |

Five campuses' DEI efforts are led by senior diversity officers who report to the university's president. Other institutions' DEI-focused staff report to the vice president for student affairs. In addition to the aforementioned offices, these universities also have campus-wide DEI councils and committees and, often, school/college-based DEI officers too. Coppin State and UMCES have a Diversity and Inclusion Committee and the Diversity, Equity, and Inclusion Collaborative, respectively, and are in active discussions about how to build out those committees' work and/or establish other administrative and coordinating bodies. Other DEI-related offices include EEO and civil rights offices (or these functions sit in Human Resources) and those dedicated to offering services and resources for particular affinity groups (i.e., UMES's Office of Institutional Equity and Compliance; UMBC's Women's Center; and Bowie's Gender and Sexual Diversities Resource Center).

For each university, whether diversity, equity, and inclusion work is led by a senior diversity officer or not, DEI work, care, and concern are spread across many facets of the organization, reinforcing that, when handled well and thoroughly, these issues and initiatives cannot be isolated to one office.

## Prompt #3

### **A description of the institution's DEI data or metrics.**

**This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.**

Data are gathered via a number of sources:

- Satisfaction and engagement surveys
- Campus climate studies
- Human resources personnel data and actions
- Admissions/enrollment data
- Retention, graduation, and degree attainment data
- Achievement gap data
- Academic achievement and progress data
- Program evaluations

These data and metrics inform enrollment management personnel of areas for intervention; identify improvements needed in campus safety, climate, and inclusion; offer feedback on specific issues facing the institution; can improve and/or develop DEI initiatives; guide goal setting and track progress; drive campus actions and interventions to eliminate DEI gaps; encourage conversations and interactions between groups; show where there are gaps in achievement and can lead to plans for progress; can illustrate what's needed or desired to establish a welcoming campus; can lead to enhancements in the recruitment, employment, and retention of a diverse workforce; and, overall, help further schools' commitments to DEI.

#### **Prompt #4**

#### **A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.**

Each USM institution described a number of ways student involvement and insight around DEI issues is sought. Most campuses described a variety of partnerships with the university's undergraduate and graduate student government organizations and student organizations that are geared towards diverse demographics or issues of equity and inclusion. Leaders in these groups are elected to represent students and work to understand students' needs and opinions by connecting with their peers in formal (class and campus activities) and informal ways. In addition to partnering with these official student groups, campus leadership also gathers student insight and feedback from regular engagement with students via town halls, organizational meetings, surveys and questionnaires, informal conversations and connections, and program participation and evaluations. This is particularly important, as many students are not part of student organizations but still have important insight to offer.

Whether it is via an organization or individual connections, student voices inform DEI efforts when students: participate on campus-wide, diversity-related advisory boards, workgroups, and councils; make suggestions and offer ideas about future projects and initiatives; lead or co-lead activities; establish collaborations between and among students and student groups to achieve common goals; encourage the creation of diverse student groups and organizations; advise on ways to enhance communications and marketing strategies to the student body; clarify and help develop policies and procedures, so they are more accessible and user-friendly; increase awareness and understanding of the experiences of students from different perspectives; offer feedback on climate surveys and other work before it is launched; share information with one another and staff/administration; help establish a comprehensive, university-wide approach to DEI, access, and belongingness; enhance disability-related programming to raise awareness and enhance inclusion; develop programming to combat stereotyping; encourage training opportunities and implement innovative training and education initiatives; identify and share demands or needs for their specific demographic; participate on search committees to help ensure fair and inclusive hiring practices; help shape strategic plans; and, generally, surface concerns, issues, and successes related to diversity and the cultural climate on campus.

#### **Appendix 1:**

#### **A copy of the institution's current equity statement and/or diversity statement.**

See institutions' reports for the appendix containing their institution's equity/diversity statement.

#### **Appendix 2:**

#### **A copy of the full diversity plan in place for AY 2021-2022.**

See institutions' reports for the appendix containing the most recent cultural diversity plan.

## **USM Office Diversity, Equity, Inclusion, and Justice Highlights**

### **USM's Strategic Plan**

The USM Board of Regents Strategic Planning Working Group is charged with leading the development of a new system Strategic Plan in consultation with multiple stakeholders. The resulting plan will serve as a blueprint for USM's future and align new goals with current strengths, focusing on the next five years, while positioning the University System to address potential challenges further into the future. Diversity, inclusion, equity, and justice will be prominent in the Strategic Plan as well as USM's Mission Statement and USM's Vision Statement. A final plan will be submitted to the USM Board of Regents in June 2022 and can be more fully explored in next year's Diversity and Inclusion report. <https://www.usmd.edu/strategic-plan/>

### **USM Diversity and Inclusion Council**

In the summer of 2015, then Chairman of the Board of Regents, Jim Shea, appointed a workgroup of Regents to address the challenges facing our institutions around diversity and inclusion. The BOR workgroup met on three occasions to address the following major agenda items:

1. Understand the complexities and import of diversity (of all kinds) to society and our institutions
2. Determine the role of the Board of Regents
  - Embrace the mission statement with a focus on “educating students, faculty and staff and the external community about the value of diversity and its importance to the attainment of excellence”
  - Review data and background materials as needed
3. Determine actions to be taken
  - Activate a Diversity Council to determine the best way to approach the achievement of goals including, but not limited to:
    - Collecting and providing materials and research for the Board
    - Educating the BOR and broader community on the issues, goals, and actions

The BOR Workgroup and Chancellor Robert Caret called for the activation of a Diversity and Inclusion Council, which began meeting in 2016. As of May 2022, Council membership includes:

### **Bowie State University**

Keadrick Peters, Coordinator of Multicultural Programs

### **Coppin State University**

Leontye Lewis, Provost and Vice President for Academic Affairs

### **Frostburg State University**

Michael Mathias, Interim Provost

Robyn Wynder, Assistant Vice President for Student Affairs, Diversity, Equity and Inclusion Officer

### **Salisbury University**

Dane Foust, Vice President of Student Affairs and Enrollment Management

Eli Modlin, Chief of Staff and Director of Government & Community Relations

Karen Olmstead, Provost and Senior Vice President for Academic Affairs

**Towson University**

Patricia Bradley, Vice President, Office of Inclusion & Institutional Equity  
Melanie Perreault, Provost and Executive Vice President for Academic Affairs

**University of Baltimore**

Zandra Rawlinson, Associate Director, Learning & Development, Human Resources

**University of Maryland, Baltimore**

Diane Forbes Berthoud, Vice President and Chief Diversity Officer

**University of Maryland, Baltimore County**

Philip Rous, Provost and Senior Vice President for Academic Affairs  
Nancy Young, Vice President for Student Affairs

**University of Maryland, College Park**

Georgina Dodge, Vice President, Office of Diversity and Inclusion  
Patricio Korzeniewicz, Professor and Chair, Sociology  
Laura Anderson Wright, Associate General Counsel

**University of Maryland Center for Environmental Science**

Angela Richmond, Co-Chair, Diversity, Equity, and Inclusion Collaborative  
Larry Sanford, Professor and Vice President for Education

**University of Maryland Eastern Shore**

Latoya Jenkins, Vice President for Enrollment Management and Student Experience

**University of Maryland Global Campus**

Blair Hayes, Vice President and Chief Diversity Officer

**USM Hagerstown**

Mark Halsey, Executive Director

**Universities at Shady Grove**

Irene Münster, Director, Priddy Library

**USM Southern Maryland**

Currently Open Seat(s)

**Council of University System Faculty**

Benjamin Arah, Associate Professor, Department of History and Government - Bowie State University

**Council of University System Staff**

Kalia Patricio, Assistant Dir. for HR, Training, & Professional Development - U of MD, College Park

**USM Student Council**

Currently Open Seat(s)

**USM Board of Regents**

Currently Open Seat(s) (previously held by former Regent D'Ana Johnson)

## **University System of Maryland**

Joann Boughman, Senior Vice Chancellor for Academic and Student Affairs

Zakiya Lee, Assistant Vice Chancellor for Academic and Student Affairs; Chief of Staff; Council Chair

Tim McDonough, Vice Chancellor for Communications and Marketing

Lindsay Ryan, Interim Executive Director of Economic Development

## **Diversity and Inclusion Council Efforts**

Since last year's report, the Council has met three times and has:

- Reviewed past and prepared for upcoming Cultural Diversity Reports
- Examined the statute that guides the Cultural Diversity Report and suggested the need for revisions
- Provided advice on proposed or existing legislation
- Provided advice on proposed policy amendments
- Discussed concerns about “divisive concepts”
- Given the USMO team on-the-ground insight into campus DEI successes, challenges, and initiatives, which help inform USM's work
- Shared and discussed campus programs, issues, challenges, and good practices that serve to improve DEI at each institution. Campus sharing has included:
  - a. Annual DEIJ focus objectives and initiatives
  - b. Assessment of start of academic year
    - a. Issues, successes, challenges, and solutions
  - c. Sharing of ideas and processes for campus diversity strategic plans

## **LatinX Student Efforts**

At Chancellor Perman's request, Dr. Jo Boughman, Senior Vice Chancellor for Academic and Student Affairs, has convened a stakeholder group to consider ideas for the best ways our USM institutions might recruit, retain, and graduate students from the growing LatinX communities in Maryland. We are aware of both the heterogeneity of the communities and special needs that many of these students might have. The workgroup will have its first meeting in late-May or June with the goal of providing the Chancellor and campus leaders with ideas about engagement, recruitment, and programs that would also help with support and success of LatinX students on our campuses.

## **Health Disparities**

COVID-19 has brought into stark relief the racial disparities in the quality of health care that have existed for decades. Addressing these issues has never been more important than it is now. Over the last 18 months, Regent Michelle Gourdine has worked with the Kirwan Center for Academic Innovation to convene a workgroup of healthcare education leaders from across USM to explore how our academic programs are preparing graduates to help improve health equity in our country. In order to broaden the discussion, the workgroup is bringing together institutional teams in a facilitated workshop-style event on Monday, May 9, 2022 to discuss ways we might advance the work that USM institutions are doing –individually and collectively– to empower graduates of our healthcare programs to be agents of change in promoting health equity. The event will also invite participants to explore the ways in which, as a system, we can enhance our impact in relation to that goal.



Invited institutional teams will:

- Explore critical dimensions of health equity;
- Examine where and how we are educating students regarding health equity and healthcare disparities within our curricula/co-curricula/clinical experiences;
- Identify institutional gaps and needs around this work; and
- Share resources and promising practices related to empowering students to foster health equity.

Institutions have been asked to send a team of 5-6 individuals who play a role in your institution's healthcare curriculum, co-curriculum, and equity and community discussions, such as:

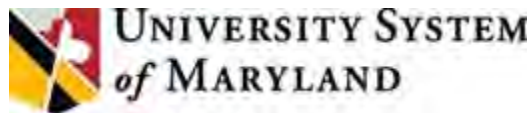
- Deans/department chairs of healthcare programs
- Faculty leaders in healthcare programs (curriculum committee chair, clinical experience leader, and the like)
- Diversity, equity, and inclusion leader(s)
- Centers for teaching and learning representative(s)

### **Conclusion**

Although USM has become more inclusive and diverse over time, we still have a long way to go. Both the USM Office and the USM institutions must begin and/or intensify work being done to remove institutionalized, systemic, or structural barriers that have evolved in terms of policies, procedures, language, facilities, campus climate and culture, delivery models, services, and business/financial models. Institutions have known for a while and systems are beginning to realize that this work is intense and should be consistent and persistent. That is most likely when a staff member or staff members are responsible for organizing, managing, and coordinating the work that happens all across the organization.

Institutions are appropriately tackling inclusion and diversity from multiple perspectives. While much of the campus work pertains to Equity and Climate in the USM, the USM Office work describe more evenly covers the Service Mission at the USM and Education and Research at the USM. This speaks well to the breadth and depth of the work that needs to and is happening. This work will continue, as there is no quick or singular fix. USM 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. 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, equitable, social justice-focused communities of higher education in the United States.

Enclosures: USM Institutional Cultural Diversity Progress Reports



Spring 2022

## INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

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**Institution:** Bowie State University

**Date Submitted:** April 18, 2022

**Point(s) of Contact (names and email addresses):**

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### **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.

### **Section I – Diversity, Equity and Inclusion Initiatives (DEI)**

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

The University's FY 2019 – FY 2024 Racing to Excellence Strategic Plan provides the framework for diversity and inclusion efforts. The Strategic Plan committee recommended revising the previous core value of diversity to inclusivity to more accurately reflect the current focus of the institution. The inclusivity core value is below:

Core Value of Inclusivity - Bowie State University is 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.

The FY 2019-2024 Strategic Plan provides further direction to enhance this core value. 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.

Below are selected Diversity, Equity, and Inclusion (DEI)-explicit activities for students, faculty, staff, and administration.

### Student-Focused Initiatives

**BSU Inaugural Day of Engagement (NEW)** before the first day of classes, over 350 first year students on August 22, 2022 participated in the Day of Engagement symposium. During this inaugural Enrollment Management and Student Affairs event, first year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Day of Engagement symposium, over 215 first year students registered for the Social Justice and Student Advocacy retention initiative. As of result, more than 200 students have participated in ongoing social justice and student advocacy programs and events on campus. The Social Justice and Student Advocacy ongoing co-curricular programs have included Protecting Our Voting Rights DC March, Mothers Impact on Racism Call to Action, Understanding Critical Race Theory, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

**BSU Inaugural Tunnel of Oppression: DEISJ Experiential Learning (NEW)** In October 2021 and March 2022, the Office of Multicultural Programs and Services and the LGBTQIA Resource Center led the Office of Student Engagement, Office of Equity Compliance, Office of Residence Life, Counseling Services, Henry Wellness Center, Maryland HBCU Common Cause Student Club, BSU Black Girls Vote Student Club, and BSU Women's Forum host the inaugural Tunnel of Oppression: Diversity, Equity, Inclusion, and Social Justice Experiential Learning program. During the current academic year, over 200 faculty, staff, students, alumni, and community members participated in the Tunnel of Oppression. The Tunnel of Oppression is an interactive experiential learning program highlighting contemporary issues of oppression in our society. Tunnel of Oppression topics generally raises awareness about specific areas of oppression across identities and communities coupled with exploring opportunities for social change. Participants during the program focused police brutality, sexual assault, disability awareness, intersectionality (race, class, gender) as it relates to abortion rights/healthcare, voting rights, gender equality, affirming women in homeless shelters, and progress women have made over the last century. A number of participants documented the experience as informative, inspiring, and useful for social justice awareness.

**BSU Diversity Awareness Table Talks (NEW)** In an effort to celebrate diversity awareness month, the Office of Multicultural Programs and Services in partnership with the Office of Student Engagement and The Nursing Student Success Center in April 2022 hosted Diversity Awareness Table Talks. During the Diversity Awareness Table Talks participants had the chance to reflect on fast facts regarding the history of diversity awareness month in addition to civically engage with the Bowie State University community with writing a word of affirmation to women living in local homeless shelters. Moreover, participants learned upcoming general election information as well as voter registration. Lastly, at the Diversity Awareness Table Talks students made suggestions for DEISJ programs and initiatives for the upcoming academic year.

**BSU Safe Space Program** Since November 2019, the Office of Multicultural Programs and Services facilitates a two-part professional workshop for faculty, staff, students, and local community members that cultivates a more inclusive campus for the LGBT + community. To receive the safe space program certificate and safe space sticker, participants must attend both parts of the workshops. Safe Space training is an opportunity to learn about: LGBT+ (Lesbian, Gay, Bisexual, Transgender, and related communities) identities, gender, sexuality, prejudice, assumptions, and privilege.

**BSU Latino Academic and Leadership End-of-Year Award Luncheon** The Latino Academic and Leadership End-of-Year Award Luncheon is an opportunity for the BSU community to honor the contributions of students, staff, and faculty making an impact on campus. The event recognizes, celebrates, and affirms students who excel in academics and leadership on campus. All full-time students who self-identify as Latino or Hispanic origin earning a 3.2 GPA or better in the fall or spring semester, as well as those who have been active with leadership roles on campus are invited to participate.

**BSU Heritage Month Celebrations** The Office of Multicultural Programs and Services observes the following theme months by offering events or activities to increasing understanding and appreciation within the campus community. January– Martin Luther King, Jr. Celebration, February– Black History Month, March– National Women’s History Month/ Irish Heritage, April– Asian/Pacific Islander Heritage Month, May- LGBTQ Pride Heritage Month, September– National Hispanic-Latino Heritage Month, October– National Disability Employment Awareness Month & Lesbian, Gay, Bisexual, and Transgender History Month, November– National Native American Heritage Month, December– Universal Human Rights Month

### Faculty Focused Initiatives

Bowie State was the first institution in Maryland to offer a masters in Culturally Responsive Teacher Leadership program. The program explores education theory, effective curriculum, instruction and assessment practices, and intercultural competence in addressing civic, social, environmental and economic issues; models practices that support building culturally responsive school cultures, with specific skillsets for managing groups, teams and networks to promote change in culturally and linguistically diverse learning communities, incorporates research skills by analyzing, synthesizing and critiquing evidence of effective teaching, leading and learning, and encourages advocacy for equity in the teaching profession and underserved communities at the local, district and national levels.

The Center for Excellence in Teaching and Learning (CETL) biannual Faculty Institute leverages internal and external experts to share innovative instructional practices incorporating DEI. For example, a recent four-hour Equity for You and Me: Inclusive and Intentional Best Practices workshop combined an external keynote speaker on culturally responsive pedagogy with BSU faculty and staff who led discussions on micro aggressions and biases as well as grading for equity. Additional DEI workshops have been offered on restorative justice and practice in higher education, using simulations to foster cultural awareness, and interfaith literacy.

### Staff-Focused Initiatives

In addition to the development of our Diversity, Equity, Inclusion and Community Engagement Action Plan and its task force, discussed below under the Administration-Focused Initiatives, we have developed several trainings offered to the faculty and staff community members focused on engaging and educating on several areas of bias awareness. The four (4) part series known as “Bias Check”. Students and staff alike expressed considerable concern about a lack of cultural awareness and competency from faculty and other staff that shaped their experience. As a result, the Office of Multicultural Programs, Services, and Office of Equity Compliance created interactive trainings on Micro aggressions, Developing Cultural Competency, Age and Ability, Intersectionality and Identity. Completion of the full series culminates in reception of a certificate.

### Administration-Focused Initiatives

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

## ***Diversity, Equity, Inclusion and Community Engagement Task Force***

In August 2021, the University embarked upon an initiative to actualize the above strategic objectives. BSU is now working with Emeritus Consulting Group through September 2022 to review its policies, practices, determine the interests and needs of the shared governance groups, and create a plan spanning the next 5 years that will ultimately infuse our work in these areas into every division and the coming plan. Emeritus offers BSU expertise drawn from a broad team of exemplary advisors through our network of nonprofit consultants, particularly in the higher education sector. Each consultant associated with Emeritus brings decades of experience in guiding and supporting the efforts of universities to enhance their missions by attending meaningfully to diversity, equity and inclusion. In addition to their focus on diversity, equity and inclusion, our associates convey comprehensive insights and practical knowledge, including in the areas of strategic planning, academic affairs, student success, human resources, organizational development, and capacity building.

At the conclusion of this endeavor, Emeritus will guide BSU in producing the following:

a) reviewing selected existing data regarding the state of institutional diversity, equity and inclusion efforts; b) engaging with those charged with leading organizational diversity, equity and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges; c) determining collaboratively the vision and strategy for diversity, equity and inclusion within the organization; d) providing guidance on promising practices to enhance diversity, equity and inclusion across the institution; and e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined

## ***Section II – Institutional Support for DEI***

Office of Equity Compliance is responsible for investigating Equal Employment Opportunity, Title-IX, American with Disabilities Act (ADA), sexual misconduct, and other concerns of alleged discrimination on campus. The office also houses the 504 Coordinator who provides oversight of the university's compliance with student disability support services and reviews and recommends reasonable accommodations for employees and visitors.

Office of Multicultural Programs and Services operates as a hub for existing and new student organizations that further the interests of the diverse range of students, including African-Americans, women, Asian/Pacific Islanders, LGBTQIA, Hispanic-Latinos, Native Americans, and those with disabilities.

Gender and Sexual Diversities Resource Center works with faculty, staff and students to increase awareness and affirmation of LGBTQIA individuals to reduce discrimination and harassment based on sexual orientation and gender identity. In addition, the center collaborates with faculty, staff, and students to develop programs to promote knowledge and awareness.

Center for Excellence in Teaching and Learning (CETL) supports the professional development of the teaching community at BSU. In addition to two annual institutes, the CETL provides workshops and seminars that focus on theories of education, application of successful teaching techniques, basic teaching strategies, distance education, and the use of new technologies.

Office of Planning, Analysis and Accountability (OPAA) provides decision support information to the campus community to promote continuous improvement and institutional effectiveness. OPAA integrates institutional and external data to inform student success strategies, resource allocation, enrollment management, and institutional strategic planning and performance.

Bowie State University and University of Maryland Social Justice Alliance was created to honor the legacy of BSU alumnus 2<sup>nd</sup> LT Richard Collins III and promote social justice on their respective campuses. Led by faculty experts from each university, the alliance is addressing critical issues facing campuses, communities, and the nation by engaging students and communities to bring about the social justice change desired by both institutions.

### ***Section III – Institutional DEI Metrics***

Bowie State University’s Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available.

Student life-cycle metrics monitor access and initial enrollment, first-year success, retention, progression, and completion. Access metrics include an admissions funnel, and first-registration date analyses. This information is generated at specific intervals during admission’s cycle to inform enrollment management personnel of areas for additional intervention.

All undergraduate students are monitored each term through Starfish early alert reports and mid-term grades analyses. These reports inform student intervention programs by the Academic Advising Center and academic departments. Blackboard engagement levels are reviewed in the first two weeks of the semester to identify undergraduate and graduate students who may need assistance with technology. At the end of term, grade distributions, student GPA, and credits earned provide further information to identify student populations at risk of not re-enrolling. Term-to-term retention is also tracked for each new student cohort. Progression rates and graduation rates are calculated annually. Retention, progression, and completion information is presented at the program, college, and institution levels as well as student demographic categories.

In addition to access, student success, and completion data, Bowie State also uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all. On a regular cycle, OPAA administers the NSSE and the Ruffalo Noel-Levitz Student Satisfaction Inventory and the internally developed graduating student survey to gather student voices. OPAA also hosts “pulse” student surveys to gather feedback on specific issues facing the institution.

Information reported in the Clery Act Disclosure is systematically monitored to identify improvements in campus safety. Every two years, OPAA and the Office of Equity Compliance collaborate on the Sexual Assault Campus Climate Survey, which further informs training programs, response reengineering, and awareness initiatives.

The Center for Academic Programs Assessment (CAPA) recently began to assess student values regarding diversity and to measure their intercultural competency and experiences. The HEIghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The former has 6 scaled subscores and the latter has 2. The 40 Analyze & Act questions are situational judgments based upon cross-cultural scenarios, with single-selection, multiple choice as well as multiple-selection, multiple choice question types. The 34 Approach Likert-type questions ask test-takers to rate their agreement with culturally-related statements. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.

Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution’s EEO plan. The Office of Human Resources collects and analyzes the same data for applicants and employees in

connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback as well as faculty and staff “pulse” surveys to gather feedback on specific issues facing the institution.

#### ***Section IV – Student Stakeholder Feedback***

In addition to the NSSE and Ruffalo Noel-Levitz student satisfaction surveys, Bowie State collects student feedback through student leadership meetings, focus groups, event feedback, and through informal feedback. The University routinely draws on this information to inform future projects, including the “Bias Check” training series described under “Staff Focused Initiatives”, creation of collaborative efforts to expose students to a variety of administrative and leadership opportunities, and support of new and standing infinity groups that represent the interests of specific student groups. An example is the revival of the Muslim Student Association, and pending creation of a Pregnant and Parenting Student Organization.

## Appendix I

### Bowie State University

#### Equity and/or Diversity Statements

##### Core Value of Inclusivity (2019)

Bowie State University is 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.

##### Equal Employment Opportunity Non-Discrimination Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and state laws of nondiscrimination including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the Equal Pay Act of 1963, the Age Discrimination Act, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Federal Executive Order No. 11375, and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

The University makes, and will continue to make, reasonable accommodations to promote the employment of qualified individuals with disabilities and disabled veterans, unless such accommodations would impose an undue hardship on the University's business.

In addition, employees and applicants will not be subjected to harassment, intimidation, threats, coercion, or discrimination because they have engaged in, or may have engaged in, activities such as filing a complaint, assisting or participating in an investigation, compliance review or hearing, or opposing any act or practice made unlawful, or exercising any other right protected by Section 503 of the Rehabilitation Act of 1973, as amended or the Vietnam Era Veterans Readjustment Assistance Act of 1974, as amended.



## Appendix II

### Bowie State University

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*. A multi-phase proposal for a diversity and inclusion unit, an expansion on the work of the Office of Equity Compliance, was in draft form with initial funding planned for FY 2021. A result of that plan is the engagement of the Emeritus Consulting Firm to create its inaugural Diversity, Equity, Inclusion and Community Engagement Action Plan. Led by a task force of 23 individuals from across the campus, the plan will inform both the present day work of each division, and will span the next 5 years that includes the drafting of the University's next Strategic Plan. We will complete and present to the campus a working draft of the plan in September 2022.

Goal 4 of the current 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.

BSU is aware that cultural diversity, in the context of this report, is considered the religious, ethnic, and racial identities, with a focus on creating a comfortable and welcoming environment in spaces where minorities in those protected classes may exist. As a Historically Black University, BSU believes the unique culture of its campus, its connection to the broader community, and its heritage of is beneficial to everyone who attends, educates, or otherwise works for Bowie State University. Accordingly, Bowie State is designing its next strategic plan to supports and celebrates working and learning opportunities that a diversity of persons, thought, background, and protected characteristics within the context of our rich history.



# INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the  
University System of Maryland Board of Regents

Submitted April 18, 2022



**Institutional Programs of Cultural Diversity Report Guidance**  
**Prepared for the University System of Maryland Board of Regents**  
**Committee on Education Policy and Student Life**  
April 18, 2022

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution’s history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland’s past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University’s achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University’s Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program’s activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University’s strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that “Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational 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.”

## SUMMARY OF DIVERSITY, EQUITY, AND INCLUSION INITIATIVES

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,845 undergraduates and 256 graduate students for a total enrollment of 2,101. The institution has a second-year retention rate of 57% and a six-year graduation rate of 26%. The average age of all students is 26, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining balance of students is from surrounding counties and states such as Pennsylvania, New York, New Jersey, Virginia, and the District of Columbia.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

Several programs, strategies, and initiatives have contributed to a culture of diversity and inclusion at the university. While there is a greater awareness of efforts across the campus and in the community, there is still room for improvement. However, increasing awareness and building on an existing structure is attributable to the following programs:

### Student Initiatives

- **LatinX Programming** – The University initiated programming to recognize Hispanic Heritage and has recently formed a group to discuss supporting the increasing numbers of LatinX students on the campus. Although COVID-19 impacted overall campus life, two events were held, one virtually and another in person but was socially distanced.
- **Safe Space Training.** This program is conducted by the Counseling Center for Student Development in conjunction with residence life and student activities. A variety of safe spaces are provided where students, faculty, and staff may come together to discuss issues related to diversity and inclusion, such as understanding LGBTQIA students and their experiences while contributing to the academy. The residence halls can hold 600 students annually who have opportunities for participation.
- **Curricular Requirements.** Each year, through Freshman Seminar, first-year students are afforded several opportunities to know the University's climate and how they may

become contributors on a variety of academic issues. Diversity and inclusion are topics that are taught to incoming students who are required to write a reflection paper for academic credit and then share it during in-class lecture sessions.

- **LGBTQ Initiatives** – The university continues to provide several programs and services for members who self-identify as part of the LGBTQIA community. Activities are continuously woven throughout the curriculum at Coppin. For example, faculty and staff members regularly hold brown bag seminars and hosts events within the resident halls and in classroom space on topics of interest to certain individuals. The events are well-attended. Additionally, faculty send out notices regarding information sessions and activities to be held on campus. Several of these faculty members are on the committee to explore the design and implementation of a Center for Diversity, Equity, and Inclusion on campus.
- **Summer Academic Success Academy (SASA)** - The Summer Academic Success Academy is an intensive, six-week campus-based residential program that prepares students to transition from high school to college. 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, contributing to diverse enrollment trends. The Summer Academic Success Academy enrolls students from multiple varied socioeconomic backgrounds. It provides them with opportunities to engage with faculty, staff, and administrators from various racial and ethnic compositions and those who have diverse instructional and research experiences. SASA was not held last year due to the COVID-19 pandemic as this is traditionally a campus-based initiative and residential cohort program.
- **Development of a new Eagle Achievement Center (EAC).** The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. With the implementation of this initiative, students will be consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC will also provide expanded services to support students' participation in internships and other activities directly related to career support and development.

## Faculty Initiatives

- **Faculty Recruitment.** Coppin's unique geographic location within the Baltimore City limits makes it an attractive environment for faculty to have careers in an urban setting while focusing 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 would 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 that can reach remote areas. A recent survey conducted by ModernThink informed the university of the need to continue monitoring and increasing efforts for faculty who want to enhance engagement in DEI-related initiatives.
- **Diverse Academic Program Inventory.** The university currently has 58 academic programs, some of which are offered fully online, while others are face-to-face or hybrid modalities. There are 33 bachelor's, 13 master's degrees, 11 certificates, and one doctoral

program. Faculty are being recruited to assume the positions of other faculty who are no longer at the institution due to retirements or other types of separations. The program inventory is not only increasing in its attractiveness and ability to serve a diverse set of students but also to faculty who want to seek employment at Coppin within the current and new academic programs. In addition to the degree programs, new articulation agreements have been formed with several higher education institutions, such as with Anne Arundel Community College promoting a smooth transition into Coppin's programs in Criminal Justice, Social Science, and Sociology programs; with Johns Hopkins Hospital for placement of Nursing students in clinicals; partnership with Kennedy Krieger Institute to support Social Work majors with placement in practicum and internships; updated Articulation Agreements with BCCC for Business and Nursing; Affiliation Agreement Med Star Health to support students in health care, a new partnership with University of Maryland, Baltimore on Maryland Higher Education Commission Collaborative.

- **Online Training to Expand Student Access.** With the assistance of the USM Kirwan Center for Academic Innovation, faculty members were able to receive support for delivering courses in a virtual modality, which included course design and support for virtual labs using Labster. While the university was already making use of some of these platforms, they were new to most faculty who requested training.

### **Staff and Administrator Initiatives**

- The Office of Human Resources (HR) offers a variety of workshops to all segments of its personnel that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.
- **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:
  - Trainings given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
  - The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
  - The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
  - SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.
- **Annual Campus-Wide Events.** Several events include the annual Constitution Day, which encourages students to become leaders within the community. The Annual Martin

Luther King, Jr. Day is a speaker series and recognition ceremony open to the campus and the local community. The event recognizes leaders who have made noteworthy contributions to diversity. There are also annual townhalls on Race, Culture, History, and Crime, which provide the campus community with opportunities to participate in lecture series and other activities that promote cultural diversity.

## **DESCRIPTION OF COORDINATING BODIES**

### **Diversity, Equity, and Inclusion Committee**

The Diversity, Equity, and Inclusion Committee at Coppin State University is a university-wide committee charged with the annual collection and reporting of DEI-related programs and initiatives. Each year, the committee solicits data and information from sources such as the Office of Institutional Research and critical units, which have representation. Key representatives are from the Office of Human Resources, the Assessment Office, Institutional Research, Housing, Student Activities, Sponsored Programs and Research, and Academic Affairs. The committee meets twice a semester to assess progress towards initiatives described in the annual USM report and, where necessary, makes recommendations to the campus.

The committee also participates completing and disseminating of the annual USM report on Cultural Diversity initiatives.

### **Special DEI Committee for the Creation of a Center**

The Office of the President and Office of the Provost & Vice President for Academic Affairs collaborated in AY 2021 to appoint a special committee to provide guidance on the creation of a Center for Diversity, Equity, and Inclusion. The committee is comprised of faculty who were appointed to provide research and determine the feasibility of such a center. Since fall semester of 2021, the committee has conducted necessary research that includes more detailed descriptions and definitions of diversity, equity, and inclusion, definitions for the campus community, a description of the center to be created, and roles and responsibilities of key players, and a proposed budget for conducting its work. The center will play a vital role in its students' recruitment, retention, and graduation and contribute to a campus climate where essential constitutions such as students, faculty, staff, and administrators may be positively impacted.

## **DESCRIPTION OF METRICS AND PROCESS TO ENHANCE DEI**

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standardss and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.



Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. As a sample measure, the committee met in the fall of 2021 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2<sup>nd</sup> year retention rates and 6<sup>th</sup> year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

### **Reporting Campus-Based Hate Crimes**

Although hate crimes have been zero or minimal at the university, the campus has several outlets for reporting hate crimes and other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM and 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](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police will investigate all complaints filed in a timely manner. The information is communicated to the public using the campus's annual Public Safety Campus Crime Report, posted on 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 request that the community exercise caution. The public remains aware of any crimes primarily through this process.

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

Faculty and staff can report crimes through the Office of Human Resources. This information is communicated through orientation processes, professional development, and training offered during the academic year.

### **INCORPORATING DIVERSE STUDENT PERSPECTIVES INTO THE UNIVERSITY**

Perspectives of students are normalized into the institution's fabric and regularly inform DEI initiatives. The campus can capture the perspectives of students through many tools and outlets such as those described below:

## Safe Space Conversations

- Student perspectives are facilitated in “Safe Space” locations at pop-up locations or especially within the residence halls where they originated. Safe Spaces were originally designed to provide an outlet for safe discussions and education on issues impacting the LGBTQ community. While most participants have been students, they are facilitated by university staff and often are open for faculty attendance. Students typically help one another and attendees by sharing experiences from the classroom and other places on campus that impact diversity, equity, and inclusion. Furthermore, definitions are shared in addition to updates on special campus programming and initiatives. The university staff provide updates to the DEI Committee, which then communicates the information to campus leadership.

## Surveys Collected from Students

- **National Survey of Student Engagement (NSSE) Data for Planning.** The Office of Planning & Assessment routinely administers the NSSE survey to graduating seniors. The survey attempts to assess student engagement across the campus but primarily focuses on the value of the educational experience. One such metric reviewed is the number of students who believe they need more regular engagement with a diverse group of faculty. Most students believe the interactions involving conversations or other instruction-related projects are adequate. However, the university performed slightly below its peers compared to other universities in the region. The Division of Academic Affairs shares the results with the academic deans and chairs for their information to inform teaching. Also, this is a crucial metric for the division’s strategic plan.
- **Graduating Senior Survey.** Each year, the university administers the graduating senior survey, which captures data on students’ experience within their major and plans for graduate school and employment. Specific data are disseminated back to programs students selected as their major. One such metric is a welcoming environment. Overall, students believe the campus is a welcoming environment. However, the metric is routinely monitored.

## Preparing for Middle States – Plans for Enhancing Diversity

- To ensure compliance and that the university continues to incorporate the voice of students into DEI initiatives, the creation of a center is being proposed. The center will serve several functions and have staff to design, implement, and monitor programs and activities to enhance diversity throughout the campus. This is timely as the Middle States Commission on Higher Education is reviewing its Standards for Accreditation and Requirements of Affiliation to include standard language and metrics on diversity. The review process is ongoing until June 2022 and is expected to highlight DEI initiatives in the new standards. While Coppin is interested in advancing diversity in lieu of the standards, creating a center will assist the campus with future compliance.

## APPENDIX I. CSU DIVERSITY, EQUITY, AND INCLUSION STATEMENT

### Diversity, Equity, and Inclusion Statement

*(Adopted 2019)*

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of various of personal experiences, values, and worldviews that arise from cultural differences and circumstances. Such differences, valued at the university include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the university's achievement of excellence and can enhance the ability of the institution to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the university's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The university monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously remove of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the university's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a multigenerational student population, provides innovative educational opportunities, and promotes lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

## APPENDIX II. CSU DEI IMPLEMENTATION PLAN, AY 2021-2022

### CSU Diversity Implementation Plan

#### I. Implementation Plan and Strategy for Meeting Goals

**Timeline: 2020-2025**

Coppin State University’s Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution’s strategic priorities, including increasing enrollment and enhancing the student experience. The plan will be revised to coincide with the university’s strategic plan, which is projected to undergo revisions beginning summer of 2021. Each year, the academic and administrative units provide an update related to the institution’s priorities, which align with the institution’s diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

- **CSU Strategic Priority - Increase Enrollment** - Recruit, enroll, and retain, high school students, working adults, and transfer students seeking a degree or certification for career advancement or economic gain.

**Aligned CSU Diversity Plan Goal 1:** Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

- **CSU Strategic Priority - Student Experience** - Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom.

**Aligned CSU Diversity Plan Goal 2:** Create Positive Interactions and cultural awareness among students, faculty, and staff on campus.

#### Measures and Projected Outcomes for Enrollment

The institution will examine various measures related to increasing diversity and inclusion. As it relates to enrollment, retention, and graduation, plans to increase all the rates are in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has increased its 6-year graduation rate significantly by six percentage points. The impact of selected programs is has positive results on student success.

Second-Year Retention and Six-Year Graduation Rates

| Cohort Year | Cohort Size | Retention Rates |              |              | Graduation Rates    |                     |                     | Enrolled |
|-------------|-------------|-----------------|--------------|--------------|---------------------|---------------------|---------------------|----------|
|             |             | 2nd Year (N)    | 3rd Year (N) | 4th Year (N) | 4-Years or Less (N) | 5-Years or Less (N) | 6-Years or Less (N) | 7th Year |
| 2010        | 511         | 65% (334)       | 41% (211)    | 33% (167)    | 8% (39)             | 17% (85)            | 22% (110)           | 5%       |
| 2011        | 478         | 66% (316)       | 47% (227)    | 39% (187)    | 10% (50)            | 21% (99)            | 25% (118)           | 5%       |
| 2012        | 425         | 61% (261)       | 44% (185)    | 36% (153)    | 12% (53)            | 20% (83)            | 24% (103)           | 4%       |
| 2013        | 353         | 69% (243)       | 46% (161)    | 39% (137)    | 12% (43)            | 20% (72)            | 26% (92)            | 5%       |
| 2014        | 267         | 69% (185)       | 48% (128)    | 43% (115)    | 12% (32)            | 27% (71)            | 30% (79)            | 4%       |
| <b>2015</b> | 242         | 63% (152)       | 45% (110)    | 40% (96)     | 14% (34)            | 22% (54)            | <b>26% (64)</b>     | 3%       |

| Cohort Year | Cohort Size | Retention Rates  |              |              | Graduation Rates    |                     |                     | Enrolled |
|-------------|-------------|------------------|--------------|--------------|---------------------|---------------------|---------------------|----------|
|             |             | 2nd Year (N)     | 3rd Year (N) | 4th Year (N) | 4-Years or Less (N) | 5-Years or Less (N) | 6-Years or Less (N) | 7th Year |
| 2016        | 383         | 66% (254)        | 45% (173)    | 38% (144)    | 9% (36)             | 18% (69)            | .                   | .        |
| 2017        | 383         | 63% (242)        | 47% (181)    | 39% (150)    | 10% (37)            | .                   | .                   | .        |
| 2018        | 389         | 70% (272)        | 51% (197)    | 38% (148)    | .                   | .                   | .                   | .        |
| 2019        | 428         | 65% (277)        | 44% (190)    | .            | .                   | .                   | .                   | .        |
| 2020        | 291         | <b>57% (166)</b> | .            | .            | .                   | .                   | .                   | .        |
| <b>2021</b> | <b>172</b>  | .                | .            | .            | .                   | .                   | .                   | .        |

CSU Office of Institutional Research, 2022

Coppin State University has established projections for the following measures and will monitor annually the following:

To achieve for 2022-2023 retention rates of:

- Second Year Retention Goal = 68%
- Third Year Retention Goal = 55%
- Fourth Year Retention Goal = 42%

To achieve for 2022-2023 graduation rates of:

- Four- Graduation Rate = 14%
- Six-Year Graduation Rate = 33%\*  
*(USM, 2021 provides a 31% rate; Institution provides a rate of 30%)*

### Enrollment Projections Current and Projected FY 2020-2023 Estimated

|            | FY 2021 Actual | FY 2022 Actual | FY 2023 <sup>1</sup> Estimated |
|------------|----------------|----------------|--------------------------------|
| Enrollment |                |                |                                |
| Headcount  | 2348           | 2101           | 2154                           |
| FTE        | 1918           | 1698           | 1759                           |

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## USM 10-Year Enrollment Projections Fall 2021 – Fall 2031

| Fall Student Data              | FALL SEMESTER |                            |       |       |       |       |       |       |       |       |       | Change From           |         |
|--------------------------------|---------------|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------------|---------|
|                                | Actual        | Fall Headcount Projections |       |       |       |       |       |       |       |       |       | Fall 2021 - Fall 2031 |         |
|                                | 2021          | 2022                       | 2023  | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  | Number                | Percent |
| <b>Headcount Total</b>         | 2,101         | 2,100                      | 2,163 | 2,228 | 2,295 | 2,364 | 2,434 | 2,508 | 2,583 | 2,660 | 2,740 | 639                   | 30.4%   |
| <b>Undergraduate Total</b>     | 1,845         | 1,844                      | 1,899 | 1,956 | 2,015 | 2,076 | 2,138 | 2,202 | 2,268 | 2,336 | 2,406 | 561                   | 30.4%   |
| <b>Full-time</b>               | 1,353         | 1,352                      | 1,393 | 1,435 | 1,478 | 1,522 | 1,568 | 1,615 | 1,663 | 1,713 | 1,765 | 412                   | 30.4%   |
| <b>Part-time</b>               | 492           | 492                        | 507   | 522   | 537   | 553   | 570   | 587   | 605   | 623   | 642   | 150                   | 30.4%   |
| <b>Grad./First Prof. Total</b> | 256           | 256                        | 264   | 271   | 280   | 288   | 297   | 306   | 315   | 324   | 334   | 78                    | 30.4%   |
| <b>Full-time</b>               | 65            | 65                         | 67    | 69    | 71    | 73    | 75    | 78    | 80    | 82    | 85    | 92                    | 142.0%  |
| <b>Part-time</b>               | 191           | 191                        | 197   | 203   | 209   | 215   | 221   | 228   | 235   | 242   | 249   | 267                   | 139.6%  |
| <b>FTDE or FTNE Students</b>   | 1,343         | 1,342                      | 1,383 | 1,424 | 1,467 | 1,511 | 1,556 | 1,603 | 1,651 | 1,700 | 1,751 | 408                   | 30.4%   |

### FISCAL YEAR Full-Time Equivalent (FTE)

|                                      | Est.  | Fiscal Year FTE Projections |       |       |       |       |       |       |       |       |       | Change From |         |
|--------------------------------------|-------|-----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|---------|
|                                      | 2022  | 2023                        | 2024  | 2025  | 2026  | 2027  | 2028  | 2029  | 2030  | 2031  | 2032  | Number      | Percent |
| <b>Total University FTE Students</b> | 1,698 | 1,697                       | 1,748 | 1,801 | 1,855 | 1,910 | 1,968 | 2,027 | 2,087 | 2,150 | 2,214 | 516         | 30.4%   |
| Subtotal FTE University Centers      | 0     | 0                           | 0     | 0     | 0     | 0     |       |       |       |       |       | 0           | #DIV/0! |
| U at Shady Grove FTE                 |       |                             |       |       |       |       |       |       |       |       |       | 0           | #DIV/0! |
| Hagerstown FTE                       |       |                             |       |       |       |       |       |       |       |       |       | 0           | #DIV/0! |
| Southern Maryland FTE                |       |                             |       |       |       |       |       |       |       |       |       | 0           | #DIV/0! |
| Towson University Northeast (TUNE)   |       |                             |       |       |       |       |       |       |       |       |       | 0           | #DIV/0! |
| Other (Please Specify)               |       |                             |       |       |       |       |       |       |       |       |       | 0           | #DIV/0! |

### FISCAL YEAR NEW ENROLLMENT TARGETS

|                                              | Est. | Fiscal Year New Enrollment Headcount Projections |      |      |      |      |       |       |       |       |       | Change From |         |
|----------------------------------------------|------|--------------------------------------------------|------|------|------|------|-------|-------|-------|-------|-------|-------------|---------|
|                                              | 2022 | 2023                                             | 2024 | 2025 | 2026 | 2027 | 2028  | 2029  | 2030  | 2031  | 2032  | Number      | Percent |
| <b>Total New Students (Credit Only)**</b>    | 851  | 877                                              | 903  | 930  | 958  | 987  | 1,016 | 1,047 | 1,078 | 1,110 | 1,144 | 293         | 34.4%   |
| <b>New Graduate Students</b>                 | 75   | 77                                               | 80   | 82   | 84   | 87   | 90    | 92    | 95    | 98    | 101   | 26          | 34.4%   |
| <b>New First-time, Full-time UG</b>          | 409  | 421                                              | 434  | 447  | 460  | 474  | 488   | 503   | 518   | 534   | 550   | 141         | 34.4%   |
| <b>New MDCC Transfer Students UG</b>         | 226  | 233                                              | 240  | 247  | 254  | 262  | 270   | 278   | 286   | 295   | 304   | 78          | 34.4%   |
| <b>New Other Transfer Students UG</b>        | 50   | 52                                               | 53   | 55   | 56   | 58   | 60    | 61    | 63    | 65    | 67    | 17          | 34.4%   |
| <b>New Other UG Students (Concurrent HS)</b> | 91   | 94                                               | 97   | 99   | 102  | 105  | 109   | 112   | 115   | 119   | 122   | 31          | 34.4%   |
| <b>New Other Graduate (Specify)</b>          |      |                                                  |      |      |      |      |       |       |       |       |       | 0           | #DIV/0! |
| <b>Other (Please Specify)</b>                |      |                                                  |      |      |      |      |       |       |       |       |       | 0           | #DIV/0! |

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## Measures and Projected Outcomes for a Welcoming Environment

The institution will examine various measures related to increasing diversity and inclusion by providing a welcoming campus environment. As it relates to CSU Diversity Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus, the University Diversity and Inclusion Committee will commit to regular monitoring and reporting of measures annually that include but are limited to the following:

1. Number of participants, by student, faculty, and staff type, including race and ethnicity participate in annual campus events such as town halls or scheduled diversity training conducted by the Office of Human Resources.
2. Outcomes of survey results that capture positive interactions and cultural awareness among students, faculty, and staff. Surveys, such as the National Survey of Student Engagement (NSSE) is used annually to assess the value-added to the students' experience from diverse experiences with other students, faculty, and staff.

## Student Diversity Comparisons – Race / Ethnicity

| Race / Ethnicity       | Base: 2008-2009 |             |            |             | 2018-2019   |             |            |             | 2019-2020   |             |            |             | 2020-2021   |             |            |             |
|------------------------|-----------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|
|                        | #               | %           | Male       | Female      | #           | %           | Male       | Female      | #           | %           | Male       | Female      | #           | %           | Male       | Female      |
| A.A./Black             | 3473            | 85.70%      | 722        | 2751        | 2225        | 81.68%      | 478        | 1747        | 2225        | 81.68%      | 478        | 1747        | 1,899       | 80.88%      | 385        | 1,514       |
| Am. Ind. Alaska Native | 4               | 0.10%       | 2          | 2           | 11          | 0.40%       | 1          | 10          | 11          | 0.40%       | 1          | 10          | 6           | 0.26%       | 1          | 5           |
| Asian                  | 10              | 0.20%       | 0          | 10          | 9           | 0.33%       | 0          | 9           | 9           | 0.33%       | 0          | 9           | 7           | 0.30%       | 1          | 6           |
| Hisp./Lat.             | 17              | 0.40%       | 8          | 9           | 67          | 2.46%       | 19         | 48          | 67          | 2.46%       | 19         | 48          | 75          | 3.19%       | 23         | 52          |
| White                  | 90              | 2.20%       | 25         | 65          | 50          | 1.84%       | 22         | 28          | 50          | 1.84%       | 22         | 28          | 40          | 1.70%       | 21         | 19          |
| Nat. Am. Pac. Islander | 0               | 0.00%       | 0          | 0           | 0           | 0%          | 0          | 0           | 0           | 0%          | 0          | 0           | 1           | 0.04%       | 0          | 1           |
| Two or More Races      | 0               | 0.00%       | 0          | 0           | 75          | 2.75%       | 21         | 54          | 75          | 2.75%       | 21         | 54          | 70          | 2.98%       | 23         | 47          |
| Foreign                | 0               | 0.00%       | 0          | 0           | 244         | 8.96%       | 70         | 174         | 244         | 8.96%       | 70         | 174         | 215         | 9.16%       | 64         | 151         |
| Not Identified         | 457             | 11.30%      | 139        | 318         | 43          | 1.58%       | 10         | 33          | 43          | 1.58%       | 10         | 33          | 35          | 1.49%       | 7          | 28          |
| <b>TOTAL</b>           | <b>4051</b>     | <b>100%</b> | <b>896</b> | <b>3155</b> | <b>2738</b> | <b>100%</b> | <b>587</b> | <b>2151</b> | <b>2724</b> | <b>100%</b> | <b>621</b> | <b>2103</b> | <b>2348</b> | <b>100%</b> | <b>525</b> | <b>1823</b> |

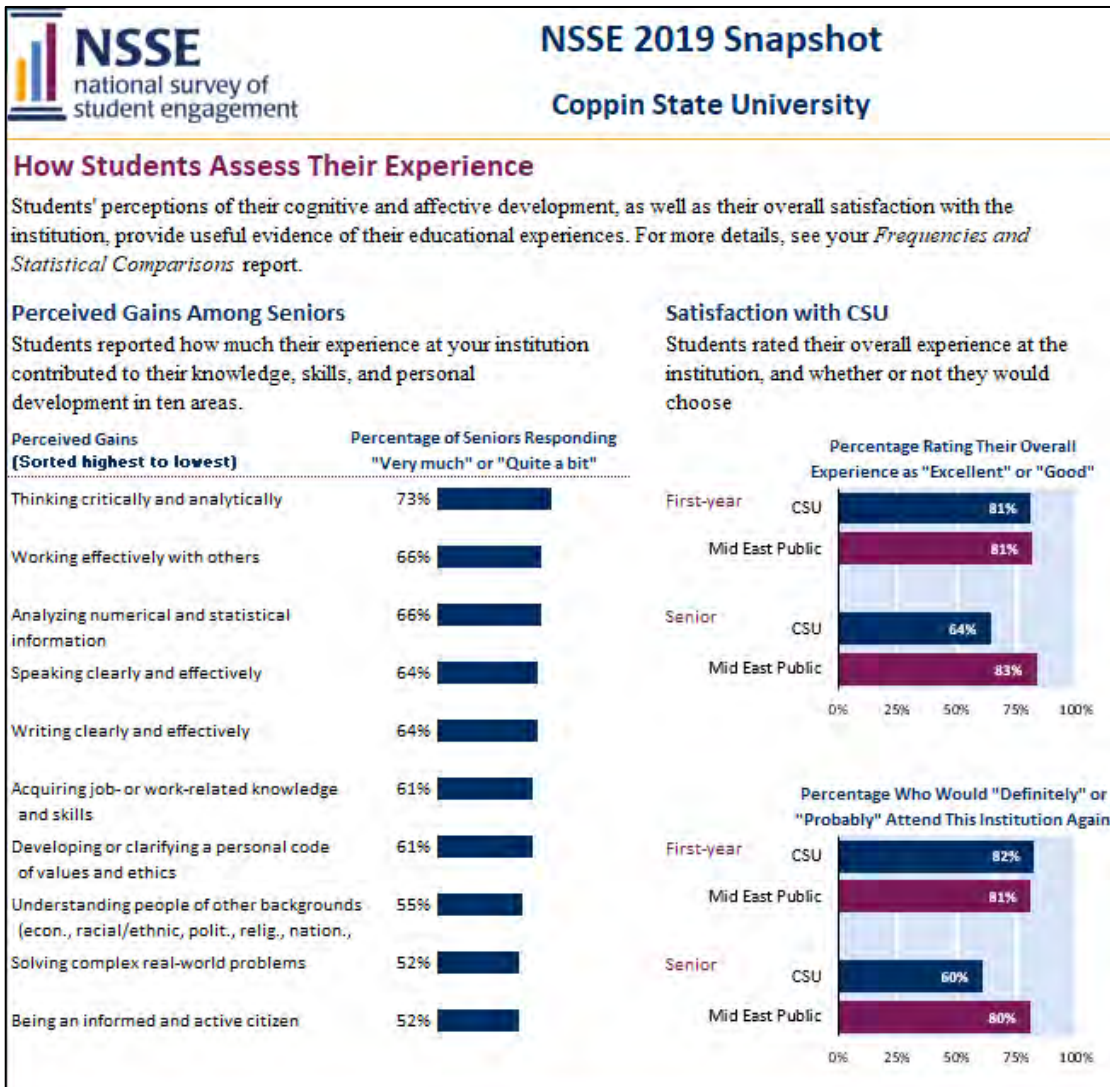
## Faculty Diversity Comparisons – Race / Ethnicity

| Race / Ethnicity       | Base: 2008-2009 |             |            |            | 2018-2019  |             |            |            | 2019-2020  |             |            |            | 2020-2021  |             |            |            |
|------------------------|-----------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
|                        | #               | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     |
| A.A./Black             | 410             | 92%         | 148        | 262        | 188        | 75.20%      | 69         | 119        | 183        | 74.39%      | 61         | 122        | 177        | 72.84%      | 60         | 117        |
| Am. Ind. Alaska Native | 0               | 0%          | 0          | 0          | 1          | 0%          | 0          | 1          | 1          | 0.41%       | 0          | 1          | 1          | 0.41%       | 0          | 1          |
| Asian                  | 13              | 3%          | 9          | 4          | 13         | 5.00%       | 8          | 5          | 17         | 6.91%       | 11         | 6          | 17         | 7.00%       | 10         | 7          |
| Hisp./Lat.             | 2               | 0%          | 1          | 1          | 3          | 1.20%       | 1          | 2          | 3          | 1.22%       | 1          | 2          | 3          | 1.23%       | 2          | 1          |
| White                  | 20              | 4%          | 12         | 8          | 30         | 12%         | 23         | 7          | 30         | 12.20%      | 24         | 6          | 32         | 13.17%      | 25         | 7          |
| Nat. Am. Pac. Islander | 0               | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| Two or More Races      | 0               | 0%          | 0          | 0          | 52         | 13%         | 14         | 38         | 2          | 0.81%       | 1          | 1          | 3          | 1.23%       | 2          | 1          |
| Foreign                | 0               | 0%          | 0          | 0          | 11         | 4.40%       | 7          | 4          | 10         | 4.07%       | 6          | 4          | 10         | 4.12%       | 6          | 4          |
| Not Identified         | 2               | 0%          | 0          | 2          | 1          | 0%          | 1          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| <b>TOTAL</b>           | <b>447</b>      | <b>100%</b> | <b>170</b> | <b>277</b> | <b>250</b> | <b>100%</b> | <b>111</b> | <b>139</b> | <b>246</b> | <b>100%</b> | <b>104</b> | <b>142</b> | <b>243</b> | <b>100%</b> | <b>105</b> | <b>138</b> |

## Staff Diversity Comparisons – Race / Ethnicity

| Race / Ethnicity       | Base: 2008-2009 |           |            |            | 2018-2019  |             |            |            | 2019-2020  |             |            |            | 2020-2021  |             |            |            |
|------------------------|-----------------|-----------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|------------|-------------|------------|------------|
|                        | #               | %         | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     | #          | %           | Male       | Female     |
| A.A./Black             | 241             | 80%       | 91         | 150        | 304        | 84.40%      | 108        | 196        | 302        | 84.83%      | 111        | 191        | 262        | 82.39%      | 90         | 172        |
| Am. Ind. Alaska Native | 0               | 0%        | 0          | 0          | 1          | 0%          | 0          | 1          | 1          | 0.28%       | 0          | 1          | 0          | 0.00%       | 0          | 0          |
| Asian                  | 13              | 4%        | 10         | 3          | 10         | 2.80%       | 7          | 3          | 12         | 3.37%       | 8          | 4          | 15         | 4.72%       | 10         | 5          |
| Hisp./Lat.             | 1               | 0%        | 0          | 1          | 4          | 1%          | 2          | 2          | 5          | 1.40%       | 3          | 2          | 6          | 1.89%       | 4          | 2          |
| White                  | 37              | 12%       | 27         | 10         | 30         | 8.30%       | 19         | 11         | 26         | 7.30%       | 18         | 8          | 25         | 7.86%       | 16         | 9          |
| Nat. Am. Pac. Islander | 0               | 0%        | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| Two or More Races      | 0               | 0%        | 0          | 0          | 2          | 0.10%       | 1          | 1          | 2          | 0.56%       | 1          | 1          | 3          | 0.94%       | 1          | 2          |
| Foreign                | 0               | 0%        | 0          | 0          | 8          | 1.20%       | 4          | 4          | 8          | 2.25%       | 5          | 3          | 7          | 2.20%       | 5          | 2          |
| Not Identified         | 0               | 0%        | 4          | 4          | 1          | 0%          | 1          | 0          | 0          | 0%          | 0          | 0          | 0          | 0.00%       | 0          | 0          |
| <b>TOTAL</b>           | <b>9</b>        | <b>3%</b> | <b>132</b> | <b>132</b> | <b>360</b> | <b>100%</b> | <b>142</b> | <b>218</b> | <b>356</b> | <b>100%</b> | <b>146</b> | <b>210</b> | <b>318</b> | <b>100%</b> | <b>126</b> | <b>192</b> |

## National Survey of Student (NSSE) Survey Results





## II. Description of How the Institution Addresses Cultural Diversity among Students, Faculty, and Staff Populations

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who 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), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "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 practices 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 and State meet their goals of accomplishing greater diversity and inclusion.

Since the 2008-2009 baseline year, the University has experienced declining enrollment within all student categories. However, the university has maintained a diverse student population and serves a multigenerational student body.

Selected initiatives across the campus within the Student Affairs and Enrollment Management, and Academic Affairs have supported the university's efforts to attract and retain a balanced mix of students that reflect the community. However, there is room for continued improvement. 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 to transition from high school to college. At-risk students can develop confidence and earn college credit before the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services. This program strengthens enrollment. Ninety-five percent of participants enroll at Coppin each fall. The program was not held summer of 2020 due to the COVID19 pandemic. It will also not be held in summer 2021 for the same reason.
- **First-Year Experience (FYE) [soon-to-be EAC]** - The First-Year Experience program serves as the advisement hub and unit that plans and implements co-curricular activities for first-year students. Students receive intrusive advisement and guidance by completing the university's first semester.
- **Academic Success Centers (ASC) [soon to be EAC]**- The Centers, housed within the four colleges, are staffed by a full-time retention specialist. Staff members monitor student progression, perform registration outreach, and direct students to support services needed for success.
- **The Center for Counseling and Student Development (CCSD)** - provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. The staff assists students in crisis, intervenes in

potentially life threatening situations, provides quality outreach programs, and offers 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 promote psychological well-being.

- **Disability Support Services - Disability Support Services (DSSP)** - Housed under the Division of Academic Affairs, DSSP has been charged to create an accessible university community to ensure students have equal access to university programs, activities, and services. 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, and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life.

#### Cultural Diversity among Staff

The Office of Human Resources (HR) offers a variety of workshops that support cultural diversity and inclusion. These workshops are offered regularly and are available to all campus community members at least twice per year. Workshops include sensitivity training, managing diverse staff members, customer service, and conflict resolution. The workshops are conducted with the Information Technology Division, Academic Affairs, and Finance and Administration.

#### 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 would 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 that can reach remote areas.

The university maintains subscriptions to diverse publications 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 can 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 an appropriate number of faculty members across all its disciplines. Also, internally, the institution is reviewing its academic programs to determine personnel and other resources necessary for successful implementation.

### **III. A Description of the Process to Enhance Cultural Diversity**

A part of the university's strategic planning process requires the campus leadership to review KPIs related to metrics in the plan. Those metrics, which also impact diversity and inclusion, are a part of the review process and will be noted as needed attention or improvement by campus administrators. Furthermore, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and recommends to the

campus administration support programs with selected metrics so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. In March 2021, the committee met to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

#### **IV. Reporting Campus-Based Hate Crimes**

Although hate crimes have been zero or minimal at the university, the campus has several outlets for reporting hate crimes and other malicious acts by students, faculty, and staff. CSU is compliant with the processes outlined by the USM and 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](https://www.coppin.edu/downloads/file/1302/complaint_procedure). The campus police will investigate all complaints filed in a timely manner. The information is communicated to the public using the campus's annual Public Safety Campus Crime Report, posted on 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 request that the community exercise caution. The public remains aware of any crimes primarily through this process.

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

Faculty and staff can report crimes through the Office of Human Resources. This information is communicated to them through orientation processes and professional development and training offered during the academic year.

#### **V. Summary of Resources Needed to Recruit and Retain a Culturally Diverse Student Body**

The Diversity and Inclusion Committee is examining resources and expenditures to determine the resources needed to recruit and retain a culturally diverse student body. Areas to be explored include Athletics, Merit- and Need-Based scholarships, budgets related to the SASA program, marketing of academic programs, and support services to ensure student success. The ongoing pandemic delayed some of these evaluative activities. Additional information should be available in fall 2022.

### APPENDIX III. USM ADDENDUM – DESCRIPTIONS OF MEASURES

| KEY MEASURES                               | TRACKING DATE | SIGNIFICANT PROGRESS                                       |
|--------------------------------------------|---------------|------------------------------------------------------------|
| Strategic Goal KPIs                        | AY 2017       | Continuing to track                                        |
| Retention                                  | AY 2015       | 71% was highest reported in AY 2018                        |
| Graduation Rates                           | AY 2015       | 30% was highest in 5 yrs.                                  |
| NSSE Results                               | AY 2018       | Continuing to track                                        |
| Race/Ethnicity Students                    | AY 2009       | Results are constant                                       |
| Race/Ethnicity Faculty                     | AY 2009       | Results are constant                                       |
| Race/Ethnicity Staff/Administrators        | AY 2009       | Results are constant                                       |
| Enrollment by Student Type                 | AY 2009       | Results are constant                                       |
| <b>Other Key Metrics</b>                   |               |                                                            |
| -No./Type of International Students        | AY 2017       | Continuing to track                                        |
| -Outcomes Related to Diverse Campus Events | AY 2017       | Continuing to track                                        |
| -Professional Development Activities       | AY 2017       | Greater awareness among campus and participation is strong |
| -Exclusive LGBTQ Programs                  | AY 2017       | Continuing to track                                        |

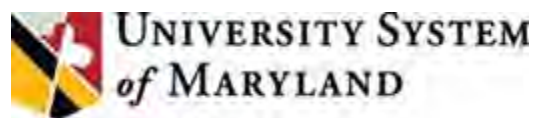


*One University. A World of Experiences.*

CULTURAL DIVERSITY PROGRAM  
ANNUAL PROGRESS REPORT 2021-2022

PREPARED BY THE OFFICE FOR DIVERSITY,  
EQUITY, AND INCLUSION  
April 2022

Submitted to:



**2021-2022**  
**INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**  
**ANNUAL PROGRESS REPORT**

**Institution:** Frostburg State University

**Date Submitted:** April 18, 2022

**Point(s) of Contact (names and email addresses):**

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This report follows the University System of Maryland guidelines for the 2021-2022 Annual Progress Report on Frostburg State University's Cultural Diversity Program:

- SECTION I: Frostburg State University's DEI Initiatives
- SECTION II: Frostburg State University's DEI Governing, Administrative, Coordinating Bodies and Institutional Offices
- SECTION III: Frostburg State University's DEI Data/Metrics
- SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students
- APPENDIX I: Frostburg State University's Diversity Statement
- APPENDIX II: Frostburg State University's Cultural Diversity Plan
- APPENDIX III: USM Addendum

## **SECTION I: Frostburg State University's DEI Initiatives**

### Student Specific Initiatives

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

Continuing 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. In spring 2022, Frostburg provided transportation for group visits to select Baltimore City High Schools where there is growing interest, such as Western and Baltimore Polytechnic High Schools, Bard High School, and Early College. Additionally, FSU continues to strengthen its relationship with College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment processes.

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

Strengthening and expanding student support, mentoring, and advising programs are continuing strategies under this goal. The Center for Academic Advising and Retention (CAAR) implemented a new support program for students on academic probation after the first semester. The program includes schedule revision outreach; a mandatory welcome meeting to review expectations; and bi-weekly, one-on-one support meetings. Eighty-nine (89) students are currently participating in the program. Frostburg began implementation of the Excellence in Academic Advising (EAA) initiative, which features a shared advising structure. Incoming first-year students in the fall of 2021 were paired with both a University Advisor from CAAR as well as a faculty mentor. During that term, 98.8% of first-year students assisted by university advisors reported being treated with respect and 96% reported that their questions and concerns were addressed. FSU is addressing a second EAA recommendation by implementing the Navigate student success platform in late spring and summer of 2022. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance and credit trends.

#### *3. Create a Campus Environment that Promotes the Valuing of Cultural Diversity*

Important strategies designed to help the University attain this goal include: 1) providing campus-wide cultural and gender diversity programming and activities through the University Council on Diversity, Equity, and Inclusion; the Office of Diversity, Equity, and Inclusion; and the Office of Gender Equity; 2) supporting campus student organizations that focus on diversity; and 3) providing for the multicultural quality of the curriculum.

#### *4. Partnerships with Other Institutions to Increase the Number of Underrepresented Minorities Pursuing Graduate School.*

In partnership with UMES, Frostburg's new 3+3 Bachelor of Science in Chemistry/Pharm.D. will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.

Frostburg is also developing an accelerated Master of Environmental Management degree with UMES, which will prepare students for public policy and sustainability management careers. Program goals include increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.

## Faculty and Staff Specific Initiatives

### *1. Enhance the Cultural Diversity 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, including:

- Ensuring all searches for faculty and staff positions 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.

### *2. Employee Development and Leadership Series*

The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series, with a cohort of seven (7) faculty and staff members who met monthly for leadership and development sessions. This initiative has proven instrumental in furthering employee advancement into leadership roles/positions and increasing employee morale/satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.

### *3. Professional Development Conference*

The Human Resources Office sponsors a Professional Development Conference every fall and spring, which features FSU alumni, faculty, and staff as speakers as well as the occasional speaker from outside the institution. Offered to all faculty and staff free of charge, workshops focus on topics such as DEI, processes for functioning better in one's campus role, and promoting mental and physical health.

### *4. LinkedIn Learning*

In the spring of 2021, the Human Resources Office announced that faculty and staff are now required to complete either 6 (for non-supervisory staff) or 9 (for supervisory staff) LinkedIn Learning DEI modules. Completion of these modules will be considered in annual evaluations and merit pay in July of 2022.



## **SECTION II: Frostburg State University’s DEI Governing, Administrative, Coordinating Bodies and Institutional Offices**

### *1. The Office for Diversity, Equity, and Inclusion*

The Office for Diversity, Equity, and Inclusion was established in August 2020 in conjunction with the promotion of the former Director of the Student Diversity Center to the Senior DEIO. As a result, the focus of the office shifted from addressing only student DEI concerns and needs to addressing that of faculty and staff as well. The office works to promote a culture of inclusion where individuals from all racial and ethnic identities, ages, nationalities, social and economic status, sexual orientations, gender identity/expression, religious, political and ideological perspectives, and physical and mental abilities are able to thrive and be engaged. It works to help students develop the skills they need to work effectively within a diverse community while also assisting faculty and staff in creating and maintaining inclusive learning and work environments. These goals are accomplished through facilitating and coordinating university strategic planning and prioritization in the areas of diversity and inclusion; conducting periodic climate surveys; working collaboratively to develop and implement programming, strategies and initiatives that advance a climate of diversity and inclusion and support the university’s mission and the FSU’s vision and goals; advising, advocating, and mentoring for concerns and issues related to diversity and inclusion among the student population.

### *2. The University Council on Diversity, Equity and Inclusion (UCDEI)*

Established in the spring of 2019, the University Council on Diversity, Equity, and Inclusion’s membership consists of faculty, staff, and students who meet regularly to set goals and launch initiatives to improve campus climate with respect to diversity and inclusion. The UCDEI forms workgroups to conduct research on selected issues, analyze findings, and make recommendations to the President. The council promotes harmonious human interaction that celebrates common humanity and fosters a campus community where all genders, races/ethnicities, languages, sexual orientations, ages, faiths, cultural and social class contexts, intellectual and physical abilities, mental health statuses, and origins are valued and embraced.

### *3. The Office of Gender Equity*

Diversity, mutual respect, integrity, and responsibility are core values within Frostburg’s community. These values are at the heart of the university's commitment to maintaining a safe, inclusive, and nondiscriminatory learning and working environment. In addition, FSU is committed to seeing that all members of its community who are affected by gender-based harassment, sexual misconduct, relationship violence, and stalking are provided options for redress and support. The Office of Gender Equity provides education, training, and prevention initiatives for the campus community. Frostburg's Title IX investigators, decision makers, and coordinator all hold ATIXA Certification.

### *4. Disability Support Services*

Frostburg is proud to serve students with unique needs by maintaining an accessible learning environment. The university’s Student Accessibility Services (SAS) program builds up awareness, advocacy, and self-determination to empower students with disabilities. It works with partners across campus to create a safe and nurturing community for students to succeed in all aspects of their lives. The university and SAS are committed to providing equal access to all facilities, programs, and activities for students with disabilities, including compliance with all disability-related legislation, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The program’s mission is to facilitate equal academic opportunity and enhance learning for students with

any type of disability. Approximately 260 students with disabilities are registered with SAS each semester, including 240 students with neurodevelopmental, mental health, or learning disorders.

### **SECTION III: Frostburg State University's DEI Data/Metrics**

One of the metrics used to drive the university's actions and interventions to eliminate educational diversity, inclusion, and equity gaps is the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey, which compares the responses of FSU students, faculty, and staff to the responses of those same groups at other institutions. Results are summarized by 1) Campus Diversity; 2) Campus Climate for Diversity and Equity; 3) Negative Experiences; 4) Experiences by Group; and 5) Possible Areas of Concern Within This Institution.

Overall, Frostburg State University rated comparatively to similar institutions. There was a larger disparity in reports of Hearing Insensitive/Disparaging Remarks - staff (13% difference) and members of the local community (20% difference). There was also a report of differences in discrimination/harassment from these same sources. These findings were supported by data collected during the numerous focus groups held on campus.

The required the LinkedIn Learning DEI modules were one of the action steps taken to address on-campus concerns. To help strengthen town/gown relationships, there have been several meetings held with some of the local organizations such as the Allegany County Branch of the NAACP, the Allegany County Women's Action Coalition, the Brownsville Project, and descendants of Brownsville. Continued efforts will be made to work closely with these groups and identify other local organizations to provide increased opportunities for positive interactions with year-round local community residents. Additionally, first-year, full-time students will be educated on how to engage in brave and bold conversations with peers and others.

### **SECTION IV: How Frostburg State University Captured and Utilized Diverse Perspectives and Voices of All Students**

- The University Council for Diversity, Equity, and Inclusion was established primarily to create a platform centered around the diverse perspectives and voices of students. All efforts are made to ensure that student council members represent the diversity of the general body of students. Representatives from the Student Government Association and the various social identity student organizations are invited and encouraged to serve on the council. Additionally, students that may not represent a particular organization but who wish to have a voice on the council are encouraged and invited to participate in as well. All council members are required to work on at least one of the council's workgroups. Additionally, all the workgroups were required to review the 10-Point Plan for Creating a Racially Just Campus and submit suggestions for action plans for FSU's own plan utilizing feedback from the Campus Climate Survey that was administered during the fall 2020 semester and the focus groups that were held both before and after the survey was administered.
- A Communications Work Group was established to create DEI PSAs that will be rolled out across the campus using posters, website postings, digital monitors displayed throughout the campus, and social media. The voices captured and shared will be those of current students.
- The Student Government Association held numerous sessions to capture student voices and has shared concerns with the UCDEI, the Budget Advisory Council, and the Executive Cabinet.

- In response to students' voiced concerns and confusion around the university's bias, discrimination, hate policies and procedures, a presidential committee was established to work on clarifying, developing, and publishing these policies and procedures in a manner that is more accessible and user-friendly for students. As this committee becomes better informed the appropriateness of these policies and procedures, work continues to establish a final document.
- The *#BobcatsAgainstBias* week-long campaign was created to provide an additional platform for students to share their experiences with bias on campus. During a Leadership for Equity and Inclusion Train-the-Trainer activity, thirty-one (31) students, faculty, and staff spent time strengthening their DEI leadership skills by: 1) identifying information and possible misinformation learned about other groups; 2) identifying and expressing pride in the group(s) to which we belong; 3) learning how groups, other than our own, experience mistreatment; 4) learning the personal impact of specific incidents of discrimination; and 5) learning how to interrupt prejudicial jokes, remarks, and slurs. Additionally, participants learned an effective process in addressing controversial issues on campus. The exchange between all parties was invaluable and is anticipated to aid in increased awareness and understanding of the FSU experience from different perspectives.

### **Appendix I: Frostburg State University's Diversity Statement**

The entire Frostburg State University community--including the student body, the faculty and staff, the President of the University and its administration--affirms its commitment to a campus environment which values human diversity and respects individuals who represent that diversity. The community declares fostering diversity and respect for difference to be a fundamental goal of higher education, ranking among the highest priorities of this institution. Therefore, the University community takes the unequivocal position that racist practices, or any action, or institutional structure or process, that has for its purpose the subordination of a person, or a group based on race, color, disability, genetic information, creed, marital status, national origin, sex, age, or sexual orientation, will not be tolerated.

**APPENDIX 2:**

**Frostburg State University’s Cultural Diversity Plan PREPARED BY THE OFFICE FOR STUDENT DIVERSITY, EQUITY, AND INCLUSION**

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

| <i>FSU’s Diversity Goal 1: Recruit and Enroll a Growing Number of Undergraduate Minority and First-Generation Students</i>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.</i>                                                                                                                                                                                                                                                                                                                                                                 | <i>Metrics to measure how progress of each initiative/strategy is being evaluated</i>                                                                                                                                                                                                  | <i>Data to demonstrate where progress has been achieved/ indicators of success</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Areas where continuous improvement is needed</i>                                                                                                                                                                                                                           |
| <p><i>Strategies are numbered followed by their Action Priorities.</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                               |
| <p><b>FSU 1.1: Enhance marketing and recruitment efforts that target underrepresented students.</b></p> <p>Continue to send mailings and electronic communications to under-represented students who meet the University’s admission criteria.</p> <p>Continue to arrange recruitment trips to urban high schools in Maryland. 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.</p> | <p>The purchase of names from minority populations from the pool of students who take the PSAT in their junior year of high school.</p> <p>The number of trips to urban high schools Maryland.</p> <p>The number of minority candidates offered staff positions at the University.</p> | <p>The university has not purchased PSAT names in several years. This year, we engaged with a vendor to begin purchasing and strategically recruiting students from outside the Western Maryland area. We re-evaluated our search strategy and dedicated resources to name purchases from our historic and expansion markets, which supports recruitment of underrepresented students.</p> <p>As we began fall travel, there were limitations to in-person visits at high schools throughout the state. Additionally, our travel season for spring 22 has not yet concluded. 64 of the 150 (40%) of in-person visits during fall 21 were conducted in urban areas. 45% of spring 22 travel conducted was to urban areas. Additionally, we continue to strengthen our relationship with the College Bound Foundation representatives on campus to address the hurdles students face through the admissions and enrollment process.</p> <p>In support of future enrollment growth and diversification of staff, the Admissions Office is actively recruiting and seeking out qualified candidates who also speak Spanish. One of the three Admissions counselors on staff (all hired within the past 9 months) is a minority. We have three vacancies and continue to actively recruit qualified minority staff through the alumni network of Frostburg State and other platforms.</p> | <p>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.</p> <p>Seek out new communication strategies to increase knowledge of counselors in minority markets.</p> |

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| <p><b>FSU 1.2: Familiarize high school students, teachers, and administrators from selected areas with the University’s programs and services.</b></p> <p>Continue bus trips to FSU from targeted areas and engage FSU minority students to serve as tour guides.</p>                                                                                                                                                                          | <p>The number of bus trips to FSU with minority attendees.</p> <p>The number of minority students in attendance at FSU admitted student receptions.</p>                                                                                                                                                                                   | <p>We are providing transportation for group visits this spring to select Baltimore City High Schools where there is a significant amount of interest. We have seen significant growth in interest of students from Western and Baltimore Polytechnic High Schools. Additionally, we are working with Bard High School and Early College to provide transportation for those students as well.</p>                                                                                                                                                                       |  |
| <p><b>FSU 1.3: Enhance college-readiness programs and promote them to minority and first-generation students.</b></p> <p>Continue programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>Provide additional academic support for underrepresented high school students from Allegany, Garrett, Washington, Montgomery, Anne Arundel, Prince Georges, and Frederick counties and Baltimore City.</p> | <p>FSU programs designed to prepare underrepresented students for postsecondary education at FSU.</p> <p>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.</p> | <p>The Student Support Services program included 47 first-time full-time students in the fall 2020 cohort. Retention rates into the third semester are:<br/> 45/47= 96% for the entire group<br/> 31/33= 94% for the minority subgroup, and<br/> 27/29= 93% for the African American subgroup.</p> <p>The SSS program included 78 first-time full-time students in the fall 2015 cohort.<br/> Six-year graduation rates are:<br/> 57/78 = 73% for the entire group<br/> 44/63 = 70% for the minority subgroup and<br/> 38/54 = 70 for the African American subgroup.</p> |  |
| <p><b>FSU 1.4: Increase the number of underrepresented students who transfer to FSU from community colleges.</b></p>                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                           | <p>Maryland Community College enrollments have declined for two consecutive years by approximately 11% each year. As a result, all transfer student enrollment has declined over the past several years, with the decline beginning pre-Covid. Fall 21 enrollments of minority transfer students stabilized and remained the same whereas non-minority transfer student enrollment continued to decline.</p>                                                                                                                                                             |  |

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| <p>Continue to expand 2+2 and dual- degree programs with community colleges.</p> <p>Continue to establish dual- admission agreements with community colleges.</p> | <p>The number of transfer students enrolled in FSU from minority groups.</p> <p>The number of dual-degree agreements with community colleges.</p> <p>The number of dual-admission agreements with community colleges.</p> | <p>Dual-admission agreement and enhanced transfer agreement is now in place with Garrett and Cecil Colleges. Additionally, many Maryland Community Colleges and the university have partnered to offer dual enrollment opportunities for students pursuing the RN and RN to BSN programs. Community colleges include, and not limited to, College of Southern Maryland, Frederick Community College, Montgomery Community College, Hagerstown Community College, Prince George’s Community College and more.</p> | <p>Investigate additional methods to ensure the makeup and size of the transfer student class meets the university’s goals.</p> |
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| 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. Staff provided support for 15 non-degree and undeclared transfer students over the summer | CAAR will continue to provide individualized support services to undeclared transfer students. |
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*FSU's Diversity Goal 2: Increase the Retention and Graduation Rates of Undergraduate Minority and First-Generation Students*

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| Timeline for meeting FSU Goal 2 is fall 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                      |
| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.<br><br>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                                                                                                                                         |
| <b>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.</b><br><br>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.<br><br>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 2019 cohort of first-time, full-time students, FSU's second-year retention rates for African American students (70%) and minorities (71%) are slightly below the rate for the total student population (74%).<br><br>The 2019 retention rates for African Americans and minorities only dipped slightly from the fall 2018, which was 72% for African Americans and all minorities.<br><br>Six-year graduation rates increased over the reporting period for all student groups (cohort year 2013 to cohort year 2014): from 49% to 56% for African American students, from 48% to 53% for all minorities, and from 49% to 52% for all first-time, full-time students, which is an improvement compared no change in overall rate (52%) for all first-time full-time students.<br><br>Center for Academic Advising and Retention (CAAR) implemented a new support program for first-year students on academic probation after the first semester. The program includes schedule revision outreach, mandatory welcome meeting to review expectations, and bi-weekly, one-on-one support meetings. Eighty-nine students are participating in the program. | 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 began implementation of the Excellence in Academic Advising (EAA), which features a shared advising structure. Incoming first-year students in Fall '21 were paired with both a University Advisor from CAAR as well as a Faculty Mentor. In Fall, 98.8% of first-year students assisted by University Advisors reported being treated with respect, and 96% reported that their questions and concerns were addressed.

FSU is following through on a second EAA recommendation by implementing the Navigate student success platform late spring and summer '22. The platform will improve the coordination of care for students as well as allow stakeholders to access actionable student data related to academic performance, credit trends, etc.



| <i>FSU's Diversity Goal 3: Enhance the Cultural Diversity of Faculty and Staff</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |
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| Timeline for meeting FSU Goal 3 is 2022; FSU's Diversity Program will be reviewed and updated in AY 2022-2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |
| Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.<br><br>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                                                                                                                                                                                                                                                                                                                           |
| <p><b>FSU 3.1: Expand efforts to attract and retain eminently qualified minority faculty and staff.</b></p> <p>Establish working relationships with doctoral granting HBCUs throughout the United States with similar demographic population and geographic location.</p> <p>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.</p> <p>Utilize The REGISTRY, a national database of diverse and strategic candidates seeking ladder-rank employment as faculty members at institutions of higher education.</p> | <p>The number of minority faculty and staff at Frostburg State University.</p> | <p>The University continues its efforts to increase the number of minority faculty and staff at FSU. As of December 2021, the University's workforce consisted of 872 full and part-time employees (333 faculty; 492 staff members; 47 graduate students).</p> <p>Females are employed at a rate of 53.78% (469) and are represented in 100% of all administrative offices and academic departments. Minorities are employed at a rate of 12%. The University's workforce is comprised of Black/ African American 4.5% (40). White employees represented 88.07% (768) of the University's workforce.</p> <p>Since the beginning of 2020 all external jobs that qualified as national searches to HigherEdJobs, which includes a Diversity and Inclusion package, most successful source in recruiting diverse candidates and faculty members seeking ladder-rank employment. HigherEdJobs sends all of our job postings to approximately 345, 000 candidates as part of their Diversity and Inclusion outreach and mailing list.</p> | <p>Continuous recruitment, not only when there are openings.</p> <p>Maintain professional networks and make note of potential candidates from underrepresented groups.</p> <p>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.</p> |

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| <p>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.</p> <p>Implement the annual Development and Leadership Series to provide management training to increase employee advancement and retention.</p> |  | <p>The University's Office of Human Resources moved forward for FY2022 with the annual Employee Development and Leadership Series. The cohort consisted of seven (7) faculty and staff members who met monthly for leadership and development sessions which has been proven instrumental in furthering employee advancement into leadership roles/ positions and employee morale/ satisfaction. A fundamental goal of this program is to build the skills required to manage and lead an increasingly diverse workforce and assist in fostering an inclusive workplace environment characterized by fairness, understanding, and mutual respect and civility.</p> | <p>Annual recruitment and selection.</p> |
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USM Goal 2: *Create Positive Interactions and Cultural Awareness among Students, Faculty, and Staff on Campus*

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| <p><i>FSU's Diversity Goal 4: Create a Campus Environment that Promotes the Valuing of Cultural Diversity</i></p>                                                                                                                                                                                                                                                 |                                                                                       |                                                                                     |                                                     |
| <p>Timeline for meeting FSU Goal 4 is fall 2022; FSU's Diversity Program will be reviewed and updated and revised in AY 2022-2023</p>                                                                                                                                                                                                                             |                                                                                       |                                                                                     |                                                     |
| <p>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.</p> | <p>Metrics to measure how progress of each initiative/strategy is being evaluated</p> | <p>Data to demonstrate where progress has been achieved / indicators of success</p> | <p>Areas where continuous improvement is needed</p> |

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| <p><b>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.</b></p> <p>FSU’s Office for 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.</p> | <p>FSU’s <i>Office for Diversity, Equity, and Inclusion</i> programs and activities to engage students, faculty, and staff in experiences targeting instruction and training on cultural sensitivity.</p> | <p>During 2021-2022, the Office for Diversity, Equity and Inclusion worked collaboratively with faculty and staff to:</p> <p>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 Association for the Advancement of Colored People (NAACP, National Council of Negro Women (NCNW) and Spectrum (for students identifying as lesbian, gay, bisexual, queer and transgender).</p> <p>The online platform titled, <i>Brave &amp; Bold Dialogues™: Diversity, Equity &amp; Inclusion – College Edition</i> created and by prevent. Zone by AliveTek is a one-hour awareness course designed to educate, inspire, prepare, and empower students to have constructive dialogues around the areas of diversity, equity, and inclusion. With the start of the fall 2021 semester, all first-time/ first-year students were required to complete this program. The ODEI followed up with DEI program presented to each of the ORIE101 Introduction of Higher Education classes. To date 87% of these students have completed the program which is comparable to the completion rate of the required Alcohol, Drug and Sexual Assault programs required of the same students.</p> <p>The FSU Social Justice Summit was held during the fall 2021 semester. Thirty-two (32) Students and four (4) staff participated in this year’s retreat for a total of thirty-six (36) participants. This event provides FSU students with the opportunity to increase their awareness surrounding issues of diversity, equity, and inclusion. Action plans developed during the weekend will assist them in being agents of positive change on campus. Seven of the retreat attendees participated in the 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer. These individuals are committed to serving as DEI facilitators on campus.</p> <p>The ODEI and UCDEI held a 2.5-day National Coalition Building Institute (NCBI) Leadership for Equity and Inclusion Train-the-Trainer with a total of 31 participants and two facilitators. This training helps participants learn practical skills in becoming more culturally competent by exploring campus community issues and developing a replicable set of techniques to become an innovative leader in diverse settings. Nearly 50% of the participants were students with the remainder being faculty and staff.</p> | <p>To increase the effectiveness of reaching first year students beginning in 2020-2021 academic year, all first-year students are required to complete this online program. In addition, all instructors of the ORIE101, Introduction to Higher course will include a DEI presentation, offered by the ODEI in the course syllabus.</p> |
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Continue the work of the University Council on Diversity, Equity, and Inclusion).

*FSU President's Advisory Council on Diversity, Equity, and Inclusion (PACDEI)* – 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.

In 2021-2022 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, Center for Academic Advising and Retention, the Student Government Association, Student Support Services, the University Police, Residence Life, Veterans Services, FSU Student Organizations, and the greater Frostburg community, consisted of 30 faculty members, staff, and student representations, with students being 50% of the council membership. 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. During the 2021-2022 academic year the UCDEI used the findings of the fall '20 Campus Climate Survey and 2020-2021 focus groups to create a plan to transform the campus to one with an anti-racist focus. The council created a list with well over 30 suggested action plans. Five of those actions plans were set as action priorities for 2021-2022: 1) Continue to develop plans for the Adams/Wyche Multicultural Center. Progress: Needed changes to the exterior (relocation of the university's fleet of cars and vans and the kiosk were completed as well as asbestos abatement and interior demolition. Key stakeholders are being included in developing the floor plan use of the building. 2) Researching the appropriateness and effectiveness of a Land Acknowledgement Statement for the FSU Campus. Progress: Council members have been consulting with experts in Indigenous Studies and attending conference workshops to explore the use of land acknowledgement statements. 3) Increase transparency of the work of UCDEI. Progress The council's communication workgroup has been working to update the DEI website. A summary of the Campus Climate Survey has been posted on the website. The 10-pt plan report has been written and will be posted on the website. 4) Continue to host DEI focus groups, workshops, and trainings for the entire campus community. Progress: Faculty and staff are now required to complete 6 (for non-supervisory staff)-9 (for supervisory staff) LinkedIn Learning DEI modules; completion will be reflected in annual evaluations and considered in

UCDEI will continue to develop plans for the Multicultural Center, including developing a plan for the inside space and a communication plan. UCDEI will also follow-up on plans to improve the first-year experience for students.

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| <p>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.</p> | <p><i>Office of Gender Equity</i> 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.</p> | <p>merit pay. A workshop on bias/ hate speech, free speech, the 1<sup>st</sup> amendment, and public institutions of higher education was presented spring '22. A workshop on how to be effective change agents integrating social media was held spring '22. A <i>#Bobcats Against Bias</i> campaign was held spring '22 included workshops on racial healing; avoiding spreading misinformation with the use of memes in social media; social media and civility. 31 students, faculty, and staff participated in a 2.5-day DEI leadership development- National Coalition Building Institute Leadership for Equity and Inclusion Train-the-Trainer. 5) Create a hate/bias response team to process hate/bias complaints/ incidents and provide investigative training for team leader. Progress: One staff member has completed the investigator training and two more are scheduled to complete the training by the end of the spring 2022 semester. A committee established by the president has been working on the development of a bias incident policy and procedure. We have participated in a Bias Incident Reporting and Response Webinar and are using that webinar to inform our work going forward.</p> <p>FSU established the <i>Office of Gender Equity</i> 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:</p> <p>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.</p> <p>Assessing student perceptions and experiences of gender-based harassment and violence through the biennial <i>Campus Climate Survey</i>. 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.</p> <p>Providing recommendations in light of State and Federal expectations and best practices.</p> | <p>Allocation of sufficient resources for sustainable prevention, response, outreach, and compliance.</p> |
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| <p>d) Plan and implement activities to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <p>Programs planned and implemented to prevent gender-based harassment, sexual violence, intimate-partner violence, and stalking based on research and best-practice information.</p> | <p>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). In 2019, G-BHAVE was merged into the Campus Climate Subcommittee of the University's Council for Diversity, Equity and Inclusion. The purpose of restructuring the organization and unifying it under the work of UCDEI 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. All first-time students were required to complete Sexual Assault Prevention for Undergrads; 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.</p> <p>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.</p> <p>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.</p> <p>Two staff members have completed the Investigator Training #1- Title IV and #2- Bias and Hate Incidents. Two additional staff members are scheduled to complete the training.</p> |  |
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| <p>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.</p> | <p>Partnerships with other institutions in the University System of Maryland to increase the number of underrepresented minorities pursuing graduate school.</p> | <p>FSU's partnership with the University of Maryland College Park, TRiO Academic Achievement Program's McNair Scholars has enrolled 86 students since its inception, in 1991 with 35% of the participants being males. The six-year graduation rate for these students has been nearly 100%. The 2020-2021 cohort included five students, one African American and American Indian female and one African American male. The 2021 McNair recruitment session drew five interested students.</p> <p>FSU's new 3+3 BS in Chemistry/ Pharm.D. with UMES will leverage UMES's status as a HBCU to provide increased access to students of color who want to become pharmacists.</p> <p>FSU is developing new accelerated Master of Environmental Management degree with UMES. This degree will prepare students for public policy and sustainability management careers. The program has a stated goal of increasing the diversity of students pursuing these careers. Initially, it will be open only to FSU's undergraduate student population, and students of a variety of majors will be able to matriculate.</p> | <p>Identify funding to support FSU students' participation in activities hosted at partner institutions.</p> <p>Continue to host McNair recruitment sessions at FSU. Highlight McNair student achievements at FSU Undergraduate Research Symposium.</p> <p>Continue development of unique interinstitutional programs to increase diversity of graduate enrollment.</p> <p>Maintain inclusion of DEI in re-envisioned GEP.</p> |
| <p>Sustain the University's curricular programs designed to promote the understanding of cultural diversity.</p>                                                                                                                                                                                                                                              | <p>The University's curricular programs that promote the understanding of cultural diversity</p>                                                                 | <p><i>Identity and Difference</i> category in the <i>GEP</i> 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. Student Learning Assessment related to the <i>Appreciation of Cultural Identities</i> GEP goal shows that students continue to achieve at or above the desired benchmark on all assessment dimensions each year. A new course in this category for Fall 2022 is EON 113 Economic of Race. New Learning Goals for a re-envisioned GEP include DEI principles: Global Cultures and Perspectives and Personal and Civic Responsibility and Engagement.</p> <p>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</p>                             | <p>Continue to support and develop relevant academic programs and coursework promoting diversity, equity, inclusion, and justice.</p>                                                                                                                                                                                                                                                                                          |

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.

The International Studies Major and the Global Business Concentration in the Business Administration Major provide interdisciplinary coursework across multiple departments related to the exploration of other cultures and societies. These programs utilize a great number of Identity and Difference courses in their requirements and electives. *The Foreign Languages and Literature program* (Spanish Major and Minor, French Minor) provide introduction to Spanish and French language and culture (SPAN 250 and FREN 250) as well as upper-level courses taught in French and Spanish about art, history, literature, and culture of countries and regions that speak these languages.

*New curricular programs will be brought online in AY 2022-2023:*

Social Justice Track in the Philosophy Major

Diversity and Leadership Upper Division Certification in the College of Business

Diversity and Management Minor



FSU's Diversity Goal 5: Promote the Understanding of International Cultures

Timeline for Goal 5 is fall 2022: FSU's Diversity Program will be reviewed and updated in AY 2022-2023

| <p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:<br/>                     faculty and staff cultural training programs.<br/>                     curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.<br/>                     Strategies are numbered followed by their Action Priorities.</p> | <p>Metrics to measure how progress of each initiative/strategy is being evaluated</p>                                                                                       | <p>Data to demonstrate where progress has been achieved/indicators</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Areas where continuous improvement is needed</p> |
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| <p><b>FSU 5.1: Increase the number of international students attending Frostburg State University</b></p> <p>Actively recruit international students overseas and throughout the United States.</p> <p>Increase the number of exchange partners to increase the diversity of international students.</p>                                                                                                                                      | <p>The number of J1 and F1 students enrolled at Frostburg State University.</p> <p>The number of exchange partners to increase the diversity of international students.</p> | <p>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 2021, FSU enrolled 372 international students (down from 401 in spring 2020), due to the pandemic.</p> <p>In collaboration with the FSU President’s Office, the university will increase the number of partnerships with international universities. These partnerships may or may not bring students to the FSU campus. Some partnerships will be designed for online enrollment, while others will require students to enroll into face-to-face classes. Due to the pandemic, some of the partnerships are on hold.</p> |                                                     |

|                                                                                                                                                                                                                                                                                |                                                                                                                 |                                                                                                                                                                                  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>FSU 5.2: Develop programs and organizations to promote students' intercultural understanding and diversity awareness through experiential exposure to global topics.</b></p> <p>Plan and implement student abroad programs conducted or sponsored by the university.</p> | <p>The presence of study abroad opportunities for students and the level of participation in those programs</p> | <p>During the year 2020-2021, zero FSU students participated in study abroad programs due to the pandemic. Looking forward, study abroad numbers are continuing to increase.</p> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Plan and implement recruitment activities for students to study abroad.</p>                                                                                                                                                                                                                                                                         | <p>The presence of recruitment activities designed to encourage students to participate in study abroad.</p> | <p>To encourage students to study abroad, the CIE engaged in the following recruitment activities in FY 2020:<br/>         Conducted classroom visits<br/>         Hosted bi-annual study abroad and international fairs<br/>         Planned bi-weekly information sessions with prospective and former study abroad students to share experiences<br/>         Held information tables in the Lane University Center<br/>         Provided presentations to multiple Greek organizations<br/>         Promoted study abroad at admissions open house events to encourage prospective students to get excited about FSU and plan for their future study abroad opportunities.</p> |                                                                                                                                                                                                                                                                                                  |
| <p>Design and implement student abroad opportunities for students led by faculty members.</p>                                                                                                                                                                                                                                                          | <p>The presence of faculty led study abroad opportunities for students by faculty members.</p>               | <p>As mentioned above, the CIE had recruited four FSU faculty to lead students on faculty-led experiences. Unfortunately, the trips were canceled due to the pandemic.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                  |
| <p>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.</p> | <p>Presence of international experience for student members of the President's Leadership Circle.</p>        | <p>The students in the President's Leadership Circle did not participate in a service-learning trip to Uganda this year due to COVID-19 and funding. The circle continues to meet with the campus leadership. There will be an Around the World program with food from various areas in the world that include Spain, Germany, Kenya, Italy and Australia. Some of the PLC members have aided in the planning of the event.</p>                                                                                                                                                                                                                                                    | <p>Promote a more consistent use of the University's Leadership Competency Model to assess the student learning outcomes of the experiential learning opportunities provided to the PLC members. Provide a direct source of funding to continue the international, intercultural experience.</p> |

# Salisbury University Diversity and Inclusion Report

## 1. A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts

### Students

The Accelerated Mentoring Program (AMP) is a comprehensive professional development program for students majoring in Psychology who have interests in social justice and anti-racism topics. AMP integrates a mentored community-based participatory-action research experience with intensive professional development using e-portfolio.

The School of Social Work's Comunidad and Umoja Scholarship Program (CUSP) is a leadership development and mentoring program designed to enhance the training of full-time, master-level social work students who show a propensity for culturally responsive practice and leadership. The CUSP targets, but is not limited to, students of color pursuing a Master of Social Work degree at Salisbury University (SU). Applicants must identify a commitment to working with communities of color as their focus and be dedicated to seeking employment in the field after graduation.

College Assistance Migrant Program (CAMP) assists students who are migrant or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies. CAMP funding provides academic, financial, and social/health supports to ensure success.

Salisbury University's TRIO Student Support Services (SSS) is an educational opportunity project that helps first-generation students, students with financial need and students with disabilities achieve their academic potential and personal goals.

The Disability Resource Center provides guidance, access to resources and accommodations for students with documented disabilities. Such disabilities could include medical, psychiatric, learning disabilities and/or mobility, visual and/or hearing impairments.

### Faculty

A faculty workgroup examined expectations and rewards for faculty Diversity, Equity and Inclusion (DEI) work to promote equity in faculty careers and to recognize and reward DEI-related work by all faculty. Their report and recommendations are currently pending with the Faculty Senate for consideration and include specific expectations for and examples of DEI activity in the areas of teaching, scholarship and service.

SU is an active member of Maryland's AGEP PROMISE Academy Alliance, an NSF-funded program to develop, implement, self-study, evaluate and disseminate a state system model to transform the hiring practices and career success of tenure-track historically underrepresented minority faculty in biomedical sciences.

## Staff

Beginning in the next academic year, specialized inclusive training will be required for members of all staff search committees.

## Administration

University administrators will undergo specialized equity leadership training. This will be required at the Assistant VP/Dean level and higher.

### **2. A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

At Salisbury University, the Office of Diversity and Inclusion is a part of the President's Office. At this time, the office is led by the President's Chief of Staff with support from three staff members and a graduate assistant. Searches are currently underway for two assistant director positions for the office.

Shared governance is represented through the Cultural Diversity and Inclusion Consortium Committee which includes membership from the Faculty Senate, Staff Senate, Student Government Association, Adjunct Faculty Caucus, and the Graduate Student Council. This groups makes recommendations to the administration on policies and initiatives. They also help to communicate information with their constituents across campus.

Each school and college have their own diversity councils and their representatives come together to meet as a University Diversity Council. During these meetings, ideas and information are shared across the institution to help break down campus silos when it comes to diversity initiatives.

### **3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.**

In 2020, the University conducted a comprehensive Campus Climate Study in order to gather information from students, faculty and staff. The results of the Study were shared with the campus community and are available online. The University's administration continues to use information gathered from the Study to adjust policies and procedures as well as to help serve as a guide on new initiatives.

### **4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.**

The University uses several avenues to receive information from the campus community. The President's Cabinet includes representatives from each of the five shared governance

organizations, the Executive Staff, and the Associate Vice Presidents for Institutional Equity, and Diversity and Inclusion. These meetings, which occur bi-weekly, provide the opportunity for the University's administration to communicate directly with campus leaders on a regular basis.

Students in the Multicultural Alliance meet once per month with staff from the Office of Diversity and Inclusion. During these meetings, students from a variety of diverse organizations share information with staff and one another.

#### Appendix 1

“Diversity and inclusion are core values of Salisbury University. A diverse and inclusive campus community brings irreplaceable value to our educational experience and work environment, and strengthens us all. Diversity encompasses more dimensions than just the legally protected categories. All people have talent and potential that are spread across communities and groups, locally and globally. Inclusion means creating an environment of respect, connection and involvement among people with different experiences and perspectives. We strive to create a truly diverse and inclusive environment where the richness of ideas, backgrounds and perspectives of our community is harnessed to create value for our institution, today and in the future.” This statement was adopted in 2015.

#### Appendix 2

Diversity and Inclusion are included as part of the University's Strategic Plan as goal two. A copy of that section is attached.

#### Appendix 3

In spring 2015, SU began the General Education assessment process that it continues to use each academic year. Gaining Understanding of Lifelong Learning (GULL) Week is a week-long assessment model which has evolved over the years since its implementation. Currently, GULL Week occurs during the third week of the fall semester (previously GULL Week occurred each fall and spring). While participation is not mandatory, all undergraduate students are encouraged to contribute as a way to show the University what they know and demonstrate their proficiency in various General Education areas. To take part in GULL Week, students voluntarily register to participate in a one-hour proctored GULL Week assessment session. During their session, students typically complete two to three computer-based standardized assessments which are aligned with SU's General Education student learning outcomes (SLOs) The assessments are the same for all students in a given testing session, but vary across sessions to ensure that all of SU's SLOs are assessed over a five-year period. Typically, three to five different assessments are administered during each GULL Week. During a typical GULL Week, around 3,000 undergraduate students participate.

One great example of how the results have been used was to improve the General Education model. The General Education Steering Committee used the results, including where students are experiencing weaknesses on the SLOs, to inform the development of a new General Education

model to address areas identified for improvement. As a result, the new model provides multiple opportunities for students to be exposed to learning opportunities to bolster skills in these areas.

In the 2019 fall semester, Salisbury University contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. Seventeen (n =17) Salisbury University faculty, staff, students, and administrators formed the Campus Climate Study Workgroup (CCSW). The CCSW worked with R&A to develop the survey instrument and promote the survey's administration in fall 2020. During the course of survey administration, Salisbury University followed Maryland stay-at-home orders and transitioned to online learning and working environments. The survey administration dates were extended by five weeks while the Salisbury University community adjusted to the guidelines. All members of Salisbury University were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., Salisbury University position, gender identity, ability status) where appropriate. In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at Salisbury University. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations.

## Goal 2: Inspire a Campus Culture of Inclusive Excellence, Support and Collaboration

The extraordinary ethnic and cultural diversity in American society and the broader world shape both our academic community and the curricula of the 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.

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.

**Objective 2.1** - Create, implement and maintain a holistic diversity and inclusive excellence plan through the establishment of an Office of Diversity and Inclusion.

- **Strategy 2.1.1.** *Support and advance 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 and require ongoing 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 and require ongoing 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.** *Monitor and evaluate the effectiveness of resources, services and administrative processes in fostering a climate of inclusion.*



- **Strategy 2.1.6.** *Promote transparency and enhance communication in real time through regular and multi-channel mechanisms that reach the entire campus and all of its constituencies.*
- **Strategy 2.1.7.** *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.*
- **Strategy 2.2.2.** *Develop and employ institution-level search, selection and hiring practices that more effectively diversify our applicant pools and ensure departmental policies are aligned with 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, including expanding and transparently communicating information about career pathways and ladders.*
- **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 for various aspects of campus and community needs.*
- **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.*

## 2021-2022 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 15, 2022

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### **Institutional Programs of Cultural Diversity Annual Progress Report – Towson University**

#### **I. Summary of DEI Initiatives (1 page for each population)**

Towson University values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence and cultivates the intellectual and personal growth of the entire university community. Under the auspices of President Kim Schatzel, the [Office of Inclusion and Institutional Equity \(OIIE\)](#) affirms and supports TU's commitment to diversity, equity, inclusion, social justice and belonging. Explicit initiatives or efforts for specific populations include:

##### **A. Students**

Diversity, equity, and inclusion each require ongoing education by all and challenging what we know by learning about others' experiences. By working to explore not only students' own identities but also how their paths to TU differed from their fellow Tigers' paths, we encourage our students to understand the barriers and shortcuts available to different individuals. Programming has included a range of foci, such as developing dedicated spaces based on our multiple identities, hosting speakers with identities in common with certain populations, organizing leadership conferences focused on groups who have historically experienced opportunity gaps based on gender or race, and educational outreach. Education for students begins immediately, during summer orientation with a follow-up during move-in in August, setting a strong foundation for each student's TU career.

##### **Diversity, Equity & Inclusion (DEI) Education**

DEI Education provides resources, trainings, workshops, retreats and other opportunities for all students, staff and faculty to pursue ongoing work on diversity, equity, inclusion, social justice, and belonging. We strive to build the cultural capacity of the entire TU community through exploration of our identities; allyship and advocacy; anti-racism, anti-oppression and systemic change; and building skills to dialogue across difference.

##### **African American Student Development**

African American Student Development (AASD) supports, promotes, and enhances the intellectual, academic, social, and personal development of African, Afro-Caribbean, and African American students. AASD provides programs and services that will enhance your overall experience at TU and increase awareness and appreciation of African, Afro-Caribbean, and African American culture. We also assist TU in the recruitment and retention of students from these populations.

##### **Asian, Pacific Islander, Middle Eastern, & Desi American Student Development**

Asian, Pacific Islander, Middle Eastern, and Desi American (APIMEDA) Student Development offers programming and activities that focus on creating dialogue and awareness around issues pertaining to the APIMEDA and diaspora communities. The primary goals of the program are to recruit and equip

students from APIMEDA backgrounds, strengthening a connection to resources and a community, and support their academic success and campus representation.

### **Campus Ministries**

Campus Ministries strive to promote understanding and appreciation of religious diversity—they promote a variety of faith communities, advocate for spiritual wellness, and respond to religious needs. The campus ministers advise many religious student organizations as well as provide personal ministry in counseling, theological discussions, and general student support in other areas. Some also lead discussions on contemporary issues and sponsor guest speakers or social events that support one’s exploration of faith and spirituality.

### **Latinx Student Development**

Latinx Student Development works to recruit, engage, retain, and graduate students from Latinx backgrounds and to ensure their academic, sociocultural, personal, and professional success. They advocate for the Latinx community, advocate for Latinx students to take on leadership and service roles, and nurture students’ during their adjustment to college life.

### **Mature & Non-Traditional Student Development**

Mature & Non-Traditional Student Development works to support students arriving or returning to college who are also non-traditional in age, a parent or person with dependents, a veteran, or balancing classes while working full-time. Through programming, scholarship opportunities, and assistance with accessing resources, we are an easy access point for those seeking opportunities to meet fellow mature students and learn how to access campus resources focused on your non-traditional needs and interests.

### **Sexuality and Gender Diversity**

Sexuality and Gender Diversity Development provides events, education, and resources for lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, etc. (LGBTQIA+), women, and femme individuals. We are excited to serve a diverse population of Tigers of various sexual orientations, gender identities, gender expressions, abilities, races, and ethnicities.

### **UndocuTigers--Undocumented Student Development**

UndocuTigers provides one-on-one advising, monthly events, workshops, and overall support for undocumented students. This includes financial well-being such as promoting scholarship opportunities and serving as a liaison between students and the Financial Aid Office. The CSD also focuses on advocating for affirming policies for undocumented students on campus.

### **Students with Disabilities and Neurodiverse students**

OIE continues to identify ways to assess and prioritize the needs of students with disabilities and neurodiverse students. In addition to the thousands of students who register with our office of Accessibility and Disability Services (ADS), there are also disabled students who choose not to register, as well as students with disabilities who do not identify as disabled. We increased our outreach efforts this year, including the launch of a Student Disability Town Hall, the re-establishment of a Disability Student Union organization, and the launch of an organization for students of color with disabilities.

## **B. Faculty**

OIE works collaboratively with the Office of the Provost, regularly partnering with the Assistant Provost for Diversity and Inclusion.

OIIE is nearing completion of its preliminary goal to engage with every Division and College across TU on foundational concepts—diversity, equity, inclusion, cultural competency, unconscious bias—as well as highlighting the skills our campus needs to further develop to increase our capacity for necessary and challenging conversations around advancing equitable access, inclusive learning, and engagement in a diverse environment.

TU continues to expand the scope and reach of [Dialogue@TU](#) to engage more of our campus on necessary and uncomfortable conversations about our identities, their intersections, and systems and structures of power. This work is already paying off through several new opportunities:

- College Deans, chairs, and faculty: we are engaging faculty at the department and college level in ongoing dialogues on race, de-centering whiteness, and structural racism.
- Established in 2020 and implemented in 2021, TU's Inclusion Advocate (IA) program enhances equity, validity, diversity, and representation in university faculty hiring by incorporating education on de-biasing the search process and relying on trained inclusion advocates to support each faculty search.
- Diversity and Inclusion Faculty Fellows Program, managed by the Division of Academic Affairs, provides selected faculty members of various rank with opportunities to infuse diversity and inclusion into existing curriculum, create models to improve classroom dynamics in support of social justice, or identify strategies to enhance institutional practices.

### **C. Non-faculty staff**

OIIE is nearing completion of its preliminary goal to engage with every Division across TU on foundational concepts—diversity, equity, inclusion, cultural competency, unconscious bias—as well as highlighting the skills our campus needs to further develop to increase our capacity for necessary and challenging conversations around advancing equitable access, inclusive learning, and engagement in a diverse environment.

- Launch/pilot of inclusive staff search training which incorporates the Inclusion Advocate (IA) program for all staff searches.
- President's Inclusive Leadership Institute is a professional development program for senior TU faculty and staff that fosters personal development, interdisciplinary collaborations and a strong connection to the campus community. Established in 1996, the President's Inclusive Leadership Institute offers intensive, year-long leadership programs for faculty, department chairs and administrative staff.

### **D. Administration**

**The Office of Inclusion and Institutional Equity provides:**

- Diversity awareness workshops, presentations, and retreats
- Identity-focused events, programming, and support
- Diversity educational and resource materials
- Advocacy, consultation, and referrals
- Leadership, mentorship, and peer education programs

- Educational outreach to nurture awareness, appreciation, and allyship for diverse populations
- Assistance in outreach, recruitment, and retention of historically underrepresented populations to TU and University of Maryland system
- Assistance to TU with the creation of policies & procedures that address the interests & concerns of historically underrepresented students

**The Office of Inclusion and Institutional Equity supports new and ongoing initiatives:**

- Developing dedicated resources to guide the campus in meaningful and ongoing acknowledgement of the Indigenous communities of this region as well as the land currently occupied by TU. This year we launched a [landing page](#) that directs our community away from the mere land acknowledgement
- Recognizing caste oppression in the anti-discrimination policy. While the focus on caste discrimination directly affects the South Asian diaspora, including caste oppression in our policy causes us to continually think about how bias is structured in the workplace and needs to be constantly reimagined.
- Towson University has several mentoring programs to include: the transfer mentor program; the Career Center Program; PRIDE Mentor Program; Stem Mentoring Program; Students Achieve Goals through Education (SAGE) Mentoring; MentHer- a mentoring program for women; and the Faculty Academic Center of Excellence at Towson (FACET) Fellowship and mentoring program. The Office of Inclusion and Institutional Equity seeks to develop a structured mentoring program that tracks and supports all campus programs by building their capacity to provide targeted and high-impacted mentorship for students, staff, and faculty.
- The Office of Inclusion and Institutional Equity established the Diversity Action Committee which is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to support the institution's Strategic Diversity Goals and makes appropriate recommendations for the success of campus-wide diversity initiatives to the University Diversity Council.
- TU's BTU Presidential Priority continues to strengthen connections with local communities and organizations, further strengthening TU's role as an anchor institution for the Baltimore metropolitan area. OIIE continues to partner with BTU in supporting ongoing initiatives centering racial equity work on campus and in our communities.
- Virtual dialogue spaces: in response to the past two years of current events of anti-Black and anti-Asian racism, we began offering virtual, race-alike affinity spaces for students, staff, and faculty to come together in support, community, healing, reflection, education, and action.
- We also launched a series of directed discussion groups that will continue into the fall, linked with some of the many useful books, podcasts, and other readings tied to critically examining whiteness, systemic racism, and engaging with anti-racism.

## **II. A Description of the governing bodies and offices solely dedicated to DEI (1 page)**

### **Office of Inclusion and Institutional Equity**

The Office of Inclusion and Institutional Equity (OIIE) promotes equal treatment, access, and opportunity in all educational activities and employment decisions at TU. OIIE houses Accessibility & Disability Services (ADS); the Center for Student Diversity (CSD), Diversity; Equity & Compliance; and Diversity, Equity & Inclusion Education and Initiatives.

### **Office of the Provost**

Faculty Diversity Initiatives and Resources managed by the Assistant Provost for Diversity & Inclusion foster environments grounded in respect and inclusion for all members of TU's campus community. These include the Diversity Faculty Fellows Program, and a Diversity and Inclusion Tool Kit with resources for faculty.

### **Center for Student Diversity**

The Center for Student Diversity (CSD) supports the access and academic success of historically underrepresented groups through programs and services that enhance the student experience.

### **Accessibility and Disability Services**

Accessibility and Disability Services (ADS) works with students to determine and implement reasonable accommodations for various disabilities and some temporary conditions that substantially limit one or more major life activities.

### **Human Resources**

The Office of Human Resources responds to requests for accommodations from TU employees and applicants for employment with disabilities.

### **Office for International Initiatives**

The Office of International Initiatives is dedicated to cultivating a global learning community and international focus in programs and curricula at TU.

### **Diversity Action Committee**

The Office of Inclusion and Institutional Equity established the Diversity Action Committee which is composed of a cross section of members of the academic and administrative divisions of the university and representatives of the student body. The committee exists to support the institution's Strategic Diversity Goals and makes appropriate recommendations for the success of campus-wide diversity initiatives to the University Diversity Council.

**III. A Description of Towson University’s DEI Data or Metrics: People Equity Index Report—Movement in the Metrics** (This should also include a description of how these data assist in driving the institution’s actions and interventions to eliminate educational diversity, inclusion, and equity gaps.) 1 page

Towson University’s mindset has been a lifestyle change as opposed to a temporary initiative. The planned development of a Diversity Dashboard will provide a visual representation of the DEI data or metrics that drive TU’s actions and interventions to eliminate educational diversity, inclusion, and equity gaps. The Diversity Dashboard will not only include the demographic composition of our campus, but also include Achievement, Inclusion, Compliance and Engagement Data.

We have measured success by:

- 1.) The number of diverse members in our community. Towson University enrolled its most diverse population of students in 2021 with 58.5% identifying as a racial or ethnic minority.
- 2.) Retention and graduation rates. The minority student population maintains the same graduation rate as the entire student body (71%). This includes TU’s African American student graduation rate (73% compared to the national average of 45%) and the LatinX student graduation rate (69% compared to the national average of 57%).
- 3.) Participation in and impact of DEI training through testimonials and experiences, and; Leadership buy-in and university achievements. Towson University received the *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award in both 2021 and 2022 which recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. In its first time being considered in 2022, TU also received a 4.5-ribbons ranking in the Campus Pride Sports Index from CampusPrideIndex.org, a national assessment tool assisting campuses in improving safety and campus climate for people who identify as LGBTQ+. That recognition follows TU’s overall campus rating of five stars from the Campus Pride Index. That recognition in Fall 2021 placed TU as one of just 47 of the nation’s colleges and universities to receive the highest ranking possible.

**IV. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus’s DEI efforts. (1 Page)**

Education is strongest when diverse perspectives and voices are shared and heard in settings of learning and development. With the support of Insight into Diversity, we are launching a new climate survey in the Fall of 2022 to assess our campus climate and increase authentic student voice in exploring the experiences of our students to ensure that they feel welcomed, accepted, supported, and encouraged.

Dialogue@TU is jointly administered by the Office of the Provost and the Office of Inclusion & Institutional Equity and provides opportunities for the entire campus to learn the theory and practice of dialogue as a useful skill in navigating frank discussions about our identities and social justice. Dialogue is deployed in select courses, embedded in a variety of staff, faculty and student leader trainings, and often used when the TU responds to any range of current events or moments of unrest and tension on our campus.



We are constantly developing and cultivating touchpoints with many different populations of individual students, student organizations, and diverse student populations including the Student Government Association (SGA), DEI rep within SGA, Campus Activities Board (CAB), and the Dean's Advisory Council (DAC) which is comprised of undergraduate and graduate students invited to serve by their major department.

OIIE's Diversity, Equity & Inclusion Education team partners with the office of Civic Engagement & Social Responsibility in an ongoing initiative that brings together political and social issue student organizations through dialoguing across difference. Launched in 2019 in response to the upcoming presidential election,

## **V. Appendixes:**

### **Appendix 1: Diversity Statement <https://www.towson.edu/about/diversity.html>**

TU values diversity and fosters a climate that is grounded in respect and inclusion, enriches the educational experience of students, supports positive workplace environments, promotes excellence and cultivates the intellectual and personal growth of the entire university community.

Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

### **Appendix 2: TU's diversity strategic plan, A More Inclusive TU: Advancing Equity and Diversity (2020–25).**

Creating a more diverse and inclusive campus is a priority for TU, linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Further TU's strategic plan now includes its inaugural diversity strategic plan, [\*A More Inclusive TU: Advancing Equity and Diversity \(2020–25\)\*](#).

The plan for a More Inclusive TU relies on the shared understanding that diversity, equity, and inclusion are related terms, but they are not interchangeable. Equity refers to fairness in access, treatment, and opportunity. Equity is not the same as equality. Equity requires that we regularly examine what supports and resources our diverse communities and populations need to have opportunities to achieve our stated goals and outcomes.

For TU to achieve its mission for more inclusion, we must actively address and encourage the participation and contributions of all members of a community. Inclusion is not an automatic result of diversity.

TU continues to strive to be the most diverse institution in the Maryland system. It also recognizes that it must also include in this goal the mission to become equitable and inclusive so that all members of our community can thrive.



# A MORE **INCLUSIVE** TU

*Advancing Equity and Diversity*

Diversity Strategic Plan **2020-25**

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SECTION 1

# Introduction

| DIVERSITY STRATEGIC PLAN |

## Our Pledge

### To All Members of the Towson University Community:

We are pleased to share the strategic plan for diversity and inclusion. This plan provides a critical piece of the roadmap for the future of Towson University as we enter our 155th year. The completion of this plan has taken place during a time where the nation is addressing and focusing on the issues of institutional and systemic racism, inequality and social justice using an anti-racist lens. This plan is designed to meet TU's aspiration to become a more inclusive and equitable institution of distinction.


We know and are proud of the fact that TU is already one of the most diverse higher education institutions in the nation and is staunchly committed to building an inclusive, equitable and diverse campus community. Since 2016, diversity, equity and inclusion have been at the forefront of our mission as we strive to become an institution of inclusive excellence.

This plan, *A More Inclusive TU: Advancing Equity and Diversity*, represents the next phase in our pursuit of being recognized as a distinguished public institution that advances equitable access, inclusive learning and engagement in a diverse community. The goals outlined in this document, along with our vision and collective voice for change, will provide a pathway to achieving this goal. This plan is consistent with our university-wide strategic plan, building upon our most important goals.

It should be acknowledged that this plan does not represent the sum total of all that we are and all that we need to do or will do. Conversations with more than 250 members of the campus revealed the numerous programs, activities, initiatives and efforts already underway that are shaping and changing TU. These conversations also revealed the need to continue to address and remove structural inequities. In order to focus our efforts and resource them appropriately, we have limited the number of initiatives, programs and efforts elevated herein. The goal of this plan builds upon the investments and intentions made by many members of the campus to create positive change.

Lastly, as a community we must hold ourselves accountable for the change we seek to realize. We will assess our progress, adjust to the results, listen to new ideas and continue to facilitate frank conversations about issues on our campus.

Thank you for working to create a more inclusive and equitable Towson University.



Leah Cox, Ph.D.

*Vice President, Inclusion  
and Institutional Equity*



Kim Schatzel, Ph.D.

*President*

## Welcome to TU

Towson University is one of the most diverse higher education institutions in the nation. TU is staunchly committed to building a campus community that embraces 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 on our capacity to shift perspectives and approaches and strategically place diversity, equity and inclusion 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, *A More Inclusive TU: Advancing Equity and Diversity*, seeks to advance Towson University as a nationally recognized leader in diversity, equity and inclusion 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 identity, 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") convened in December 2018 and was charged with articulating recommendations to President Kim Schatzel for a bold vision and implementation plan for diversity, equity and inclusion at TU over the next five years. The eight Presidential Priorities<sup>1</sup>, the university's Diversity Initiatives Progress Report<sup>2</sup> 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, equitable and inclusive institution where all feel welcome, valued and supported to succeed.

<sup>1</sup> <https://www.towson.edu/about/administration/president/priorities/>

<sup>2</sup> <https://www.towson.edu/inclusionequity/diversity/diversity-progress.html>



## Our Vision

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 focus on equity. We clarify our working definitions of **inclusive excellence** and TU's **equity toolkit** along with our other key terms: **diversity**, **equity** and **inclusion**.

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 five-year strategic plan, the Towson University leadership looks to strengthen its commitment to diversity, equity and inclusion 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 will continue 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, equity and inclusion 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.<sup>3</sup> Over a 15-month period the task force engaged hundreds of students, staff, faculty, 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, equity and inclusion.

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 such as the one created with a \$1 million grant from the Howard Hughes Medical Institute spearheaded by Jess & Mildred Fisher College of Science & Mathematics faculty Laura Gough and Matthew Hemm.

We referred to the work of other institutions of higher education<sup>4</sup>, leading organizations in equity and inclusion metrics, prominent scholars in the field of diversity in higher education and reports produced by such entities as the American Council on Education, the Harvard Business Review and the Race and Equity Center at The University of Southern California.

<sup>3</sup> Williams, D. A. (2013). *Strategic Diversity Leadership*. Sterling, VA: Stylus.

<sup>4</sup> We reviewed and benefitted from comparable plans from the University of California, Davis; University of North Carolina and Virginia Commonwealth University among others.

“  
This work has its roots in a past rich with complex stories of success, pain, accomplishment, struggle and, ultimately, hope that TU will continue to move forward with a reconciled and more inclusive history.”

**TABLE 1 / KEY EVENTS TIMELINE**

|             |                   |                                                                                                                                                                                                          |
|-------------|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2018</b> | <b>SEPT.</b>      | <ul style="list-style-type: none"> <li>• Invitations from university president to serve on More Inclusive TU: Diversity Strategic Plan Task Force</li> <li>• Charge letter and goals provided</li> </ul> |
|             | <b>OCT.</b>       | <ul style="list-style-type: none"> <li>• Planning and readiness launch of task force</li> </ul>                                                                                                          |
|             | <b>DEC.</b>       | <ul style="list-style-type: none"> <li>• First monthly meeting of the task force</li> </ul>                                                                                                              |
| <b>2019</b> | <b>MAR.–SEPT.</b> | <ul style="list-style-type: none"> <li>• Data collection across the community</li> </ul>                                                                                                                 |
|             | <b>SEPT.–OCT.</b> | <ul style="list-style-type: none"> <li>• Data analysis and coding</li> </ul>                                                                                                                             |
|             | <b>DEC.</b>       | <ul style="list-style-type: none"> <li>• Task force working meeting 2020</li> </ul>                                                                                                                      |
| <b>2020</b> | <b>JAN.</b>       | <ul style="list-style-type: none"> <li>• Task force meeting—first draft compiled</li> </ul>                                                                                                              |
|             | <b>FEB.</b>       | <ul style="list-style-type: none"> <li>• Draft presented to the task force, vetted and revised</li> </ul>                                                                                                |
|             | <b>MAR.</b>       | <ul style="list-style-type: none"> <li>• Draft presented to the university president and provost</li> </ul>                                                                                              |
|             | <b>APR.</b>       | <ul style="list-style-type: none"> <li>• Final revisions</li> </ul>                                                                                                                                      |
|             | <b>ONGOING</b>    | <ul style="list-style-type: none"> <li>• Track and assess progress</li> </ul>                                                                                                                            |



**KEEP  
IN MIND**

Please visit the plan's companion website, <https://www.towson.edu/inclusionequity/diversity-strategic-plan.html>, for additional resources, appendices, progress reports and other updates and an online feedback form. We also welcome your feedback at [inclusion@towson.edu](mailto:inclusion@towson.edu)





“

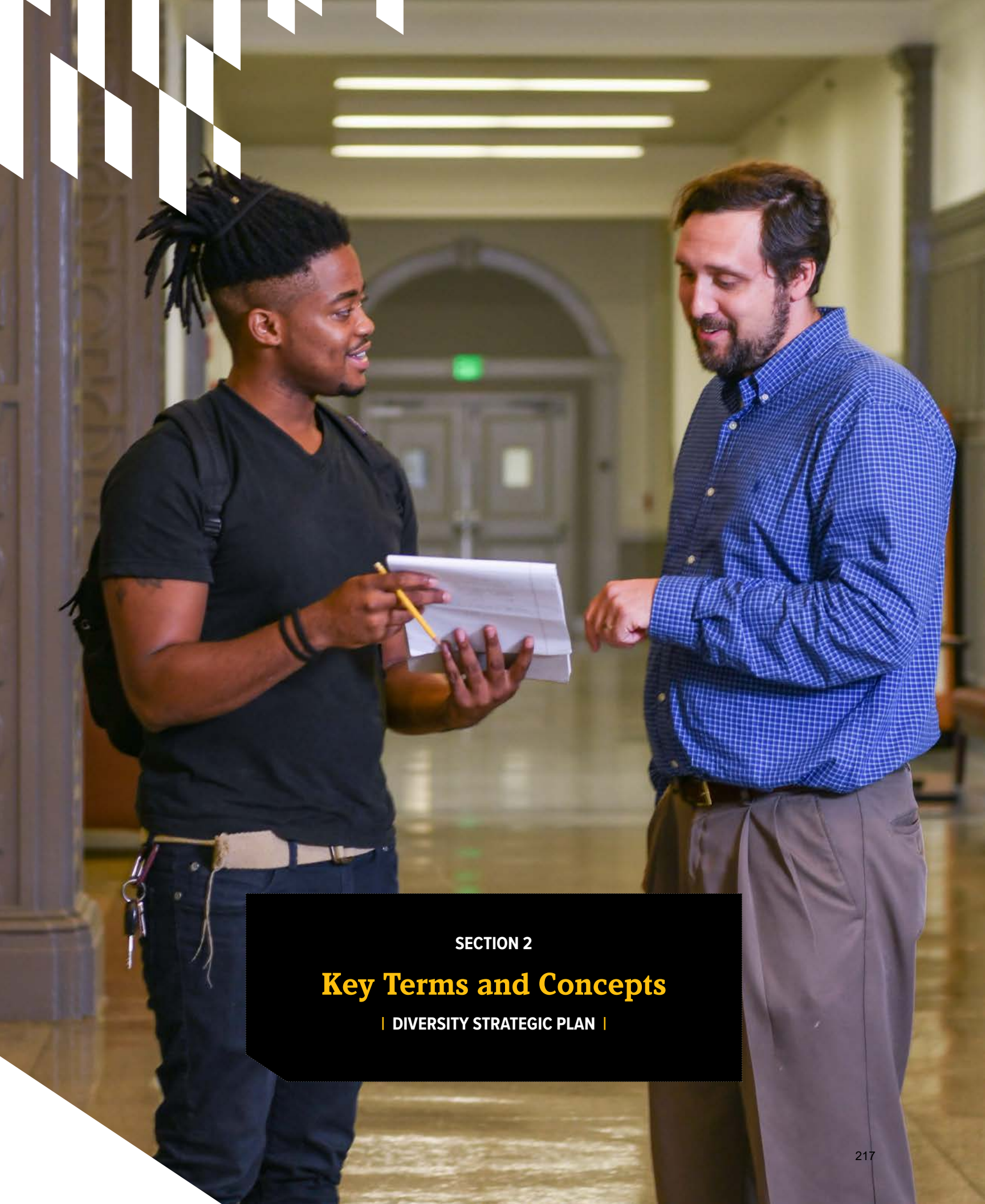
**TU is not stuck and is moving forward. I think the past at Towson University is what is helping to propel us forward.**

ASIAN FACULTY &  
STAFF ASSOCIATION  
FOCUS GROUP

## ***Our Plan***

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, equity and inclusion in the short and long term.





SECTION 2

**Key Terms and Concepts**

| DIVERSITY STRATEGIC PLAN |

## Key Terms

### 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:

- 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 identity



**KEEP  
IN MIND**

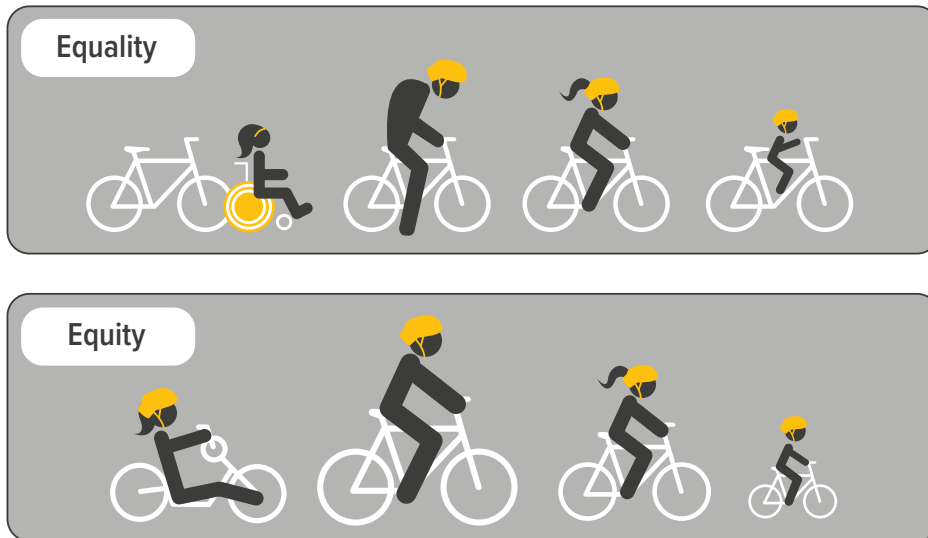
This plan relies on a common understanding that diversity, equity and inclusion are related terms, but they are not interchangeable. One of the foundations for the success of this plan is for the TU community to consistently and accurately use and distinguish between them.

## 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 to have the opportunity to achieve our stated goals and outcomes (SEE FIGURE 1). Ongoing efforts to strive for equity may, in fact, appear to some as treating people or groups differently. Putting equity into practice requires a shift of perspective from an external focus on individuals and communities (achievement gap) to an internal focus on our institution and its policies, practices and programs (opportunity gap).

FIGURE 1 / DISTINGUISHING BETWEEN EQUALITY AND EQUITY (COURTESY OF THE ROBERT WOOD JOHNSON FOUNDATION)<sup>5</sup>



“

I have worked here for 11 years, and we have a long way to go, but I also see TU working hard and am encouraged by that. I see the change in students.

STAFF/FACULTY FOCUS GROUP ON RETENTION

<sup>5</sup> <https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>

## Inclusion

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 2** below.

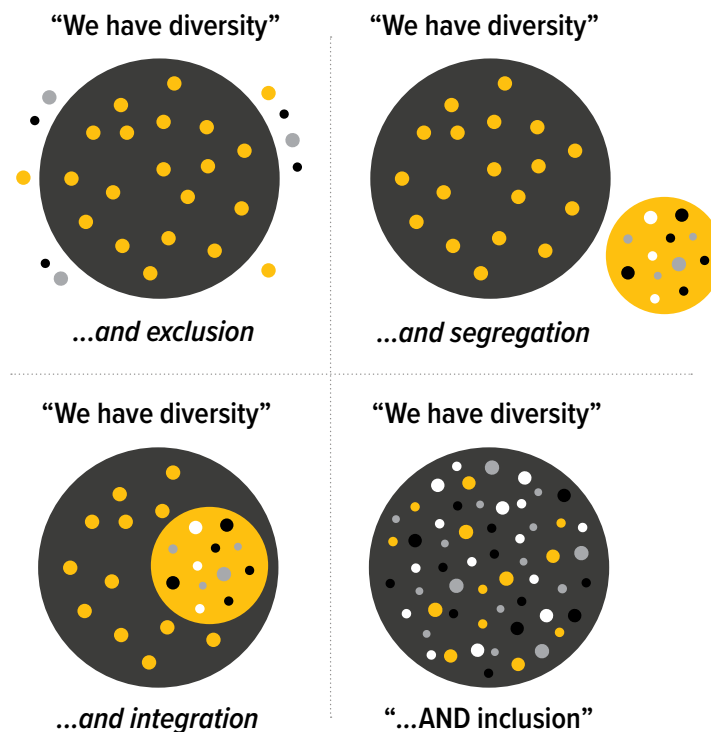
It is crucial to distinguish between and accurately use our key terms of diversity, equity and inclusion. Remembering these terms and ideas are different means we need to regularly assess whether all of them have been achieved at every level (e.g., team, organization, department, unit, college, division). The simultaneous presence of all three fosters a TU culture grounded in belonging and fairness (**SEE FIGURE 3**).



**KEEP  
IN MIND**

**Having diversity does  
not guarantee also  
having inclusion.**

**FIGURE 2 / THE PRESENCE OF DIVERSITY DOES NOT GUARANTEE THE PRESENCE OF INCLUSION.**



## Inclusive Excellence

Inclusive excellence is often defined as a range of concepts ranging from a mindset, to a planning process, to a framework, to a goal, to a vision.

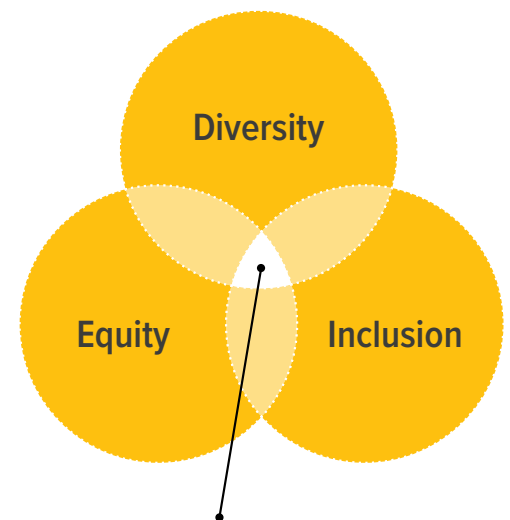
In prioritizing it as a central component of this plan, we needed to start with its core definition as used within higher education and then adapt it to TU's specific needs and vision. The Association of American Colleges and Universities (AACU) change model for inclusive excellence<sup>6</sup> proposes 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.<sup>7</sup>

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.

FIGURE 3 / STRIVING FOR DIVERSITY, EQUITY AND INCLUSION



### Belonging:

Our community engages each member's full potential, creativity, innovation and resilience thrive and our beliefs and values are integrated.

<sup>6</sup> 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.

<sup>7</sup> Association of American Colleges and Universities. (2020). *What Liberal Education Looks Like: What it is, Who it's for, & Where it Happens*. Washington, DC.

## Equity Toolkit

TU's equity toolkit is a collection of resources and guides 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. 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**

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 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 re-examined?**
- **What mechanisms do we use or can we implement to assess equity and inclusion in our work regularly?**
- **What is the most appropriate next step?**
- **What are the risks if we do nothing? What will the impact be if equity toolkit resources are 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.

“

**I enjoy having the opportunity to collaborate across offices to connect students with resources they might need.**

**STAFF/FACULTY FOCUS  
GROUP ON RETENTION**

## *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, equity and inclusion in everything we do; to assess regularly; and to adapt.** This strategic plan calls for a commitment to inclusive excellence and equity. Our ongoing success is dependent on centering equity as a key component of this work, and it will set TU apart nationally.







SECTION 3

**Our Past, Present  
and Progress**

| DIVERSITY STRATEGIC PLAN |

## 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 and inclusion** that set us apart at the state and national levels.

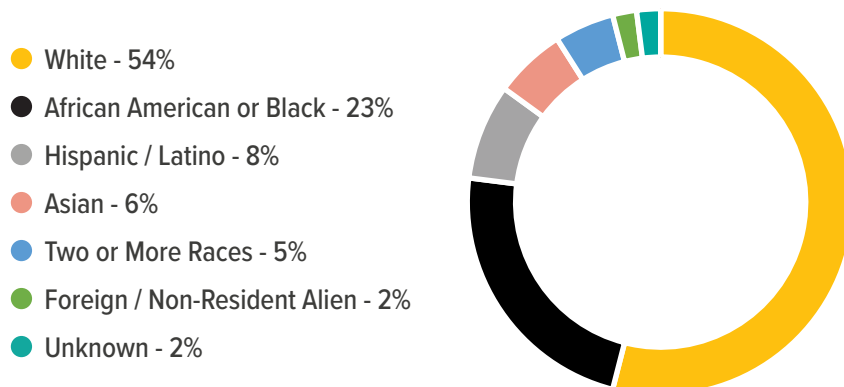
### Demographics

In the 2019 “Chronicle of Higher Education Almanac,” 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<sup>8</sup>.” Further, from 2010–2018, the proportion of racial/ethnic minority students increased 19%<sup>9</sup>, **the largest increase at any Maryland public institution and the largest among any Maryland institution with 500 or more students**<sup>10</sup>.



**MORE THAN 42% OF UNDERGRADUATE STUDENTS REPORTED AS STUDENTS OF COLOR.**

FIGURE 4 / IN FALL 2018 THE OFFICE OF INSTITUTIONAL RESEARCH REPORTED 19,818 STUDENTS AT TU

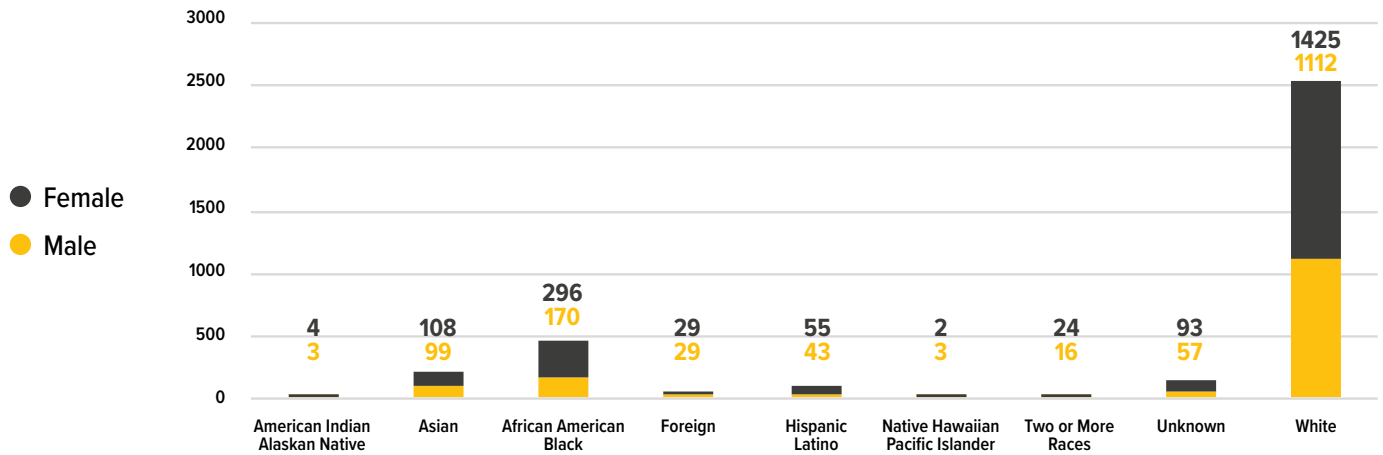


<sup>8</sup> Towson University saw a 64.7% increase in Black enrollment from 2010–2017

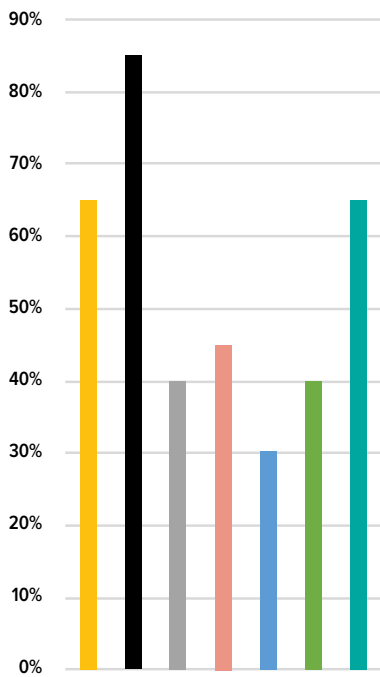
<sup>9</sup> The proportion of racial/ethnic minority students in overall head count enrollment increased from 21% in fall 2010 to 40% in fall 2018.

<sup>10</sup> 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**



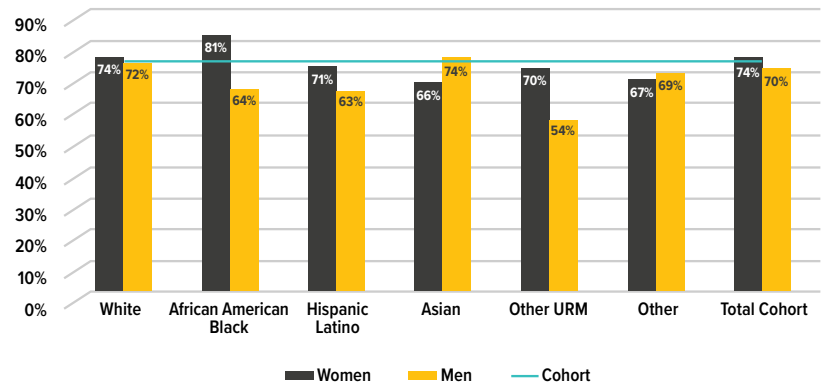
**FIGURE 6 // SIX-YEAR GRADUATION RATES - RACE/ETHNICITY**



- White - 73% (1660)
- African American / Black - 77% (306)
- Hispanic / Latino - 68% (127)
- Asian - 69% (123)
- Other URM - 66% (87)
- Other - 68% (157)
- Total Cohort - 73%

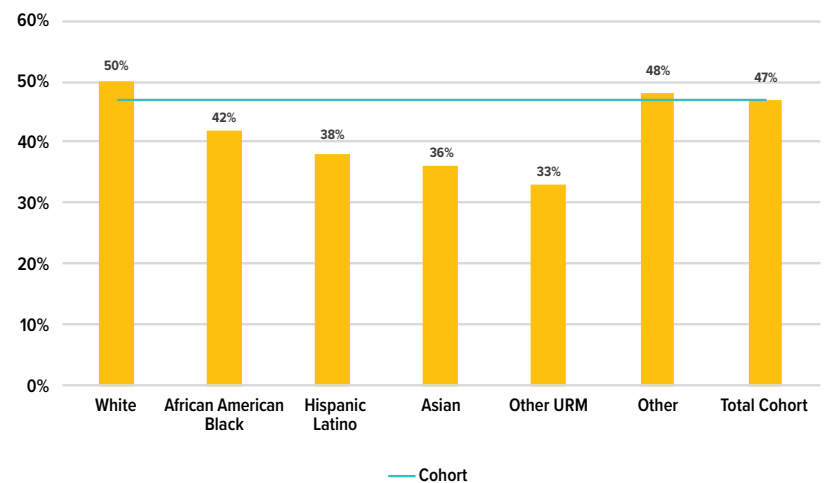
The most recent graduation rate (fall 2012 cohort) is 73%. This rate has been increasing steadily from around 59% in 1998 to at or above 70% for the past four years. In the last two years, there has not been an achievement gap for African American students. Hispanic/Latinx and Asian students have also been very close to the overall rate. However, there are some differences when we look at gender and four-year rates.

**FIGURE 7 // SIX-YEAR GRADUATION RATES OF FIRST-TIME STUDENTS - RACE/ETHNICITY/GENDER**



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 - RACE/ETHNICITY**



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.

## Graduation Rates

Although many public universities continue to struggle to address demonstrable gaps between racial and ethnic groups in student learning, Towson University has much of which to be proud. The term achievement gap alludes to outputs, including the unequal or inequitable distribution of educational results. Learning gaps are the disparities between actual learning and expected learning for students<sup>11</sup> and can be the result of achievement gaps. **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: while the national six-year graduation rate is 43%, it is 73% for all TU students and for African American TU students, it is 77%.<sup>12</sup>

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 resources, the conversations shift from a sole focus on individual student performance—achievement and learning gaps—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 & 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.

“

**At TU there are a lot of opportunities, and, speaking as a deaf individual, there have always been plenty of opportunities for me and the people I identify with.**

**UNIVERSITY ACCESSIBILITY  
ADVISORY COMMITTEE  
FOCUS GROUP**

<sup>11</sup> 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.

<sup>12</sup> IPEDS 2012 Cohort

## Milestones

In the past 50 years TU has supported programs and offices that have integrated the campus and supported 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 advocacy, support, mentoring 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 TU faculty who are already engaged 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.





SECTION 4

**Strategic Plan Methods**

| DIVERSITY STRATEGIC PLAN |

# 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 year-long process employed a social justice framework and solicited feedback from 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 administration and student population?**
- **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](mailto: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 affiliations 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
- Drafting a list of major themes and patterns of belief
- Noting unexpected themes, words and responses

“

**If we want to change the culture, we need training, new policies and to say we are starting in a place that acknowledges the issues at hand and [the importance of] being proactive.**

LGBTQ+ FACULTY & STAFF  
ASSOCIATION FOCUS GROUP



## 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 Equity and Inclusive Excellence*

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.



The ACE report finds “high diversity and inclusion capacity<sup>13</sup>” 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**
- **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.<sup>14</sup>**

These guidelines taken together serve as the foundation for the specific action items included in this plan.

<sup>13</sup> The ACE Report identifies three categories of institutions: low, moderate and high diversity and inclusion capacity.

<sup>14</sup> Chun, E. B., & Feagin, J. R. (2020). *Rethinking Diversity Frameworks in Higher Education*. New York: Routledge.

“

**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)

## Working with Urgency and Patience

In the development of this plan, we realize the entire university must work with urgency yet exercise patience regarding 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.

### Our Approach

The following approach to measuring progress from the University of California, Davis (2017)<sup>15</sup> 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, equity and inclusion 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<sup>16</sup> (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.

<sup>15</sup> University of California, Davis. (2017). *Diversity and Inclusion Strategic Vision*. University of California, Davis Institutional Diversity.

<sup>16</sup> Williams, D. A., Berger, J., & McClendon, S. (2005). *Toward a model of inclusive excellence and change in higher education*. Washington, DC: AAC&U.

## 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 identity, ability status, military/veteran status, age, income, national origin, citizenship status, educational attainment of parents, food security, housing security and residency status. For our employees, we considered 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, equity and inclusion.

### 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?
- 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?

“

**There are people who have taken a special interest in elevating me, and, once I start to get burned out, I am given the opportunity to move up or grow in professional development.**

LATINX FACULTY & STAFF  
ASSOCIATION FOCUS GROUP

- **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, equity and inclusion goals and initiatives?**





SECTION 5

**Strategic Plan  
Action Items**

| 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, equity and inclusion 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, staff and faculty 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 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, retention and success; and campus climate.



# Diversity Strategic Plan Action Items

## EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                              | All Units                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p><b>1.1:</b> Increase the ongoing university support for staff and faculty professional development that prioritizes diversity, equity and inclusion.</p>                                                                                                  |                                                                                      |
| <p><b>1.1.1:</b> Mandatory interactive education and training for all staff and faculty on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.</p>                                                           | <p>Inclusion &amp; Institutional Equity<br/>Human Resources<br/>Academic Affairs</p> |
| <p><b>1.1.2:</b> 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.</p> | <p>Academic Affairs<br/>Human Resources<br/>Inclusion &amp; Institutional Equity</p> |
| <p><b>1.1.3:</b> Provide annual professional development training on unconscious bias for members of search, hiring, promotion/tenure and award selection committees.</p>                                                                                    | <p>Academic Affairs<br/>Human Resources<br/>Inclusion &amp; Institutional Equity</p> |
| <p><b>1.1.4:</b> Continue to develop the Target of Opportunity Program to identify and hire faculty of exceptional merit and promise from underrepresented groups.</p>                                                                                       | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>                     |



# Diversity Strategic Plan Action Items

## 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.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                         | All Units                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <p><b>1.2:</b> Increase diversity-rich learning experiences that raise all students' self-awareness and cultural intelligence and increase understanding of diversity, equity and inclusion, while encouraging engagement in the greater community.</p> |                                                                                                    |
| <p><b>1.2.1:</b> Identify and support development of curricular programs and course offerings on diversity, inclusion and equity.</p>                                                                                                                   | <p>Student Affairs<br/>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>               |
| <p><b>1.2.2:</b> Increase the number of diverse participants through centralization of services related to mentorship and leadership.</p>                                                                                                               | <p>Academic Affairs<br/>Student Affairs<br/>Inclusion &amp; Institutional Equity</p>               |
| <p><b>1.2.3:</b> Increase student participation in faculty scholarship related to diversity, equity and inclusion.</p>                                                                                                                                  | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity<br/>Student Affairs</p>               |
| <p><b>1.2.4:</b> Mandatory interactive education and training for all students on hate/bias, cultural intelligence, unconscious bias, anti-racism and other anti-oppression concepts.</p>                                                               | <p>Inclusion &amp; Institutional Equity<br/>Student Affairs<br/>Student Government Association</p> |

# Diversity Strategic Plan Action Items

## EDUCATION AND SCHOLARSHIP

Provide ongoing teaching, learning, research and service opportunities to prepare and support students, staff and faculty to address diversity, equity and inclusion issues in disciplinary and interdisciplinary fields and all areas of work at Towson University.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                                                                                                                                                     | All Units                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><b>1.3:</b> Develop resources for faculty to learn, use and evaluate inclusive teaching practices and scholarly research.</p> <p><b>1.3.1:</b> Expand new faculty onboarding to include ongoing sessions addressing topics related to diversity, equity and inclusion in the classroom. Present inclusive classroom strategies to engage all students in discussions, projects, internships and externships.</p> | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>                                         |
| <p><b>1.3.2:</b> Provide the Creating an Inclusive Classroom series of developmental workshops for faculty each term to focus on responding to challenging diversity, equity and inclusion classroom issues and discussions.</p>                                                                                                                                                                                    | <p>Academic Affairs<br/>Inclusion &amp; Institutional Equity</p>                                         |
| <p><b>1.3.3:</b> Provide professional development opportunities 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.</p>                                                                                                                             | <p>Inclusion &amp; Institutional Equity<br/>Academic Affairs<br/>Human Resources<br/>Student Affairs</p> |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                             | All Units                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p><b>2.1:</b> Identify and seal leaks in the recruiting and hiring pipeline while fostering an inclusive TU environment that encourages students, staff and faculty to stay and flourish.</p>                                                                                              |                                                                                                                               |
| <p><b>2.1.1:</b> Establish and implement student, staff and faculty recruitment plans that are innovative, nontraditional and capitalize on the Baltimore metropolitan area.</p>                                                                                                            | <p>Human Resources<br/>Colleges<br/>University Admissions</p>                                                                 |
| <p><b>2.1.2:</b> Establish and execute cluster hiring policies (including funding) to improve the presence of underrepresented faculty across academic departments that have historically struggled with diverse applicant pools.</p>                                                       | <p>Office of the Provost<br/>Colleges<br/>Administration &amp; Finance<br/>Human Resources</p>                                |
| <p><b>2.1.3:</b> Establish graduate assistantships, teaching assistantships, fellowships and other USM partnership programs (including funding) that create a homegrown pipeline for underrepresented populations from graduate school to the professoriate across the DC/MD/VA region.</p> | <p>Office of Graduate Studies/<br/>Graduate Student Admissions<br/>Office of the Provost<br/>Administration &amp; Finance</p> |
| <p><b>2.1.4:</b> Foster a culture of ongoing professional development consistent with best practices in diversity, equity and inclusion.</p>                                                                                                                                                | <p>President's Cabinet</p>                                                                                                    |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

|                                                                                                                                                                                                                                  | All Units                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| <p><b>2.2:</b> Build and sustain a campus-wide infrastructure for inclusive mentoring of students, staff and faculty as a core value of the campus community.</p>                                                                |                                                                           |
| <p><b>2.2.1:</b> Conduct an audit of current mentoring programs for students, staff and faculty.</p>                                                                                                                             | <p>Student Affairs<br/>Human Resources<br/>Academic Affairs<br/>FACET</p> |
| <p><b>2.2.2:</b> Create a Community of Practice for faculty mentoring under the auspices of FACET, which will highlight on-campus best practices in ongoing faculty mentoring.</p>                                               | <p>Office of the Provost<br/>FACET</p>                                    |
| <p><b>2.2.3:</b> Provide training and professional development for mentors of students, staff and faculty.</p>                                                                                                                   | <p>Student Affairs<br/>Human Resources<br/>Academic Affairs<br/>FACET</p> |
| <p><b>2.2.4:</b> Provide training, structure and space for the ongoing mentoring of students, staff and faculty who are underrepresented on campus generally and underrepresented in their professional fields specifically.</p> | <p>Student Affairs<br/>Human Resources<br/>Academic Affairs<br/>FACET</p> |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

|                                                                                                                                                                                                                  |                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| <p><b>2.3:</b> Review current programs, policies and practices that foster a culture of inclusion and equity for students, staff and faculty.</p>                                                                | <p>All Units</p>                                                                              |
| <p><b>2.3.1:</b> Identify invisible/uncompensated labor of staff and faculty through a transparent process that documents current experiences on an office, department or divisional level.</p>                  | <p>Human Resources<br/>Academic Affairs<br/>Strategic Partnerships &amp; Applied Research</p> |
| <p><b>2.3.2:</b> Identify solutions for invisible/uncompensated labor of staff and faculty by proactively providing incentives to include professional development opportunities and supervisor endorsement.</p> | <p>President’s Cabinet<br/>Department Chairs</p>                                              |
| <p><b>2.3.3:</b> Create a communication plan that ensures all students, staff and faculty are aware of campus-wide opportunities.</p>                                                                            | <p>University Marketing &amp; Communications</p>                                              |
| <p><b>2.3.4:</b> Create collaborative programs across the DC/MD/VA region to increase campus exposure to underrepresented populations.</p>                                                                       | <p>Student Affairs<br/>Human Resources<br/>Academic Affairs</p>                               |

# Diversity Strategic Plan Action Items

## RECRUITMENT, RETENTION and SUCCESS

Create and revise protocols, policies, procedures and practices that create a pipeline for high-caliber students, staff and faculty to join, stay and succeed at Towson University. This pipeline includes strategic recruitment, innovative onboarding and retention methods and measured academic and professional success.

### Goals and Responsible Units

**2.4:** Increase the number of staff and faculty from historically underrepresented groups by 2025.

All Units

**2.4.1:** Develop a plan for diversification and inclusion before authorization of staff and faculty hires.

Human Resources  
Academic Affairs  
Inclusion & Institutional Equity



# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                                                           | All Units                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p><b>3.1:</b> Cultivate a community at TU where our diverse backgrounds, experiences, identities and perspectives enhance our pursuit of equity and inclusion.</p>                                                                                                                       |                                                                                                             |
| <p><b>3.1.1:</b> Provide robust and intentional onboarding grounded in diversity, equity and inclusion:</p> <p><b>3.1.1.1:</b> New students, staff and faculty understand TU's commitment and key terms, policies, resources and expectations around diversity, equity and inclusion.</p> | <p>Inclusion &amp; Institutional Equity</p> <p>Student Affairs<br/>Human Resources<br/>Academic Affairs</p> |
| <p><b>3.1.1.2:</b> Provide intentionally created onboarding for chairs, managers, supervisors and leaders in new supervisory roles.</p>                                                                                                                                                   | <p>Human Resources<br/>Academic Affairs</p>                                                                 |
| <p><b>3.1.1.3:</b> Provide information, training and support for the development and engagement of alumni affinity groups and donors.</p>                                                                                                                                                 | <p>University Advancement</p>                                                                               |
| <p><b>3.1.1.4:</b> Provide information, training and support for the development and engagement of community partners.</p>                                                                                                                                                                | <p>Strategic Partnerships and Applied Research<br/>Student Affairs</p>                                      |

# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.1.2:** Foster a spirit of collaboration across units.

**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.

President's Cabinet  
Inclusion & Institutional Equity

Strategic Partnerships and  
Applied Research  
Student Affairs

**3.1.3:** Regularly assess practices, procedures and policies through the equity toolkit.

All units

**3.1.4:** Intentionally plan for monitoring and assessing needs and climate at all levels and in all units.

Inclusion & Institutional Equity  
Human Resources  
Academic Affairs  
All units

**3.1.5:** Institutionalize efforts, such as the president's Unearthing the History of Diversity at TU project, to collect and maintain the inclusive and reconciled history of institutional and community diversity, equity and inclusion.

Inclusion & Institutional Equity  
Special Collections & University Archives  
Academic Affairs



# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

|                                                                                                                                                                                                                                                             |                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><b>3.2:</b> Cultivate a learning and working community, a hub of opportunities where students, staff and faculty feel included, respected, supported, valued and able to participate, contribute and thrive at TU.</p>                                   | <p>All Units</p>                                                                                         |
| <p><b>3.2.1:</b> Provide interactive, dynamic, culturally responsive and robust professional development and training opportunities that address university priorities for equity and inclusion for all students, staff and faculty.</p>                    | <p>Inclusion &amp; Institutional Equity<br/>Student Affairs<br/>Human Resources<br/>Academic Affairs</p> |
| <p><b>3.2.2:</b> 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 staff and faculty from diverse backgrounds.</p> | <p>Inclusion &amp; Institutional Equity<br/>Human Resources<br/>Academic Affairs<br/>Student Affairs</p> |
| <p><b>3.2.3:</b> Provide support for participation in professional development and volunteer opportunities with a focus on diversity, equity and inclusion.</p>                                                                                             | <p>All units</p>                                                                                         |

# Diversity Strategic Plan Action Items

## CAMPUS CLIMATE

Cultivate a sustainable and inclusive community where all members from all backgrounds, identities, abilities and life experiences are welcomed, valued and supported.

### Goals and Responsible Units

**3.3:** Continue to improve and create buildings and facilities that are welcoming, accessible and inclusive for all people and cultures.

Administration and Finance  
Inclusion & Institutional Equity

**3.3.1:** Evaluate facilities for students, staff, faculty 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.



# Diversity Strategic Plan Action Items

## EVALUATION AND ASSESSMENT

Implement systematic processes and protocols—grounded in inclusive excellence and equity—for data collection to report progress on education and scholarship; recruitment, retention and success; and campus climate.

### Goals and Responsible Units

**4.1:** 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.

All Units

**4.2:** Develop systematic plan for conducting climate studies for students, staff, faculty, alumni and community partners.

Inclusion & Institutional Equity  
Academic Affairs  
All units

**4.3:** Create a centralized hub for diversity, equity and inclusion assessment efforts, including internal assessments as well as TU participation in regional/national studies.

Inclusion & Institutional Equity  
Academic Affairs  
All units



# Acknowledgements

President Kim Schatzel, Ph.D.

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**Diversity Strategic Plan | 2020–25**

Office of Inclusion  
& Institutional Equity

8000 York Road  
Towson, MD 21252-0001

[https://www.towson.edu/inclusionequity/  
diversity-strategic-plan.html](https://www.towson.edu/inclusionequity/diversity-strategic-plan.html)

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## **Institutional Programs of Cultural Diversity Report**

Institution Name: The University of Baltimore  
Date Submitted: April 18, 2022  
Point of Contact: Catherine Andersen, Interim Provost ([candersen@ubalt.edu](mailto:candersen@ubalt.edu))

### **A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations (a) students, (b) faculty, (c) non-faculty staff, and (d) administration**

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. While the return to campus this year has resulted in even more programming, AY21 provided us with the opportunity to leverage virtual platforms more effectively, and their use continues as we move forward. Staffing assignments were made in AY21-22 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

#### **a) Students**

The University of Baltimore fosters a sense of belonging for all students, and the larger UBalt community, by providing local and global programming and support with more than 40 activities, virtual, and in-person each semester. Curricula also impact students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas students pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that will fulfill this requirement. Some programs hold specialized accreditation or certification from national organizations, and these often have DEI-related requirements.

Through Student Success and Support Services, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate a number of Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports global field studies in courses. The Office also celebrates heritage with event planning and site



visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

Academic activities focused on DEI include the following:

- School of Law – the Fannie Angelos Program, through which Law faculty prepare students from the State’s four HBIs to take the LSAT and enter and succeed in law school;
- Dual enrollment opportunities for Baltimore City public high school students are offered by Early College Initiative, which works with many high schools in Opportunity Zones;
- The Merrick School of Business Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore’s middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a City neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to \$1M to proceed with the project;
- The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area;
- The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University’s Second Chance Pell program there;
- The RLB Library has been working with faculty to provide students with open educational resources, which is an access and equity matter. RLB has also provided Wi-Fi hot spots to students.

## **b) Faculty**

There has been considerable change in the percentage distribution of regular (tenured and tenure-track) faculty by race over the past five years. The employment of White men among the regular faculty has decreased by 17% for a 4% decline in the percent-of-total. The decline in White women faculty has followed the same declining trend, but less pronounced—a 4% decline over the same period but for a counter gain in percent of total of 4%. These changes, however, show substantial variation across race.

The employment of Black Americans among the regular faculty has showed notable gains. Although the number of Black American men only increasing by one (1) faculty member over this time period, given the over decline in faculty employment, it yielded a 2% increase in percent-of-total, which, along with an increase in the Asian American percent-of-total of 3%,

yield a 6% increase in the minority faculty. The employment of Black American women and Asian women showed similar gains, also gaining the 2 percentage and 3 percentage points respectively. Employment of men and women taken together, there has been a shift of five percentage points for minority faculty. Given increases in other categories including the foreign faculty and small increases in other minorities, the percentage of total of White faculty decreased by 8 percentage points over this period. Indications are that these trends by race and sex will continue in the forthcoming years as the racial and sex distribution in the older ranks have higher percentages of White faculty.

Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series described in the section that follows. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT).

CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. Beginning in fall 2021, faculty can see the pronouns students select for themselves. CELTT also led two workshops in summer 2021 preparing faculty and students to use this new field. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module. Finally, on April 19, 2022, CELTT hosts the second annual Thinking with Numbers regional/national conference, ***Diversity, Equity & Inclusion in Math Education: Aligning Pedagogy, Purposeful Technology, and Applications***, led by CELTT Faculty Fellow and Rosenberg Professor of Public Affairs Dr. Alan Lyles.

Through the College of Public Affairs, Dr. Lyles was also offering on April 5 the Rosenberg Dialogues with the topic "Confronting Inequities in Healthcare through Innovation and Entrepreneurship." Dean Hartley of the College of Public Affairs launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The School of Law restructured some offices and moved designated an individual into a new role as Director of Diversity Initiatives. Under his leadership, not only was student orientation changed to include a half day on DEI issues, but substantial effort has been placed on faculty and staff professional development. Trainings are both in person and available later through Panopto. Topics include Intercultural Ethics, Microaggressions, and Implicit Bias. The School of Law also launched a Just Listening Series with a number of different perspectives represented describing the lived experiences of these subject perspectives. Faculty, staff and student participate in these discussions.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are “positive societal impact.”

**c) Non-faculty staff**

The employment of full-time staff by sex over the past five years has shown a 3-percentage point gain and decline in percent of total for men and women, respectively. In contrast to the faculty, the percent men staff of total have increased. This has occurred predominately due to a decline in the number of women employed in the Management level classification.

Employment of women in Business and Financial Operations Occupations increased markedly, by 25% over this period, but this was not sufficient to completely offset other losses in women’s employment and some gains in the employment of men in other employment categories.

Among the full-time staff, the employment of Black Americans and Hispanics over the last five years as a percent-of-total increased by 2 and 3 percentage points, respectively. Unlike the faculty, the percentage of Asian full-time staff did not increase, but remained unchanged. Overall, the employment of full-time minority staff increased by six percentage points. The principal gain in employment for Black Americans was in Business and Financial Operations Occupations (up 12 percentage points); the gains among Hispanic staff was more evenly spread across employment categories.

Through the Office of Human Resources are opportunities to support all campus consistencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): the Virtual Conversation held four dialogues session in Spring and Fall of 2021(409 staff, faculty, and student attendees). JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions.

The topics for the semesters included follow with 409 individuals participated in these events:

- Black Women and the Hidden Workload
- Allyship: An Advocacy Power Tool
- Your Role in Co-Creating a DEI Culture
- Beyond Issue Spotting: Tools to Supports DEI Change

The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees have the opportunity to strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes. A total of 92 staff and faculty participated in the seminars. These seminars included:

- Understanding Micro-Aggression
- Invisible Disabilities: The Truth Revealed
- Ensuring Equity in the Hybrid Workplace

**d) Administration**

Administrative staff have participated in the JEDI series, and depending on their roles, in activities sponsored by CELTT or by their schools. The president’s executive team has responsibility for implementing the University’s strategic plan, which has as a goal to “strengthen UBalt’s commitment to diversity, equity, and inclusion.” The Office of Human Resources has been restructured and includes a position dedicated to training and development, including around DEI issues.

**Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

The Diversity, Equity and Inclusion (DEI) Staff Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee’s mission, which is to advance and champion the University's DEI goals and strategies. The committee’s efforts exemplify how UBalt defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UBalt community. The DEI Committee is charged with recommending actions to the University’s Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices, and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for university-wide diversity, equity, and inclusion measures, communicate to UBalt audiences the University’s diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports. The charts below list the offices and efforts.

*Student Services / Offices*

| <b>Office</b>                                                                                                                                                         | <b>Description /Focus</b>                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Office of Diversity and International Services                                                                                                                        | DEI programing; Cross-cultural programming<br>Global field studies abroad                                              |
| Rosenberg Center for Student Engagement and Inclusion:<br>(i) Student Government Association (SGA) - DEI Student Elected Committee<br>(ii) Student Events Board (SEB) | Student organizations and Inclusion programming; Experiential learning programming<br>Event planning<br>Event planning |
| Diversity Initiatives and Recruitment (Law School)                                                                                                                    | Diversity programming and recruitment                                                                                  |
| The Bias Experience Support Team                                                                                                                                      | Awareness training; Title IX training)                                                                                 |

*Faculty / Administrative Staff Offices*

| <b>Office</b>                                                     | <b>Description /Focus</b>                                                     |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Shared Governance (DEI Strategic Plan)                            | DEI-focus Strategic Plan                                                      |
| Staff Senate / (DEI Sub-committee)                                | Staff training and discussion platform                                        |
| Student Success and Student Support                               | Inclusive excellence strategic plan; staff training and a discussion platform |
| Law School Clinics and Centers<br>(i) Center for Applied Feminism | Diversity, research and community engagement                                  |

|                                                                                                                                                                                                    |                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| (ii) Center for Digital Communication and Culture<br>(iii) Sayra and Neil Meyerhoff Center for Families, Children and the Courts<br>(iv) Immigrants' Rights Clinic<br>(v) Mental Health Law Clinic |                                                                                                                   |
| Schaefer Center for Public Policy<br>• The Maryland Equity and Inclusion and Leadership Program (In collaboration with Maryland Commission on Civil Rights)                                        | DEI trainings for mid-level and executive level leaders; there is a program resulting in a non-credit certificate |
| Justice, Equity, Diversity and Inclusion (JEDI)                                                                                                                                                    | Discussion platform and event planning                                                                            |
| Government and Public Affairs                                                                                                                                                                      | Title IX training                                                                                                 |
| Human Resources                                                                                                                                                                                    | Various EEO trainings (Title VII)                                                                                 |
| Governance Steering Council                                                                                                                                                                        | Policy                                                                                                            |

**A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys).**

The University of Baltimore has identified DEI data to track based on our diversity plan that includes critical elements of our climate and workforce. Metrics are both quantitative and qualitative and are used to measure our current status and refine explicit DEI initiatives or efforts. Specifically, The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **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.
- **Goal 2:** Recruit, employ, and retain a diverse faculty.
- **Goal 3:** Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **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.
- **Goal 5:** Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- **Student Mentorship Enhancement** - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- **Student Career Advancement** - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.

- **Faculty, Staff and Student Ongoing Education** - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- **Communication** - Develop a clear and consistent messaging focused on DEI.
- **Committee Reporting and Feedback** - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

### **A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts**

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth;
- Organizing a Pride Parade;
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating;
- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our *Breaking the Bias Forums*;
- promoting safe zone /brave zone trainings for students, faculty, and staff;
- enhancing all of our disability related programming to raise awareness and enhance inclusion;
- partnering across the university to promote the use of automatic captioning in all of our online events;
- *The Women's Initiative for Leadership Development* program;
- inclusion of pronouns and chosen names in *Campus Groups* platform; the learning management system, Sakai, now also has this option.

## The University of Baltimore's Diversity Statement

Diversity is defined at UBalt 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 UBalt'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.

*Adopted 5/29/2018*

**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 highly 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 63% to 68%, with African-American students now representing 48% 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 24% 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 diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, 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 27; graduate, 32; 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.

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.

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<sup>1</sup> 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%.

| <b>Table 1A: Student Race and Ethnicity Report</b> | <b>Undergraduate %</b> |                 |                 |                 |
|----------------------------------------------------|------------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>        | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| 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%            |
| <b>Total</b>                                       | <b>100.0%</b>          | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 1B: Student Race and Ethnicity Report</b> | <b>Graduate %</b> |                 |                 |                 |
|----------------------------------------------------|-------------------|-----------------|-----------------|-----------------|
|                                                    | <b>Fall '08</b>   | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| 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%            |
| <b>Total</b>                                       | <b>100.0%</b>     | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## 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.

| <b>Table 2: Staff Race and Ethnicity</b> | <b>Staff %</b>  |                 |                 |                 |
|------------------------------------------|-----------------|-----------------|-----------------|-----------------|
|                                          | <b>Fall '08</b> | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| 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%            |
| <b>Total</b>                             | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

### 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.

| <b>Table 3A: Faculty Race and Ethnicity</b> | <b>Tenured/Tenured Track #</b> |                 |                 |                 |
|---------------------------------------------|--------------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>                | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| 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%            |
| <b>Total</b>                                | <b>100.0%</b>                  | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

| <b>Table 3B: Faculty Race and Ethnicity</b> | <b>Other Tenured Status</b> |                 |                 |                 |
|---------------------------------------------|-----------------------------|-----------------|-----------------|-----------------|
|                                             | <b>Fall '08</b>             | <b>Fall '12</b> | <b>Fall '16</b> | <b>Fall '17</b> |
| 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%            |
| <b>Total</b>                                | <b>100.0%</b>               | <b>100.0%</b>   | <b>100.0%</b>   | <b>100.0%</b>   |

## 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 will begin 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](#)<sup>2</sup> 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.

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<sup>2</sup> 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.

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.
- 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 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 3: 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 for all.

- 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)

|                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations</b></p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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.

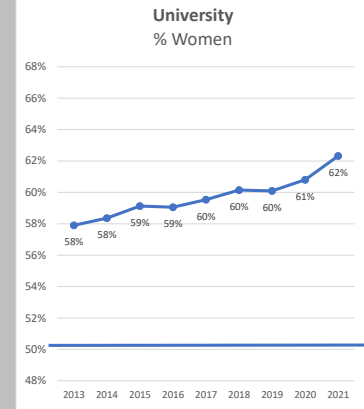
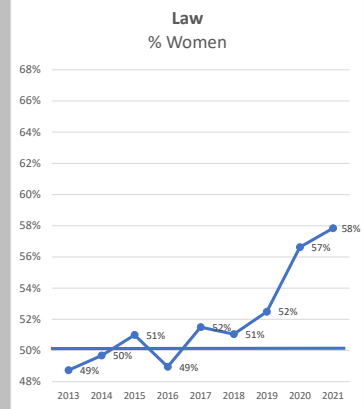
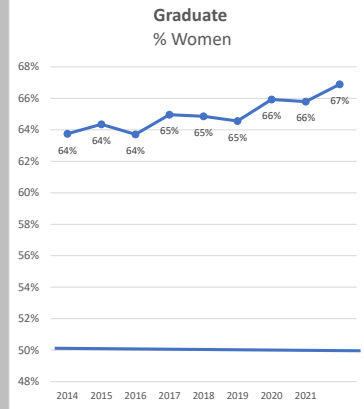
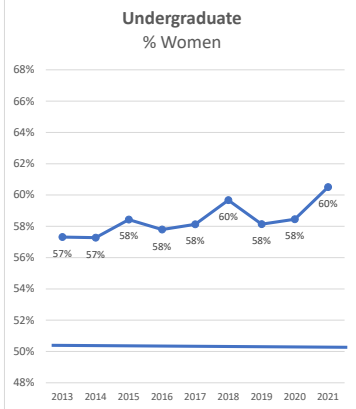
- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- 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).

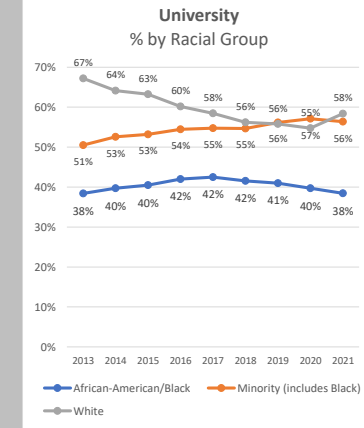
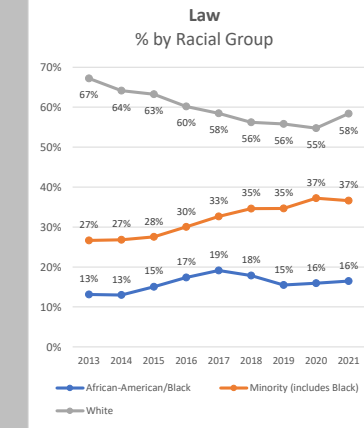
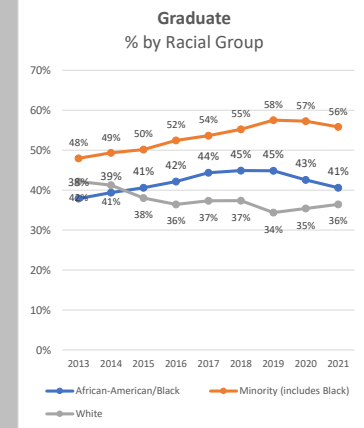
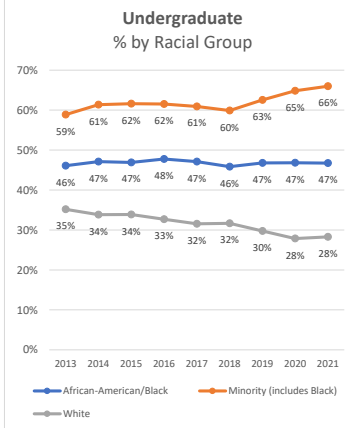
Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.



**Enrollment by Sex and Degree Level**



**% Enrollment by Racial Group and Degree Level**



**Notes:**

- (1) Missing sex code assignments are distributed in a 50% assignment; not according to the % of the distribution
- (2) Racial distribution excludes (a) unreported and (b) international students; percentages will not sum to 100%

### Enrollment by Gender:

The percentage of women's enrollment has increase at all degree levels, undergraduate, graduate, and law. At each level there is a clear increasing trend, resulting in percentages of 61%, 67%, and 58%, respectively. These gains have broad prevalence across the curriculum. The principal source of these gains for women students is in higher applications and retention to degree. The current pattern suggests that within the 1-2 year horizon enrollments in the School of Law will exceed 60% (up from 50% in 2014), undergraduate will stabilize at c. 62%, and the graduate percentage will remain at approximately 67%.

### Enrollment by Race

Black American enrollment as a percentage of the undergraduate enrollments has remained remarkably stable over the prior eight years, deviating by no more than 1 percentage point from an average of 47%. This stability comes with a strong decline in White American students, falling from 35% to 28% over the same time period. The compensating percentage gain occurred among other minorities, particularly, Hispanic/Latino and Asian students.

The graduate level had shown steady growth in the percentage of Black students until 2019, with the last two years showing a modest decline in the percentage. The principal percentage gain has been among the Hispanic/Latino students with the Asian enrollment also showing some gains. The percentage enrollment of White American students has stabilized over the last two years.

In the School of Law there are especially impressive enrollment gains as a percentage of total by minority students—gaining 10 percentage points over the past eight years. This has been driven by Black American, Hispanic/Latino, students declaring two-or-more races. This broad level percentage gains across the minority races demonstrates the strong recruitment and advancement of minority students in the School of Law.

**UNIVERSITY OF MARYLAND, BALTIMORE**  
**SPRING 2022 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT**  
**APRIL 15, 2022**

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

1. SUMMARY OF UMB’S DIVERSITY, EQUITY, AND INCLUSION (DEI)-EXPLICIT INITIATIVES

*STUDENTS:*

UMB provides DEI-explicit initiatives for students at the institutional, school, and academic program-level. Selected examples of these initiatives include:

- The UMB Intercultural Center provides support for students from marginalized and underrepresented communities and co-curricular experiences that positively influence students' cultural knowledge, skills, and attitudes.
- The UMB Community Engagement Center provides DEI-centered programs, services, support, training, and activities for students, faculty, staff, and nearby residents of Southwest Baltimore.
- A Student Pantry assists students experiencing food insecurity.
- A name administration form was implemented allowing students, faculty, and staff to indicate their preferred/primary name to be used in university information systems.
- The Division of Student Affairs (DSA), the Office of Human Resource Services (HRS), and partners provide resources and programming focused on students who are caregivers.
- The Office of Educational Support and Disability Services (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school.
- DSA maintains support websites for diverse student populations (e.g., Transgender and Non-Binary Resources, Student Veterans, Student Parents and Caregivers, Off-Campus Housing Information during COVID-19, DACA and Undocumented Student Resources, online students).
- Several schools including Law, Medicine, Nursing, and Social Work, maintain diversity scholarships and collateral programming to support the success of graduate and professional students from marginalized and underrepresented populations.
- The School of Social Work curriculum requires completion of the Structural Oppression and Its Implications for Social Work course, promoting student

- understanding of the causes, impacts, and strategies that address all forms of structural oppression based on dimensions of identity.
- The Graduate School is developing a Master of Science in Diversity, Equity, and Inclusion Leadership (MS-DEIL), the first in Maryland.
  - To support inclusion in the training of predoctoral students, the School of Dentistry (SOD) will establish a mentoring program where faculty who work with third year students in the clinics will be trained to support the students as mentors and to foster a more inclusive learning environment for the students and a more patient-centered care environment.
  - The Francis King Carey School of Law (SOL) hosts the Chacón Center for Immigrant Justice, dedicated to improving immigrants' lives and their families while providing invaluable training for future lawyers.

*FACULTY:*

- The UMB Faculty Leadership Academy now includes a Strategic DEI Leadership Institute that features a discussion on Inclusive Excellence, strategic diversity leadership, and allyship. Other relevant DEI concepts on which faculty are trained include microaggressions and unconscious bias and their impacts and roles in learning environments and in the workplace. Dr. Williams will also share simple, yet effective strategies for how leaders can work to confront and address their biases to become stronger allies to diverse and marginalized communities—helping leaders to level-up from bystander to up-stander.
- The UMB Intercultural Center provides DEI programming for faculty and staff such as the Intergroup Dialogue Program that improves employee capacity to engage in effective communication with individuals from different identity groups.
- The Office of Equity, Diversity, and Inclusion (OEDI) is working with the Center for Information Technology Services (CITS) and HRS to develop an interactive, online dashboard and accountability profile that will promote assessment of progress toward achieving DEI-explicit goals related to faculty appointment, promotion, tenure, retention, and other performance measures.
- OEDI is working with Academic Affairs and the Office of Accountability and Compliance (OAC) to identify and revise policies to require faculty candidates for managerial roles to submit Contributions to Diversity Statements for evaluation by appointment and promotion committees.
- The Culture Transformation Initiative in the School of Medicine is a multi-year, school-wide initiative to advance gender- and race-based equity in faculty appointment, promotion, tenure, retention, and compensation.
- The School of Nursing (SON) received the 2021 Health Professions Higher Education Excellence in Diversity Award from INSIGHT Into Diversity magazine in recognition of annual learning objectives focused on cultural competence, education,

and training included in faculty and staff performance reviews, integration of Restorative Justice practices, and facilitating dialogue and cultural and racial awareness through a Booked for Lunch Club.

- To strengthen health equity in the predoctoral curriculum, the SOD will review the existing curriculum and build upon current initiatives from the first through the fourth years curriculum that will support the training of dentists who understand health equity, social determinants, and their role and responsibility in providing equity-focused care. Additional reviews will occur within the hygiene curriculum.
- The Office of Equity, Diversity, and Inclusion in collaboration with senior leaders, HRS, Institutional Effectiveness, Strategic Planning and Assessment, and other partners at UMB are diversifying their recruitment efforts to hire qualified individuals from underrepresented groups through assessment of trends and inclusive hiring training.
- HRS is managing programs to combat anti-Asian hate and other emerging areas of concern during the COVID-19 pandemic.
- The University provided best practices for faculty and staff displaying pronouns in email signature lines.

*NON-FACULTY STAFF:*

- The Diversity Advisory Council (DAC) provides funding and support for development and programming of employee affinity groups. These identity-based, employee-led organizations support the networking, growth, and mentoring of UMB staff and faculty.
- OEDI is working with OAC to draft policy that requires candidates for managerial staff positions (director-level and above) to submit Contributions to Diversity Statements for evaluation by hiring and promotion committees.
- OEDI is working with HRS to formally integrate DEI performance measures and development goals into staff performance evaluations by summer 2023.
- HRS facilitates a Managing for Diversity module in its Management Essentials training for new staff managers.
- The Division of Administration and Finance Diversity, Equity, and Inclusion Committee leads projects such as staff surveys and hosts programs to advance DEI outcomes within the largest staff division at UMB.
- UMB PACE (Professional Administratives Committed to Excellence) is an initiative of UMBrella that explicitly works to develop and support women advancing through the ranks of administrative staff roles from entry level assistants to senior administrative support leaders. Programming is open to staff of all genders.
- The Center of Excellence on LGBTQ+ Behavioral Health Equity in the Institute for Innovation & Implementation at the School of Social Work provides health care practitioners with best and evidence-based practices and strategies that reduce

disparities among the LGBTQ+ population across mental health and substance use disorder treatment.

- OEDI is working with academic diversity officers across campus to plan and implement a DEI Summit in spring 2023
- UMB CURE (Continuing Umbrella of Research Experiences Program) Scholars is a comprehensive science pipeline initiative that excites students from three middle schools in the disinvested neighborhoods of West Baltimore about science and exposes them to careers in health care, cancer research, and STEM. Staff, faculty, and students at UMB serve as mentors and advisors to CURE scholars.

*ADMINISTRATION:*

- UMB hired its first chief diversity, equity, and inclusion officer and vice president (CDEIO/VP) on July 1, 2021. Reporting to the president, the CDEIO/VP serves as an advisor, leader, and catalyst for institutional change focused on diversity, equity, and inclusion.
- OEDI is developing plans to enhance leadership programming that builds and reinforces the capacity of assistant vice presidents and above to assess and advance diversity, equity, and inclusion at the departmental and institutional levels.
- OEDI is developing DEI key performance indicators for the review, evaluation, and development of senior leaders, including deans and vice presidents.
- The School of Social Work's Office of Diversity, Equity, and Inclusion and HRS developed a training to support search committees for managerial and leadership positions in attracting and fairly evaluating highly diverse pools of qualified candidates. This training is delivered to Dean and VP search committees by the CDEIO/VP.
- The UMB President is a member of the Anchor Learning Network (ALN), a consortium of institutions of higher education who have committed to developing, sharing, and applying best and evidence-based practices to advance equity and inclusion in institutional hiring, procurement, real estate development and other economic activities. ALN initiatives are managed, on the president's behalf, by the Office of Community Engagement.

2. DESCRIPTION OF GOVERNING, ADMINISTRATIVE, AND COORDINATING BODIES AND INSTITUTIONAL OFFICES FOR D.E.I.

Governing, administrative, and coordinating entities focused on DEI exist at the institutional, divisional, and organizational levels at UMB and its seven constituent schools. Examples of such bodies include, but are not limited to, the following:

- The Office of Equity, Diversity, and Inclusion (OEDI) was established in July of 2021, led by a CDO/VP, and staffed by 2 team members – a Director and Executive Assistant - to advance the Office’s strategic vision and direction. OEDI provides leadership, direction and campus-wide support in DEI strategic planning, implementation, assessment, and accountability, building capacity and depth in all seven schools and administrative units.
- The [UMB Intercultural Center](#) is an office within the Division of Student Affairs dedicated to promoting student belonging, assessing and improving campus climate for DEI, providing resources for affirming educational experiences, navigating the impact of racial/ethnic/cultural stress on students, identifying and connecting students to resources aimed at success for historically marginalized and underrepresented students, and more.
- [The Diversity Advisory Council](#) (DAC) advises University leadership and consists of representatives across each School and the central administrative units. Some members of the DAC established an Anti-Racism Action Committee in summer 2020.
- The School of Nursing has an [Office of Diversity and Inclusion](#), led by an assistant dean for diversity and inclusion, a director of diversity and inclusion, and a diversity and inclusion coordinator.
- The School of Social Work has an [Office for Diversity, Equity, and Inclusion](#), led by the Assistant Dean for Diversity, Equity, and Inclusion, established to build and foster diversity, equity, inclusion, social justice, anti-racism, anti-discrimination, restoration, reconciliation, and accessibility.
- The Graduate School benefits from a Committee on Diversity, Equity, and Inclusion and a Chief Equity, Diversity, and Inclusion Officer as it develops its first strategic plan for DEI.
- The schools of Medicine, Law, and Dentistry each have an associate dean, assistant dean, and or director of DEI who serve as school-wide leaders. The School of Pharmacy is currently undergoing a process to appoint its first assistant dean for DEI in 2022.
- The [President’s Council for Women](#) was established by the UMB Office of the President to foster an environment of equity, opportunity, and fulfillment for all women in the UMB community.
- [UMBrella](#) is an institution-wide employee committee that works to support the success of women and those who identify as women at UMB by building community and helping them achieve their personal and professional goals, enhancing their leadership skills, and championing women at all levels of the organization.
- The Administration and Finance Division’s DEI Committee provides advice to the UMB Chief Business and Finance Officer on DEI policies, practices, outcomes, and issues impacting or potentially impacted by staff in the division.

- The [Office of Educational Support and Disability Services](#) (ESDS) coordinates services to assist students with disabilities in obtaining reasonable accommodations through an interactive process involving the student and the school. The office also works with a number of advisory boards to proactively solicit and act upon guidance to improve accessibility on campus.

### 3. DESCRIPTION OF UMB’S DEI DATA AND METRICS

UMB is currently building out its DEI data development agenda—a map of the metrics it must collect, analyze, and report disaggregated by race, ethnicity, gender, and other dimensions of identity—as part of its efforts to advance campus-wide DEI assessment and accountability. Examples of current and planned assessments and actions taken based on the results of those assessments are listed below.

- **Student Affairs Campus Climate Survey for Diversity, Equity, and Inclusion** has been conducted on a bi-annual basis at UMB since 2018. Student Affairs used the survey results to inform the development of support websites for diverse student populations (e.g., Transgender and Non-Binary Resources, Student Veterans, Student Parents and Caregivers, Off-Campus Housing Information during COVID-19, DACA and Undocumented Student Resources, online students). Campus climate results will also inform diversity strategic planning using an anti-racism lens within UMB Student Affairs. The 2022 survey will be part of a holistic all-stakeholders survey effort that will also include surveys of faculty and staff.
- **The Campus Climate Survey for Sexual Assault** is conducted on a biannual basis by the office of Accountability and Compliance and reported to the University System of Maryland and Maryland Higher Education Commission. Results of the survey have been used to assess and improve resources and educational programming for the general student body as well as students reporting sexual misconduct.
- **The Gallup Employee Campus Climate Survey for Diversity, Equity, and Inclusion** was conducted in 2017 and 2019. The results were presented to the DAC and campus leadership for consideration in institutional goal setting and decision-making related to eliminating diversity, equity, and inclusion gaps.
- The Office of EDI is leading the development of The **UMB Diversity, Equity, and Inclusion Dashboard** and accountability profile in collaboration with CITS, HRS, Student Affairs, and other campus partners. The interactive, online dashboard will promote strategic planning, organizational decision-making, institutional transparency, and continuous improvement related to DEI outcomes across the institution.



- UMB systematically and routinely collects, reports, and archives enrollment and representation data for students, faculty, and staff, disaggregated by race, ethnicity, and gender. See Appendix 3 for more information.

#### 4. A DESCRIPTION OF STUDENT VOICE IN D.E.I. EFFORTS

In addition to surveying students across campus, UMB benefits from students serving in formal advisory and shared governance capacities on several boards and councils across the institution. Examples of such activities include, but are not limited to:

- The **Student Affairs Advisory Board** includes students who advise the assistant vice president and other student affairs leaders on issues related to student experience at UMB, including diversity, equity, and inclusion.
- The **Student Health Insurance Program Advisory Committee** is composed of UMB students and staff/faculty who provide feedback on a number of items related to the student health insurance plan and the diverse needs of the UMB student population. The committee may also provide feedback on other student health, counseling, wellness, and insurance matters.
- The **COVID-19 Recovery Task Force** consists of 12 Focus Areas and a [Diversity, Equity, and Inclusion Workgroup](#). The Co-Curricular Focus Area and University Health Focus Area include student representation. Additional communication efforts were established during the pandemic to facilitate communication between students and University leaders. For example, since March 2020, the AVP of Student Affairs attended monthly University Student Government Association (USGA) meetings to facilitate communication between students and the COVID-19 Focus Area leaders. UMB Student Affairs and USGA invited University leaders to participate in Community Discussions to address student's concerns.
- The Intercultural Center coordinates an **Advisory Board for Student Caregivers** that serves as an opportunity for student parents and caregivers at UMB to connect with other students, share their experiences, and advocate for their needs.
- The Office of Educational Support and Disability Services utilizes a liaison-ship with each school at UMB to endorse and coordinate students' academic accommodations, as well as act as a supportive ally to students with disabilities within their respective programs. Additionally, in Spring 2022, ESDS partnered with the Intercultural Center to launch a Students with Disabilities Advisory Group (SDAG) to further the discussion and provide feedback to ESDS and UMB on matters of access, equity, and inclusion to those with disabilities.
- **The President's Symposium** engages students from the schools of dentistry, law, medicine, nursing, pharmacy, and social work from the University of Maryland,

Baltimore on a yearlong research project (5-7 students). The presidential fellows have offered recommendations to university leadership with a strong record of integration and implementation over the years (e.g., global education, health equity and sustainability). This year's focus was EDI as a strategic institutional priority, exploring what UMB's role will be in creating working and learning environments that foster an authentic sense of belonging for students, staff, faculty, and neighbors. The students' research and recommendations specifically focused on inclusive pedagogy and leadership at UMB.

- The **Diversity Advisory Council** reserves two seats for current students as full, voting members of the organization that provides recommendations to university leadership that promote the University's commitment to diversity, equity, and inclusion.
- Students participate in **Student Government Associations** at the institutional level and within each of UMB's seven professional schools. In addition to providing advice to campus leaders, delivering programming to fellow students, and hosting events, many of these bodies include executive staff or committees specifically dedicated to advancing DEI at the interpersonal, organizational, and institutional levels.

## APPENDIX 1: CURRENT DIVERSITY STATEMENT (2019)

A subgroup of the UMB Diversity Advisory Council (DAC) developed a statement on cultural competence. The original purpose of the statement was to develop a common definition across the university. The subgroup used the definition of cultural competence established by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice, with some small modifications.

In November 2018, the Deans discussed the statement on cultural competence developed by the subgroup. The subgroup considered the feedback and shared the new draft with the DAC in February 2019. The following is the final statement on cultural competence adopted:

The University of Maryland, Baltimore (UMB) is committed and pledges to embrace cultural competence at all organizational levels and programs to improve outcomes for students, faculty, staff, and the community at large. "Cultural competence responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all)."<sup>1</sup> The University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion.

We propose that as a university we engage in the following activities to be able to implement this statement and achieve its purpose and outcomes:

1. Develop a process to engage each school at the leadership level and as a whole to implement and execute this statement within their respective schools.
2. Encourage the Center for Interprofessional Education (IPE) to develop IPE experiences for students of all schools in the area of cultural competence.
3. Create a clear message to the University community about this statement and the expectations for each member of the organization.

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<sup>1</sup> This is the definition of cultural competence by the National Association of Social Work's (NASW) National Committee (2001) and endorsed by the NASW standards of "cultural competence" in social work practice with some small modifications.

## APPENDIX 2: DIVERSITY PLAN

The [2017-2021 Strategic Plan](#) (the “Plan”) embeds the UMB diversity plan. UMB requires each school dean and vice president to align its unit plan with a comprehensive strategy addressing six priority themes. All units completed this alignment by the conclusion of FY17. Theme 1 – Health, Justice, and Social Impact and Theme 4 – Inclusive Excellence direct efforts to impact DEI outcomes in UMB’s internal and external environment. Twice yearly, each unit updates the status of the goals in its aligned plan. The Plan’s annual reports and summaries are available for review at <https://www.umaryland.edu/about-umb/strategic-plan/2017-2021-strategic-plan/progress-report/>.

UMB released its [2022-2026 Strategic Plan](#) in December 2021, and it will begin implementation by July 1, 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on university culture, engagement, and belonging. New initiatives tied to that theme and others will advance anti-racism, DEI, and social justice efforts. This plan will also serve as a foundation for developing the UMB Strategic Diversity Plan 2023-2027.

## Spring 2022 Institutional Programs of Cultural Diversity Report

**Institution:** University of Maryland, Baltimore County (UMBC)

**Date Submitted:** April 18, 2022

**Point of Contact:**

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### Section 1

UMBC has integrated many of its diversity-related efforts into the fabric of its administrative function and support of all students, faculty, staff, and through community engagement. Some of the most successful diversity-focused institutional initiatives include:

#### General:

- **Inclusion Council (UMBC's Office of Equity and Inclusion):** An advisory body of 25 faculty, staff and students that represent diverse populations across our community. This body has divided into 10 subgroups. These subgroups include over 100 additional community members and have been working throughout the 2021-22 school year to provide recommendations in a variety of equity and inclusion issue areas to university leadership.

#### Students:

- **Gender Identity Workgroup:** This group, formed in Spring 2018, has been working to implement changes to make our community more inclusive of people with diverse gender identities. In Summer 2020, the group launched a self-service tool for students to provide their gender identities and pronouns across university platforms. Moving forward, this information will be collected via the Common App for all incoming students.
- **Expanded Chosen Name Project:** In 2018, UMBC began allowing students to update their chosen first names for internal communication purposes. Adoption of this practice sparked interest in also accommodating chosen middle and last names. This interest has been championed by the Student Personal Identity Data Workgroup which includes representatives from Office of Equity and Inclusion, Enrollment Management, Student Affairs, Graduate School, Women's Center, Department of Information Technology (DoIT), and Institutional Research, Analysis and Decision Support (IRADS). The workgroup is recommending the expansion of the existing practice of accommodating students' chosen first name to include chosen middle and last names for community purposes (not to replace legal names where required on official documentation).

- **Office of Academic Opportunity Programs (AOP):** Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County), Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair Scholars Program, the Louis Stokes Alliances for Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D. programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).
- **Student retention and academic success:** the Division of Undergraduate Academic Affairs offers the Returning Women Student Scholars program, which aims to increase academic success. Additionally, UMBC offers the Discovery Scholars Living-Learning Community, First-Year Seminar, Introduction to an Honors University, New Student Book Experience, Summer Bridge Program, and Transfer Seminars. The Academic Success Center provides centralized support services to all undergraduate students at UMBC. Enrollment Management hosts reception events for academically talented African American and Latinx high schoolers, financial aid outreach with Building Steps (encourages first-generation and minority students in Baltimore City to attend college, focus on STEM), Golden Ticket Pre-Orientation Advising (provides first-generation students and families the opportunity to learn more about academic requirements and planning tools), and partners with Raise.me to offer micro-scholarships to promote higher education to low-income, first-generation students.
- **University Innovation Alliance:** UMBC was announced as the newest member of the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography.

#### Faculty (Recruitment):

- **Diversity and Inclusion Hiring Recruitment Plans** are developed by search committees and include five components: 1) search committee composition and rationale, 2) active recruitment plan, 3) draft job advertisement, 4) initial evaluation strategy, and 5) initial interview strategy. These plans are reviewed and approved by the Deans and Provost before a search is authorized to proceed.
- **Interfolio Faculty Search** is an online faculty search software, to assist in improving our faculty diversity recruitment efforts. Adopted in 2014, all faculty searches must use Interfolio. This software receives faculty job applications and allows the UMBC to monitor the diversity of our applicant pools throughout the lifecycle of an active search.
- **UMBC-STRIDE** is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.
- **UMBC's Postdoctoral Fellowship for Faculty Diversity** is a two-year in-residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC.

- **College of Natural and Mathematical Sciences Pre-Professoriate Fellows Program** is a two-year in-residence fellowship that supports promising scholars who are committed to diversity in academia and prepare those scholars for a possible tenure track appointment in the College of Natural and Mathematical Sciences.

Faculty (Retention/Advancement):

- **The Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track Assistant professor and a prominent external researcher/practitioner in their field.
- **Faculty ADVANCEment Workshops** provide faculty with the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.
- **National Center for Faculty Development and Diversity** is professional development, training, and mentoring community for faculty members, postdocs, and graduate students. UMBC maintains an institutional membership and the Office of the Provost funds the participation of all newly hired URM faculty in the NCFDD’s Faculty Success Program.
- **Community-Based Faculty Groups** are faculty-led affinity groups dedicated to improving the recruitment, visibility, and retention of diverse UMBC faculty and staff. **Breaking the MOLD** is a \$3 million UMBC-led grant from The Andrew W. Mellon Foundation that supports efforts at the University of Maryland, College Park; the University of Maryland, Baltimore County; and Morgan State University to expand the pipeline of women faculty and Black, Hispanic, and American Indian/Alaskan Native faculty in the arts and humanities to the ranks of academic leadership.

Staff and Administration

- UMBC offered several DEI-focused training programs in the past calendar year for staff and faculty the Department of Human Resources:

2021-22 Training Programs involving DEI

| <b>Training Name</b>                                                                           | <b>Date Presented</b>           | <b>In-house (IH), Collaboration (Collab), or Outsourced (OS)</b> |
|------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------|
| Search Committee Chair Training: Fostering Inclusive Searches                                  | 3.11.21,<br>5.26.21,<br>4.26.22 | IH                                                               |
| Webinar: Diversity, Equity, and Inclusion Programs                                             | 4.28.21                         | OS-HRDQ                                                          |
| Webinar: Real World Strategies to Build Authentic, Inclusive Workplaces that Reflect our World | 6.30.21                         | OS-HRDQ                                                          |
| Stepping Up... Your Role in Co-Creating a DEI Culture (JEDI)                                   | 9.28.21                         | Collab-UB                                                        |
| Issue Spotting: Tools to Assess & Support DEI Change (JEDI)                                    | 11.16.21                        | Collab-UB                                                        |
| Seeing Through Our Shared Lens (JEDI)                                                          | 4.12.22                         | Collab-UB                                                        |

## **Section 2**

### **Center for Democracy and Civic Life**

The Center for Democracy and Civic Life works with campus and national partners to foster civic learning and democratic engagement. In a thriving democracy, people experience themselves as empowered co-creators of their communities and nation and embrace each other as fully human and morally equal regardless of race, religion, class, gender, sexual orientation, age, ability, and other aspects of identity. The Center for Democracy and Civic Life helps individuals and groups develop the knowledge, skills, and dispositions needed to contribute to a thriving democracy.

### **Office of Equity and Inclusion**

UMBC's Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence, equity, diversity. OEI has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights issues, including discrimination, harassment, hate and bias. The office's mission is to not only ensure compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, education and training, and outreach and engagement, but also to foster an inclusive and accessible environment for all members of our campus community through partnerships and initiatives.

### **Inclusion Council**

UMBC announced the creation the Inclusion Council on June 30, 2020. This group of students, faculty, staff, and alumni began work immediately to identify short- and long-term goals and recommendations. The Inclusion Council has been given the charge of providing advice and guidance from a variety of perspectives to the Office of Equity and Inclusion (OEI), to act as ambassadors for the office across campus, and to provide a venue for discussion of issues as they arise.

### **I3b-Initiatives for Identity, Inclusion & Belonging**

The Initiatives for Identity, Inclusion & Belonging creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems. Through facilitated discussions, informal gatherings, educational engagements, presentations, and campus-wide events, individual students, student organizations, and classes learn the skills to create inclusive, just, and mutually respectful communities at UMBC and beyond.

### **Women's Center**

The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

## **Section 3**

### **UMBC Campus Climate Survey**



The purpose of the Campus Climate Survey is to understand the scope and nature of sexual violence at UMBC, including experiences with, attitudes about, and behaviors toward sexual violence. The information is critical to tailoring diversity and inclusion efforts and sexual violence prevention programming and is also used to improve campus response. This survey is administered to the approximately 13,000 undergraduate, graduate, and professional students that are enrolled at UMBC. Questions consist of free response, “yes or no,” check all that apply, and Likert Scale questions are widely incorporated. Participation in the survey is voluntary and individual responses are anonymous and confidential.

The Office of Equity and Inclusion reviews the results of this survey and shares what is learned with the campus community. Student feedback is incorporated to build culturally competent training opportunities for specific populations through collaboration with campus partners, create and implement innovative training and education initiatives that are aligned with best practices and responsive to the community’s needs, and to shape UMBC policies and practices to promote a safer, healthier, and more welcoming campus.

#### **Section 4**

UMBC’s vision statement which was adopted in 2016 states: “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.” The student voice is heard, captured, and utilized in formal and informal ways at UMBC. Some notable examples are as follows:

- Student organizations are created and run by current UMBC students and offer a wide array of opportunities for students to connect with likeminded individuals, share and promote their perspectives, and get involved in their campus and local communities.
- Student organizations interested in distributing print materials, promoting a message, soliciting feedback, or engaging members of the UMBC community in open dialogue can reserve tables in designated areas on campus.
- Students can physically promote events and messages on campus on flyers that are in compliance with the *UMBC Policy on Posting of Notices and Event Roadway and Footpath Signage*.
- The Center for Democracy and Civic Life (CDCL) through the Division of Student Affairs is just one office that helps students navigate thoughtful discussion and meaningful campus engagement.
- Students are encouraged to reach out to the Office of Equity and Inclusion (OEI) with questions and concerns. DEI-related experiences and concerning behavior can be reported via the OEI Reporting/Referral form found on the OEI website.
- Students are encouraged to participate in the UMBC Campus Climate Survey. The results students provide are a core component of how UMBC continues to address campus needs.

## Appendix 1

# Discrimination and Equal Opportunity Policy

### UMBC Policy on Discrimination and Equal Opportunity

The University of Maryland, Baltimore County (“University” or “UMBC”) values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, the University does not discriminate and prohibits harassment with respect to access to its educational programs and activities or with respect to employment terms and conditions on the basis of a UMBC community member’s race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

This policy protects all UMBC students, faculty and staff, guests, visitors, volunteers, invitees, and campers as well as third parties and contractors under UMBC’s control (including but not limited to, admitted students, undergraduate, graduate, exchange, visiting, professional, doctoral, and post-doctoral students, and temporary and contingent faculty and staff) if, when and while they are attempting to participate or participating in a UMBC program or activity or employment.

The University protects against discrimination in accordance with applicable federal, state, and local laws and regulations, as well as University System of Maryland (“USM”) policies. See [USM Policy on Non-Discrimination and Equal Opportunity](#) and USM Policies VI-1.00, VI-1.05, and VI-1.60.

This policy also prohibits retaliation against anyone who makes a report or asserts a claim under this policy or participates in the resolution or investigation of a report or complaint under this policy.

Relevant laws and policies include, but are not limited to: Title IX of the Education Amendments of 1972 as amended (“Title IX”), Title VI of the Civil Rights Act of 1964 as amended (“Title VI”), Title VII of the Civil Rights Act of 1964 as amended (“Title VII”), Jeanne Clery Disclosure of Campus Security and Crime Statistics Act, 20 U.S.C. § 1092(f) (“Clery Act”), Section 304 of the

2013 Amendments to the Violence Against Women Act (“VAWA”), Equal Pay Act of 1963, Lilly Ledbetter Fair Pay Act of 2009, Executive Order 11246 as amended, Executive Order 13672, Section 504 of the Rehabilitation Act of 1973 (“Rehab Act”), Americans with Disabilities Act of 1990 as amended (“ADA”), Age Discrimination in Employment Act of 1967 as amended (“ADEA”), Uniformed Services Employment and Reemployment Rights Act (“USERRA”), Vietnam Era Veterans’ Readjustment Assistance Act of 1974 (“VEVRAA”), Veterans Employment Opportunities Act of 1998 as amended (“VEO”), Genetic Nondiscrimination Act of 2008 (“GINA”), Pregnancy Discrimination Act (“PDA”), Immigration Reform and Control Act of 1986, Small Business Act of 1958 as amended, Section 15(g)(1).

Additional information is available through:

**Morgan Thomas**

Acting Director and Title IX Coordinator, Office of Equity and Inclusion  
410-455-1717

[morganthomas@umbc.edu](mailto:morganthomas@umbc.edu)

**U.S. Department of Education Office for Civil Rights**

The Wannamaker Building, Region III Office  
100 Penn Square, East Suite 505  
Philadelphia, PA 19107

Phone: [215-656-6010](tel:215-656-6010)

Email: [OCR@ed.gov](mailto:OCR@ed.gov)

[www2.ed.gov](http://www2.ed.gov)

***Effective November 24, 2021***

# Appendix 2

## 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.

**Spring 2022**  
**Institutional Programs of Cultural Diversity Report Guidance**

**DUE:** Monday, April 18, 2022

**Institution:** University of Maryland Center for Environmental Science (UMCES)

**Date Submitted:** April 18, 2022

**Point(s) of Contact (names and email addresses):** Larry Sanford ([lsanford@umces.edu](mailto:lsanford@umces.edu)), Angela Richmond ([arichmond@umces.edu](mailto:arichmond@umces.edu)), and Amy Griffin ([agriffin@umces.edu](mailto:agriffin@umces.edu))

*As a graduate-level only research university, UMCES faces unique budgetary challenges that have impacted our institutional ability to develop and coordinate DEI efforts and initiatives. Lacking any fully-dedicated DEI staff, UMCES DEI work is accomplished by the members of the UMCES community whose passion, integrity, and innate commitment to justice move them to lead these efforts. These efforts include seeking out funding and engagement opportunities, organizing reading and discussion groups, and a willingness to engage in difficult conversations.*

**I. A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.**

Campus-Wide

Because research closely ties successful diversification of faculty with an inclusive, welcoming and equitable environment, UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) made the strategic and deliberate decision to focus on institutional climate in parallel with diversification efforts. UMCES has taken on several initiatives impacting all members of the UMCES community.

- In 2021, the UMCES community engaged two external organizations to conduct a cultural climate assessment. These assessments were completed in late 2021. The Kardia Group assessed the institutional climate at UMCES whereas the NCPRE/AGU survey measured the climates at the individual campuses. These combined assessments serve as a baseline assessment to inform future actions and initiatives (additional details below).
- In late 2021 the DEIC began leading a discussion on position-based hierarchical microaggressions and microbullying. Hierarchical microaggressions, common in institutions of higher education, have a significant and often devastating impact on student outcomes, retention and recruitment of diverse faculty, and employee morale. The DEIC is utilizing the workbook *Fix Your Climate: A Practical Guide to Reducing Microaggressions, Microbullying, and Bullying in the Academic Workplace* by Myron R. Anderson and Kathryn S. Young.
- In late 2021, UMCES passed a campus-wide Principles of Conduct. Applicable to members of the UMCES community regardless of position, this document was passed with full approval of all shared governance bodies and the Executive Council (EC).
- Beginning in the summer 2021, faculty, students and staff participated in the Unlearning Racism in the Geosciences (URGE) pods to review and develop potential new policy in an anti-racism framework. This effort has continued and expanded to the present day.
- A student-led subgroup of the DEIC is organizing a DEI-themed field safety discussion and training session for later this month. Safety concerns while conducting field research are not limited to hazards related to the type of work being done (eg., heat exhaustion, snake bites, etc.) but also to the identities of the people conducting the research. Women and people of color often face additional threats that will be discussed during this two-pronged training.

### Student Population

- NOAA Living Marine Resources Cooperative Science Center (LMRCSC): IMET, our Baltimore campus, supports 3-4 graduate fellows per year, for up to three years each, using funds from the NOAA-supported LMRCSC grant awarded to UMES, in which IMET is a partner. The LMRCSC aims to train the next generation of marine scientists from underrepresented communities. Current LMRCSC graduate fellows are working with mentors at IMET and CBL.
- IMET Undergraduate Summer Internship: Annually, IMET hosts a nine-week summer internship program for students from backgrounds that are underrepresented in the marine sciences. The program includes laboratory work and a variety of science seminars.
- Maryland Sea Grant Research Experience for Undergrads (REU): The REU Program has intentionally diversified over the last few years, pulling in more students from backgrounds underrepresented in the marine sciences. Of note, LatinX students have been increasingly represented and as have other students of color. Additionally, women now represent the majority of REU interns.
- The SEAS Islands Alliance, the first NSF INCLUDES program awarded in the geosciences, works with the diverse and underrepresented minority (URM) populations in Puerto Rico, the US Virgin Islands, and Guam to broaden engagement in science, technology, engineering, and math (STEM) education and careers. UMCES leads the Puerto Rico Hub in collaboration with colleagues at Universidad InterAmericano.
- In April 2022 Horn Point Laboratory's subunit of the Society for Women in Marine Science (SWMS) was invited to speak with students in science classes across a range of grades levels and subjects at Cambridge South Dorchester High School. These visits were arranged in conjunction with Next Generation Scholars, a state grant program that provides funding for college access to enhance college and career awareness and college completion for low-income Maryland high school students. Ten Horn Point students visited 16 classes during this time and were greeted with a warm welcome by teachers and students, and many questions ranging from "did you think you would be where you are today when you were in high school?" to "what does it take to become a paleontologist?". SWMS hopes to continue leading collaboration effects within the community and connecting with the next generation of scholars.
- UMCES is collaborating with the College of Southern Maryland in the E2C3, Environmental Education Community College Collaboration to encourage students from all backgrounds within the community college setting to explore opportunities in research science and gain valuable, career-enhancing experience.

### Faculty Population

- UMCES is considering and having internal discussions on a postdoctoral to tenure-track faculty program to help diversify our faculty, based on the successful program at UMBC. Two UMCES units are actively seeking funding to begin these programs.
- Faculty have been leading the effort to apply for NSF ADVANCE Catalyst support to increase diversity in geoscience faculty. Plans are to submit the proposal this fiscal year.
- NSF NSPIRE: Funded through the NSF GOLD-EN program, UMCES faculty led a virtual discussion series in collaboration with the American Geophysical Union's Thriving Earth Exchange focused around core competencies of equitable community engagement. This program involved 120 participants from across the United States, including members of the UMCES community as well as leaders from underrepresented and marginalized communities.

### Administration

- UMCES leadership has recently begun addressing some areas highlighted in the cultural climate assessment and survey completed late last year (see below). This includes undertaking a thorough review of UMCES existing organizational structure, identifying external professionals to work with the President's Executive Council (EC) on leadership development, and the implementation of 360 reviews for all EC members. Additionally, administration has begun reimagining the role of the shared governance bodies and other existing councils on campus. By deliberately diversifying from where input is gathered and by whom decisions are made, this will not only increase DEI but also improve employee morale and engagement.

### Non-Faculty Staff (NFS) Population

- The climate assessment (more information below) identified several avenues for engaging NFS in DEI efforts. Administration will be reaching out to NFS groups and councils for input and guidance on how best to proceed.

## **2. A description of the governing, administrative, coordinating bodies and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

In 2020 the UMCES DEIC was established by presidential charter. The DEIC is composed of members from all populations at UMCES; students, non-research staff, research staff, faculty, and rotating members of the Executive Council. The DEIC meets monthly and holds several all-UMCES meetings each year. The DEIC is led by two coequal chairs, one from faculty and one from non-research staff. Since the formation of the UMCES-wide DEIC, campus-specific DEI groups have begun at each location. Information is shared between the campus groups during the monthly DEIC meetings.

## **3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). This should include a description of how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.**

- The Kardia Group conducted listening sessions with UMCES community groups in November 2021. In late March the Kardia Group released a report detailing their findings and recommendations to the entire community simultaneously. While the contents of the report have yet to be fully digested, several steps have already been taken. The UMCES DEIC led an all-UMCES conversation about the report on April 1, 2022 where community members were encouraged to talk about their reactions to the report. The Administrative Council in conjunction with the DEIC will be taking point in determining how best to address areas of concern noted in the report. The Administrative Council is composed of all members of the EC, the Associate Directors of each lab/unit, and the director-level staff of Center Administration.
- The National Center for Principled Leadership and Research Excellence (NCPRE) at the University of Illinois at Urbana-Champaign has partnered with the American Geophysical Union on a Sloan Foundation-funded initiative to develop measurement tools and educational resources to address gender discrimination and other forms of harassment in higher education. UMCES served as a pilot institution for the NCPRE/AGU measurement tool late last year with good participation among faculty and students. In reviewing the results, however, it became clear to us that the tool inadvertently discouraged non-research staff from participating; demographic questions at the start of the survey were directed toward researchers, so non-research staff did



not complete the survey. NCPRE is working with UMCES to produce a version of the survey more appropriate for staff. A modified version of the survey tool will be readministered to staff in the next few weeks, and NCPRE has agreed to blend those results into the original survey so that we have comprehensive results. This more campus-specific data will be tackled by the unit DEI groups in conjunction with the Administrative Council.

**4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus' DEI efforts.**

The student population at UMCES has been both extremely active and vocal in DEI initiatives at UMCES. In addition to encouraging student participation in DEIC meetings and campus-specific DEI groups, the co-chairs of the DEIC are in frequent contact with Graduate Student Council (GSC) representatives. Students are the most active participants in the UMCES DEI groups. The GSC will play a key role in responding to the assessment results.

**5. Appendix 1: If applicable, a copy of the institution's current equity statement and/or diversity statement. Include a date that the statement was most recently adopted or changed.**

UMCES does not currently have an equity / diversity statement, although one will be developed in the next year. In lieu of a current statement, the latest iteration of the DEIC charter is attached.

**6. Appendix 2: A copy of the full diversity plan in place during the reporting year (AY 2021-2022). This should be the plan approved by the institution's Board on or before July 1, 2021. Those institutions that operate under a multi-year plan should provide the plan approved on or before July 1, 2021.**

UMCES does not currently have a diversity plan in place, although one will be developed over the next year.

## **CHARTER OF THE UMCES DIVERSITY, EQUITY AND INCLUSION COLLABORATIVE**

### **Mission**

UMCES is committed to being in the vanguard of efforts to make geosciences more diverse, equitable, and inclusive. Our commitment will involve conscious actions to attract, recruit and retain faculty, students and staff from underrepresented minorities in geosciences as well as creating the institutional environment where we can all thrive.

By establishing a Diversity, Equity and Inclusion Collaborative (DEIC), UMCES will provide a forum for a community of practice and will partner with the Faculty Senate as well as the UMCES Executive, Administrative, Staff, and Graduate Student Councils to effect institutional changes required to promote improvements in our diversity, equity and inclusion. Establishing a DEIC with an appropriate structure will highlight our institutional values and communicate the UMCES commitment to our partners and funders.

### **Background**

This innovative concept has evolved through ideas expressed by in-house experts within the UMCES community, the USM Board of Regents Retreat on Diversity, the USM Women's Forum, development of the UMCES Strategic Initiatives, discussions at the UMCES Convocation as well as experiences conveyed by experts from UM College Park and UMBC. UMCES is very grateful to everyone who has contributed to the development of the DEIC. We will assess the effectiveness of the DEIC after the first year and enhance our efforts as necessary.

Given the level of interest and commitment across UMCES to this critically important issue, it should be stressed that the DEIC is an inclusive and open process. The purpose of the DEIC is to coordinate, convene and ensure everyone can contribute within their specific interests without an undue time burden.

### **The President of UMCES has charged the DEIC with leading efforts to:**

1. Develop a DEI community of practice for UMCES;
2. Encourage dialogue and initiatives that are likely to include members of UMCES with expertise or special interests in the topic, but who are not necessarily on the DEIC;
3. Develop strategies to recruit and strengthen faculty, staff, and student support and retention with respect to creating a diverse culture;
4. Encourage the creation of opportunities for DEIC Core members who are not members of the Executive Council to be involved in leadership and decision-making in DEIC issues;
5. Examine the campus climate with a broad definition of diversity including, but not limited to, race/ethnicity, gender, ability, sexual orientation, economic status, position, and/or religious and spiritual practices;
6. Review policies that strengthen or detract from the diversity of the composition of the faculty, staff, and student body and recommend changes to address deficiencies;

7. Review and recommend procedures to address grievance and policy violation related to DEIC issues;
8. Communicate with UMCES Councils and Faculty Senate about DEIC activities through the appropriate DEIC liaison(s). Per Presidential mandate, the DEIC will be a standing agenda item on the Graduate Student Council, Staff Council, Faculty Senate, Administrative Council and Executive Council;
9. Submit annual reports to the UMCES Community. The annual reports will include brief highlights, lessons learned during the year and recommendations to make the DEIC more effective;
10. Coordinate and communicate UMCES DEI efforts throughout our communities, the USM, and other peer institutions; and
11. Identify necessary resources to support the mission of the DEIC, including journal subscriptions, training and workshops.

### **Core Membership**

- VP Co-Chair (*Permanent responsibility*) - UMCES VP for Education
  - Administrative Co-Chair (*One-year renewable appointment*)
  - Assistant to the VPE (*Permanent responsibility*)
  - Two Unit Directors (*one-year appointments rotated such that every Director will serve 1 year in 3*) Appointed annually by UMCES President
  - VP for Strategic Initiatives (*Permanent responsibility*) – TBD
- All other members serve one-year renewable appointments
- Four faculty members (at least one of whom is a Faculty Senate member)
  - One Faculty Research Assistant
  - Three staff members (at least one Staff Council member)
  - Two students (at least one Graduate Student Council member)
  - Additional members as needed to ensure shared governance and unit representation
  - At Large Members (self-nominated volunteers with supervisory approval)

These members comprise the DEIC Core. Non-permanent Core members will be chosen by their respective governing bodies, except for the Administrative Co-Chair, who will be selected by the DEIC Core Team.

The inclusion of UMCES' executive leadership and all elements of our shared governance on the DEIC denotes the institution's commitment to diversity, equity and inclusion issues. The flexible composition of the DEIC is intended to promote transparency in its processes, allowing maximum involvement by UMCES administration, faculty, staff and students.

### **Frequency of meetings**

The DEIC Core Team will at least bimonthly in order to plan, organize and track efforts. A meeting will be scheduled at least semi-annually to report to the UMCES community on

DEIC efforts. The DEIC will encourage dialogue and participation from the entire UMCES community. Topical discussions / initiatives can occur as needed.

## **Reporting**

### Annual Report

An annual report summarizing activities undertaken and planned, outcomes, recommendations, and goals for the next year is to be submitted to the President each year.

### Ad Hoc Reports

Additional reports may be submitted to the President as needed.

## **Definitions of Charter Terms**

Collaborative: A group of people working together to benefit society as a whole rather than to simply serve self-interests.

Community of Practice: A group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, physical ability or attributes, religious or ethical values systems, national origin, political beliefs, and cultures.

Diversity means more than just acknowledging and/or tolerating difference. It's a set of conscious practices that seek to understand, appreciate and value the interdependence of humanity, cultures, and the natural environment.

Equity: Ensuring that everyone has support and access to the resources needed to be successful and identifying and eliminating barriers that have prevented the full participation of communities most impacted by systemic oppression.

Improving equity involves increasing justice and fairness within the procedures and processes of institutions and systems, as well as in the distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society and institution.

Inclusion: Ensuring that people of all backgrounds, identities, abilities, perspectives, and beliefs have an equal opportunity to belong, achieve, and contribute to their communities. An inclusive institution promotes and sustains a sense of belonging; it values and practices respect where all people are recognized for their inherent worth and dignity, talents, beliefs, backgrounds, and ways of living.

Race: A socially-constructed categorization of humankind based on certain shared, distinctive physical traits.



UNIVERSITY OF  
MARYLAND

# 2021 Institutional Programs of Cultural Diversity Report

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## University of Maryland, College Park

### 1(a). DEI-explicit initiatives or efforts for Students

A foundational commitment of the University of Maryland's newly adopted strategic plan is to ***reimagine learning*** by leading in the development of innovative and inclusive approaches for teaching and learning. On March 1, 2022, the University Senate overwhelmingly passed a proposal to modify the university's general education diversity requirement. As a result of the modifications to the diversity curriculum, undergraduate students who complete their general education requirements at the University of Maryland will engage in classroom discussions of power and oppression, especially historical and systemic racism. They will also gain practical skills in civic engagement, communicating effectively across differences and resolving conflicts respectfully. Implementation will be guided by a cross-campus working group, beginning in the fall and continuing over a period of years.

Recruiting and retaining a diverse student body is a top priority for the university. To enhance recruitment, the University of Maryland has implemented many new efforts and programs to build strong partnerships with Prince George's County and Washington, D.C. with the specific intent of enrolling more Black and Latinx students. The Office of Undergraduate Admissions employs enrollment defense efforts recognizing the importance of individualized attention and offering personalized outreach designed to address student questions or rectify issues that may be hindering enrollment for county and D.C. residents. In addition, the Maryland Ascent Program, which is available for first-generation students from Baltimore City, Baltimore County and Prince George's County public schools, is an invitation-only event for rising high school seniors who receive hands-on help with navigating the complex world of college admissions. A variety of programs enhance diversity recruitment, including college readiness summer bootcamps and essay writing workshops; college application workshops for rising high school seniors targeting African American, Latinx and Native American students; college application workshops held at the request of school counselors throughout the state, high school visits (held virtually and in person) are available practically everywhere due to the increased use of online formats, and an evening reception for admitted students designed to encourage freshman enrollment for African American and Latinx Prince George's County residents.

Efforts and avenues for diverse student retention are too numerous to detail here, but a significant announcement this year is the development of five new cultural centers that will support the following groups: Latinx, Asian Pacific Islander Desi American, Native American and Indigenous, multiracial and biracial, and students with disabilities. The impact of cultural centers is unequivocal. They help students feel validated and uplifted by recognizing their cultural knowledge and assets and give them the tools to navigate some of the challenges they might face both in and outside of the classroom. These spaces help students succeed and thrive by better supporting their acclimation to university life and developing greater cultural awareness, allowing them to feel part of community and know that they matter. In addition, the Department of Fraternity and Sorority Life is opening The Agora House on fraternity and sorority row for our NPHC and MGC groups to use as a gathering and programming space.

The new cultural centers join the current LGBTQ+ Equity Center and the Nyumburu Cultural Center for our Black community, which celebrated its 50<sup>th</sup> anniversary this year, in creating community for diverse student populations. In addition, the Office of Multi-ethnic Student Education, the Office of Multicultural Involvement and Community Advocacy, and the Office of Graduate Diversity and Inclusion provide academic and cultural resources that encircle diverse students during their time at UMD. Multiple college- and department-level initiatives also provide field-specific opportunities for cultural inclusion and growth.

**University of Maryland, College Park**  
**1(b). DEI-explicit initiatives or efforts for Faculty**

The university continues to seek out and make offers to underrepresented faculty and to enhance its retention efforts. In March 2021, the University of Maryland launched FAMILIE (Faculty Advancement at Maryland for Inclusive Learning and Excellence), a diversity initiative aimed at recruiting outstanding tenured or tenure-track faculty members. The total commitment by the university with matching funds from the colleges is estimated at more than \$40M over the next 10 years. The goal is to increase faculty diversity and add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives. The program has three components, including the President's Postdoctoral Fellowship Program (PPFP), Assistant Professor Targeted Hire Program, and Senior Targeted Hire Program.

While recruitment is an important primary focus, an equally important secondary focus of the FAMILIE Initiative is the creation of a welcoming and embracing climate in which each recruit is incorporated into a collegial academic community and is exposed to a set of connections that will advance the person's expertise, career, and sense of agency. With these goals in mind, to be eligible to apply for FAMILIE funds, departments must complete the following three activities. 1) Inclusive Faculty Hiring Workshop: Each member of department search committees must complete the Inclusive Hiring Workshop, facilitated by the ADVANCE Program for Inclusive Excellence and the Office of Diversity of Inclusion. These workshops will take place online and include synchronous and asynchronous components. In their FAMILIE proposal, departments will provide a list of search committee members and the ADVANCE Program will verify that each member completed the workshop. 2) Individualized Retention Plan: Departments will complete a retention plan that outlines an individualized development plan for the new faculty member and identifies concrete actions department members will take to support their professional growth. This retention plan, along with the Readiness Assessment and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determination about which FAMILIE proposals are funded. 3) Readiness Assessment: The goal of this assessment is for the department to provide a realistic appraisal of the department's diversity, equity, and inclusion strengths and achievements as well as areas for growth and future plans for equity-minded change. This assessment, along with the Individualized Retention Plan and other proposal materials, will be evaluated by the Review Committee, the Office of Faculty Affairs, and the Provost in making determinations about which FAMILIE proposals are funded.

The efforts of departments to meet FAMILIE hiring requirements will create a climate that is more inclusive of *all* department members, including non-tenure track faculty, staff and students. In addition to FAMILIE, faculty recruitment and retention efforts include spousal hiring support, including a subscription to the Higher Education Recruitment Consortium, which is scheduled to go live within a couple of months. There are also numerous leadership development initiatives at the university level, within the colleges, and in partnership with the Big Ten Academic Alliance that target faculty inclusion and growth.

**University of Maryland, College Park**  
**1(c). DEI-explicit initiatives or efforts for Staff**

The university continues to actively employ underrepresented staff, taking advantage of the demographic diversity of our geographic location while simultaneously competing with local governmental employers and research agencies. During the hiring process for staff and faculty, every University of Maryland search committee or individual hiring official must meet with a qualified and trained Equity Administrator to receive the equity charge, which outlines the importance and value of diversity to the university, discusses how equity is demonstrated during the search process, and highlights common biases and methods to mitigate them. In addition, the Equity Administrator ensures that candidate finalist pools reflect the overall population in the area of hire, and search committees must submit working notes demonstrating their decision-making process. A primary goal of the equity charge is to help hiring officials understand that diverse excellence has always already existed and to provide them with tools through which to recognize and appreciate that fact.

In order to enhance inclusion, which is critical for staff well-being, effective June 2021, all new staff, faculty, and students are required to complete the TerrapinSTRONG onboarding program. While this program is required for all who enter the university, its impact and ongoing effect is experienced most strongly among staff who often provide the framework for their unit's operations. TerrapinSTRONG is one of 12 initiatives identified by President Pines on his first day in office as president and is a shared vision and values for the entire campus community. TerrapinSTRONG onboarding welcomes new members into our community, enhances inclusion and sense of belonging, and acts upon University of Maryland diversity, equity and inclusion goals. It will help bring us together as a community, show what we value, and share our history and traditions.

TerrapinSTRONG consist of four modules focusing on the following content. 1) Engage diversity: We value the diversity of our community and constantly seek new ways to work together, be inclusive, and show the world that our diversity is our greatest strength. We excel in education, research and service because of our diversity. 2) Acknowledge the role the University of Maryland has played throughout its history in denying access and full participation: We cannot move forward if we do not admit the mistakes of our past and present. The University of Maryland takes responsibility for our history of causing harm and preventing people from participating in our community based on their race, sex, gender identity or expression, sexual orientation, income, disability, national origin and religion. We recognize that our campus rests on land first stolen from the Piscataway Tribe and later used as a slave plantation. 3) Celebrate University of Maryland traditions, trailblazers and communities: We show Terrapin Pride by celebrating trailblazers (those who paved the way for us), welcoming new Terps into traditions, and constantly creating new and inclusive communities. 4) Take actions to advance diversity, equity, inclusion (DEI) and social justice: The University of Maryland sees the many challenges our world faces. We speak up for human rights, and we take actions to advance equity, inclusion and social justice. After completing the four modules, participants develop an individual action plan on ways they will stay involved. In addition, each college and unit has an appointed TerrapinSTRONG representative, primarily staff members, who develop programming, activities and educational opportunities for ongoing engagement.

While many staff members are hired locally, some must relocate to work on campus. Staff recruitment and retention efforts will include spousal hiring support, including a subscription to the Higher Education Recruitment Consortium, which is scheduled to go live within a couple of months.



**University of Maryland, College Park****1(d). DEI-explicit initiatives or efforts for Administration**

At the University of Maryland, we seek both to diversify our administration and to enhance the role of administrators in creating a diverse and inclusive campus. The Offices of the President and Provost have clearly communicated to all departments that increasing diversity among faculty, staff and students is a priority and are developing financial incentives to enable us to compete with other employers. Our goal is to be a clear leader among AAU universities in the diversity of our faculty, staff and student body.

This goal is well underway with the hiring of a new dean and two new department chairs in 2021 who bring diversity to our academic leadership. The recent announcement of another dean from an underrepresented group enhances our diverse leadership team.

In addition, deans and unit heads have been encouraged to consider appointing or hiring a top DEI official for their departments, which creates opportunities for diverse individuals to gain leadership experience while also contributing to the focus of growing more diverse units with strong DEI capabilities. While each unit has historically appointed a Diversity Officer, we are more clearly defining and enhancing the responsibilities of the position. Our goal is to create a vibrant network of DEI practitioners who can provide guidance to their units while also supporting one another and the DEI goals of the university.

Some of this enhancement work has also been done on behalf of the university's Equity Administrators. In 2021, the Vice President for Diversity and Inclusion (VPDI) sent a letter to all deans and unit heads outlining the roles and responsibilities of the Equity Administrators. We are focusing on training and increased education for Equity Administrators so that they are well-equipped to perform their role. In addition, we are in the process of hiring an Equal Employment Opportunity Officer, who will report to the VPDI and work closely with University Human Resources and the Equity Administrators to increase diverse hiring and retention.

## University of Maryland, College Park

### 2. Governing, administrative, coordinating bodies and institutional offices solely dedicated to DEI

The Vice President for Diversity and Inclusion (VPDI) is the primary leader for the university's DEI-related initiatives and focus, supervising both the Office of Diversity and Inclusion and the Office of Civil Rights and Sexual Misconduct. That said, it is important to reiterate that the work of DEI belongs to everyone on campus and there are multiple efforts not identified here, making this a non-inclusive summary of the important work occurring on campus.

The Office of Diversity and Inclusion (ODI) provides leadership and expertise for helping the university achieve its diversity, equity and inclusion goals. The office serves as a source for supporting campus-wide or unit-level DEI initiatives and provides thought leadership, policy development and guidance, as well as programming to increase awareness and capacity. The office is also a hub for information through its newsletter and social media as well as its network of diversity practitioners. There are seven departments within ODI that serve the entire campus community. 1) ADA Compliance is overseen through the ADA/504 coordinator's office, which addresses accessibility issues and reports of disability-based discrimination on campus, working with accessibility offices to guide the university's efforts to move beyond compliance and toward seamless access. 2) Bias Incident Support Services responds to hate-bias incidents, educating and reporting about incidents while providing support, guidance, expertise, and advocacy to community members. 3) Diversity Training & Education provides campus-wide and unit-specific opportunities for diversity training, education, programming and engagement. 4) The LGBTQ+ Equity Center works to establish and maintain a safe, inclusive and welcoming campus environment for people of all sexual orientations and gender identities or expressions. 5) The Nyumburu Cultural Center has served the UMD community since 1971 as a foundation for Black social, cultural and intellectual interaction. 6) The Office of Multi-ethnic Student Education offers services and programs to enhance the learning experience and promote the academic success of underrepresented undergraduate students. 7) TerrapinSTRONG welcomes participants to the University of Maryland, introduces UMD history and traditions, and underscores our commitment to diversity, equity and inclusion.

The Office of Civil Rights and Sexual Misconduct (OCRSM) administers the university's non-discrimination policies and works to foster a learning and working environment free from all forms of discrimination and harassment, including sexual misconduct. OCRSM is sometimes referred to as the Title IX Office.

Each college and division has at least one designated Diversity Officer and Equity Administrator. The Diversity Officers provide diversity education and training, oversee climate assessments, and support diversity-related recruitment/retention, programming and evaluation efforts within their respective units while also collaborating on campus-wide diversity initiatives. The Equity Administrators support the university's goal to be a national leader in recruiting and retaining a diverse community of faculty, staff and students.

The Office of Multicultural Involvement and Community Advocacy advises more than 100 identity-based student organizations, provides opportunities and spaces that affirm identities, builds inclusive communities among diverse members, and creates social change locally, nationally and globally.

Our university chaplains, Office of International Affairs, Office of Graduate Diversity and Inclusion, and division and college DEI committees are also dedicated to supporting our diverse communities.

## University of Maryland, College Park

### 3. Description of DEI data and metrics

While the University of Maryland is not allowed to establish numeric enrollment or employment goals by identity, it is our clear intention to improve the enrollment and employment of underrepresented students, staff and faculty. All of our demographic data is made publicly available through Institutional Research, Planning and Assessment at <https://irpa.umd.edu/CampusCounts/index.html>. This enables all community members to view data over the past 10 years to track changes and chart progress.

The Office of Undergraduate Admissions, as well as the Office of Graduate Studies, tracks data relating to the admission, acceptance and yield of students by diverse identity categories on an annual basis. This information enables them to align with demographic data of the region and country as well as identify where differences may exist between admission and yield. Doing so enables the office to recalibrate and focus its recruitment efforts.

Equity Administrators, as well as division and college administrators, may request their unit-specific employment demographic data from University Human Resources, which compiles data for the university's annual Affirmative Action Report. This information enables units to identify affirmative action hiring goals, which are also populated within eTerp, the university's position management system. Hiring officials are able to determine identity categories that are available in the field but missing in their workforce.

The Student Experience and Environment Survey (SEES) gathers insight from undergraduate students to assess the scope and nature of sexual assault at the university and to identify effective means of intervention and prevention. Conducted biennially, the campus-wide climate survey is sponsored by the Office of Civil Rights and Sexual Misconduct and the School of Public Health. The data is analyzed by SPH faculty and presented to the Maryland Higher Education Commission.

The Faculty Advancement at Maryland for Inclusive Learning and Excellence (FAMILE) is a diversity initiative aimed at recruiting outstanding tenured and tenure-track faculty members. The initiative's goal is to increase faculty diversity and add over 100 new tenured or tenure-track faculty in departments and units across campus based on demonstrated diversity objectives.

Working with the Office of Undergraduate Studies, the colleges are developing an initiative to incorporate DEI outcomes into all of their undergraduate major degree programs. Planning is underway and the initiative will launch next year although there will be a rolling incorporation across colleges as we learn continuously from the process.

The Office of Graduate Diversity and Inclusion is focused on recruiting and supporting students from underrepresented populations. The new President's Fellowship, for which 40 award offers were made this spring, strengthens the office's efforts to increase the number of Black Ph.D. students. They have also developed a program to match college/department enhancements to students from underrepresented groups.

The university's first campus-wide climate survey was conducted in 2018 and a second survey was postponed due to the pandemic. After considering challenges posed by the previous survey instrument, we plan to institute a different survey next year that will allow us to establish a baseline that can inform our climate assessment into the future.

## University of Maryland, College Park

### 4. How diverse perspectives and voices of all students are captured and utilized in informing DEI efforts

The University of Maryland, College Park has over 650 student organizations on campus, ranging from athletic clubs, cultural organizations, social fraternities/sororities, academic honorary societies, and career-focused organizations. The Student Organization Resource Center (SORC) supports students through their involvement in student organizations and has staff dedicated to supporting leadership development in Maryland student organizations. SORC also oversees TerpLink, the student organization database, which allows students to communicate with organization leaders, participate in campus-wide polls and discussions, and much more. In addition, student organization advisors are available to vet and address student concerns, issues and perspectives.

The Vice President for Student Affairs and the Vice President for Diversity and Inclusion meet regularly with diverse student groups for informal conversations that allow students to express concerns or make suggestions. In particular, meetings with Black student leaders that were initiated in 2020 resulted in the generation of a list of 25 critical issues identified by students. Those issues and student recommendations are publicly displayed on a campus website that tracks the progress towards outcomes: <https://diversity.umd.edu/black-student-leaders>. The regular meetings provide opportunities to talk candidly about any barriers towards meeting students' desired outcomes as well as to provide additional information, increase students' knowledge of institutional functioning, and improve communication. Meetings have also been held with other student affinity groups, including the Iranian Graduate Student Association. This initial meeting with the Iranian students led to a second that included the Office of International Student and Scholar Services and resulted in the resolution of some of the specific concerns of this group of students, who often face challenging visa issues that impact their academic programs.

Students are important members of our university governance structure with representatives on our University Senate as well as numerous other governance bodies. The Student Government Association officers meet regularly with the President's Cabinet to discuss issues of joint concern, and Graduate Student Government officers meet regularly with their counterparts in university administration. In addition, students often serve on hiring search committees, particularly for upper-level hires or those that have a student-facing component. Student voices are essential for our DEI-focused hires and the Office of Diversity and Inclusion ensures students serve on all of its search committees.

Student advisory committees exist in most spaces at the university; practically every division, college, department, and function convenes students to serve in an advisory capacity. This not only provides students with a representative voice, it also enables administrators to benefit from the unique perspective of students—the population that is the focus of the majority of our services. For example, as the university develops the five new cultural centers, students from the affinity groups those centers will serve are crucial to all elements of the design process, from the physical space to the programming that occurs there.

The Campus Assessment Working Group (CAWG) administers surveys to students at different points in their academic careers to gain insight into student perceptions towards various topics. Surveys are updated every year with some questions staying the same for trends and others being updated to topical issues/concerns. In addition to the inclusion of DEI-focused questions, the surveys are also sorted by student identity, allowing us to see what issues may be of particular concern to specific populations.

## Appendix I

### Statement on University Values

A joint effort between the President's Office and University Senate, the Statement on University Values was developed by faculty, staff and students as part of the Joint President/Senate Inclusion and Respect Task Force in spring 2018.

#### Values Statement

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 through 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 intimidation 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.

**Appendix 2**

Please see the attached report from the Joint President/Senate Inclusion and Respect Task Force (Senate Document #17-18-03), dated May 2, 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:

Handwritten signature of Wallace D. Loh

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 Hoas, University of Maryland Police Department



### Inclusion and Respect at the University of Maryland

|                                 |                                                      |
|---------------------------------|------------------------------------------------------|
| <b>PRESENTED BY</b>             | Co-Chairs Ja’Nya Banks, Lucy Dalglish, Warren Kelley |
| <b>REVIEW DATES</b>             | SEC – April 6, 2018   SENATE – April 24, 2018        |
| <b>VOTING METHOD</b>            | In a single vote                                     |
| <b>RELEVANT POLICY/DOCUMENT</b> | See Report for More Information                      |
| <b>NECESSARY APPROVALS</b>      | Senate, President                                    |

### ISSUE

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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)

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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

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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**

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The University could continue with its current efforts in the areas of diversity and inclusion programming, hate/bias response, and campus climate assessment.

## **RISKS**

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There are no known risks to the University if these recommendations are implemented.

## **FINANCIAL IMPLICATIONS**

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The University will need to provide the necessary resources for the development and implementation of all of the elements of these recommendations.

**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

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### **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

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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

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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

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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

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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

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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**

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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**

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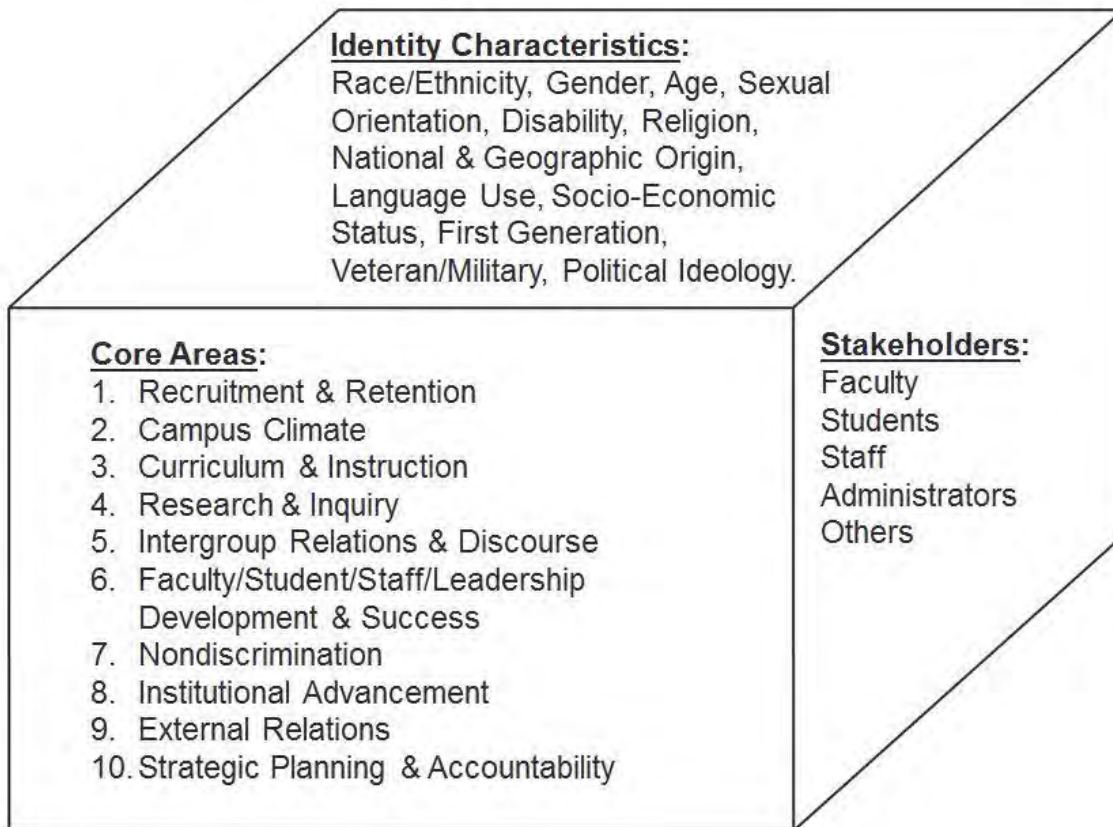
#### Scholarly Research

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**

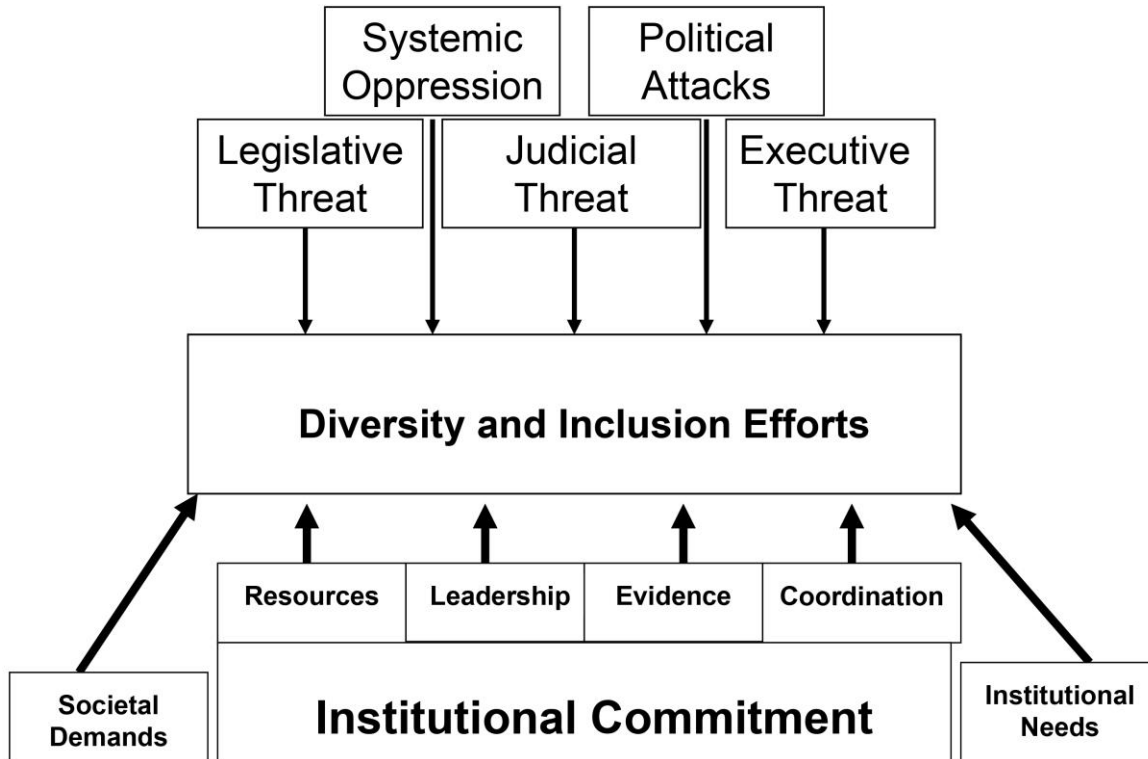
Diversity in higher education is no longer solely focused on affirmative action based on race. Research shows that a three-dimensional model of diversity in higher education with a broadened focus that recognizes characteristics of identity, constituency groups, and institutional initiatives is more 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.

### Existing University Climate Data

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**

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### 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.

## **Task Force Assessment of Issues to be Addressed**

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

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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

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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 through 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 intimidation 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/reporthatbias](https://go.umd.edu/reporthatbias) 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](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](http://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](http://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](http://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](http://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](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**

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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

|                           |                                                                                                                     |
|---------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Date:</b>              | August 25, 2017                                                                                                     |
| <b>To:</b>                | Lucy Dalglish, Warren Kelley, Ja'Nya Banks<br>Co-Chairs, Joint President/Senate Inclusion & Respect Task Force      |
| <b>From:</b>              | Wallace D. Loh <i>Wallace D. Loh</i><br>President<br>Daniel Falvey <i>Daniel Falvey</i><br>Chair, University Senate |
| <b>Subject:</b>           | Inclusion and Respect at the University of Maryland                                                                 |
| <b>Senate Document #:</b> | 17-18-03                                                                                                            |
| <b>Deadline:</b>          | 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<sup>1</sup>, gender identity or expression, sexual orientation, marital status, age, national origin, political affiliation, physical or mental disability<sup>2</sup>, 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](mailto: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:

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<sup>1</sup> 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

<sup>2</sup> 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<sup>3</sup> 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

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<sup>3</sup> 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](mailto: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](mailto: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](mailto: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](mailto: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 and 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 EASTERN SHORE  
*Office of the President*

Institutional Programs of Cultural Diversity Report -- UMES

Institutional narratives

1. DEI-Explicit Initiatives or efforts for the following populations:

All-campus initiatives for faculty, staff, administrators, and students

*LGBTQIA+ Safe Zone*

This training is intended to help participants learn about the LGBTQIA+ community in order to become more inclusive of various identities by using appropriate terminology and language, avoiding microaggressions and unintentional behaviors, hence contributing to an atmosphere of civility and mutual respect in our campus community. This is a 3-hour training, broken down into two, 1.5-hour segments.

*Fostering a Diverse and Inclusive Environment: The WHY and HOW*

This discussion on diversity and inclusion must go beyond seeking and building a diverse workforce to include how we make those with whom we work with feel both valued and included. Workshop participants will discuss the differences between diversity, inclusion, and exclusion. They will also leave this workshop with a heightened awareness of the importance of inclusion to a successful workplace and, how to promote inclusion in their workplace.

*Individuals with Disabilities: Creating an Accommodating and Inclusive Environment*

The purpose of this learning opportunity is to focus on correct and lawful employment practices that will minimize workplace discrimination for persons with disabilities. The responsibility for implementing the Americans with Disabilities Act (ADA) employment provision, Title I, falls largely on unit managers and/or department supervisors.

*Unconscious Bias – Fundamentals of Equal Opportunity*

This learning opportunity introduces the basics of unconscious or implicit bias and reviews the different types. Participants will engage in group activities and small group discussions while they learn how implicit bias influences their decisions in their university life. Participants will also be introduced to sound strategies to combat bias in their own lives.

*Preventing Sexual Misconduct: Understanding Your Responsibility*

This workshop is designed to promote a common and consistent understanding and application of the University of Maryland Eastern Shore policies, standards, and processes with regard to Title IX. The workshop will address the timeliness that all potential responders must adhere to

upon learning of an incident. Participants will leave this workshop with an enhanced awareness of the various forms of sexual misconduct, harassment, and intimate partner violence as well as their responsibility to promote a culture of prevention and safety for all.

#### *Healthy relationships*

According to current statistics, 1 in 4 women and 1 in 3 men is in an abusive relationship. This workshop is designed to help community members distinguish between healthy and unhealthy relationships, recognize the signs of abusive relationships, and familiarize themselves with workable solutions and resources when it comes to addressing and reporting intimate partner violence.

#### *Bystander intervention*

This certificate-based learning opportunity will empower participants with the knowledge, tools, and motivation to intervene and stop sexual violence before it occurs. Participants will engage through interactive dialogue and activities to reinforce core concepts.

#### *Intercultural Competency: Beyond the Basics*

Working and providing services in a diverse environment requires a knowledge and understanding of cultural differences, values, and behaviors. This fun yet informative session will help participants gain understanding to enhance the quality of their interactions with international and diverse students, faculty, and staff at the University and elsewhere.

#### *Microaggression: Recognizing and Challenging a Subtle Form of Bias*

Participants in this workshop will gain a better understanding of this form of bias and the building blocks that contribute to microaggressions. The workshop instructor will facilitate exercises and discussions to help participants recognize microaggressions and learn strategies for addressing the subtle messages sent that can create a feeling of marginalization among community members.

#### *Religious Diversity: Challenging Assumptions to Advance Inclusion*

Participants will have the opportunity to discuss questions, such as, why is it so difficult to talk about religion? What is the place of religion on a college campus? The workshop facilitator will share ways of approaching this challenging conversation, and, through interactive exercises, will develop tools for a welcoming and religiously inclusive campus.

### **Staff/Faculty/Administrator Specific Training**

#### *Preventing Bullying in the Workplace*

Bullying in the workplace can occur as a sporadic occurrence or a systemic issue the workplace; it oftentimes looks and feels like harassment. This learning opportunity will help participants distinguish between illegal forms of harassment based on a protected category and bullying in the workplace. We will identify what can be done at the individual as well as the institutional level in order to stop, address, and prevent these concerning phenomena.

### *Free Speech*

Constitutional v. Contractual Rights: We are entitled to constitutionally protected freedom of expression in different forms: verbal, written, symbolic, etc. However, are all forms of speech protected and what does protection look like? Is freedom of speech in the workplace an absolute right? This presentation is designed to answer such questions and discuss ways in which we can reconcile constitutional and contractual rights in a general atmosphere of workplace civility.

### *Managing and Addressing Disruptive/Threatening Behavior in the Classroom*

The landscape has changed post-Virginia Tech with managing and addressing disruptive and threatening behavior. The learning session will provide detailed steps about how, when, and why response is critical. We will unpack the difference between disruption and threats, review a step by step process for managing issues, and discuss tips for classroom management.

### *Fundamentals of Equal Opportunity*

This learning opportunity is intended to provide participants with a fundamental understanding of equal opportunity and affirmative action laws and policies. The session will outline relevant laws such as Title VII, Title IX, and the ADA, including the groups protected by each, and it will touch on corresponding institutional policies. Participants will learn how to identify discrimination, harassment, and retaliation in a professional or academic environment.

### *Being a Responsible Employee*

This learning experience will introduce requirements and expectations under Title IX for ALL employees. Participants will learn about what to say, what not to say, and navigate tips for conversations, documentation, and reporting.

## **Student-Specific Initiatives**

### *Healthy relationships*

According to current statistics, 1 in 4 women and 1 in 3 men is in an abusive relationship. This workshop is designed to help community members distinguish between healthy and unhealthy relationships, recognize the signs of abusive relationships, and familiarize themselves with workable solutions and resources when it comes to addressing and reporting intimate partner violence.

### *Understanding Consent, Preventing and Addressing Sexual Misconduct*

In recent years, the topic of consent has been at the forefront of many current discussions, debates, and controversies on college campuses nationwide. This learning opportunity aims to familiarize students with the definitions of consent and what constitutes sexual misconduct under UMES and USM policies, how to make a report and access resources, as well as the role one can play in preventing sexual misconduct and educating other peers.

### *Free Speech on College Campuses*

What is the current landscape on college campuses when it comes to free speech? How can we balance the constitutionally protected free expression and our commitment to inclusivity in a harassment-free and non-discriminatory environment? This facilitated discussion is designed to unpack dilemmas surrounding this topic as well as identify ways in which we can reconcile civility while safeguarding free speech rights in different settings and on various platforms.

### *Hispanic Heritage Month Program*

Heritage Month is celebrated in recognition of the invaluable historical and cultural contributions of Hispanic and Latinx to diversity, vitality, and progress of the United States. Join us for this program to gain a more nuanced understanding of the unique identity of these communities, engage in meaningful conversations to help dispel myths and social stigmas associated with them, recognize and honor their invaluable richness.

### *Bystander intervention*

This certificate-based learning opportunity will empower participants with the knowledge, tools, and motivation to intervene and stop sexual violence before it occurs. Participants will engage through interactive dialogue and activities to reinforce core concepts.

## **2. Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

The Office of Institutional Equity and Compliance (OIE) supports efforts to uphold the University's commitment to creating and maintaining a working and learning environment that is inclusive and free of discriminatory conduct as required by the University's policies and procedures.

OIE promotes and upholds the University's commitment to diversity, equity, and inclusion by:

- 1) Guiding employees in referring affected individuals to OIE;
- 2) Facilitating resolution of concerns through advising and providing guidance and support to parties and their supervisors;
- 3) Conducting formal investigations in situations in which alternative resolutions efforts are unsuccessful or inappropriate;
- 4) Partnering with administrators and supervisors to protect against retaliation; and
- 5) Providing general and targeted educational training programs to prevent discrimination and harassment.

## **3. Description of the Institution's DEI data or metrics and how these data assist in driving the institution's actions and interventions to eliminate educational diversity, inclusion, and equity gaps.**

UMES has two major sources of DEI data for 2022: a major self-study, completed in December 2021, and the campus diversity statistics.

## *Driving Change Self-Study*

The self-study was conducted as part of UMES' application to the HHMI Grant Initiative, *Driving Change*. The goal of *Driving Change* is to "effect genuine and lasting culture change on research university campuses so that undergraduate students from all backgrounds, particularly those who belong to historically excluded groups, will excel in STEM and graduate from college well prepared to pursue advanced degrees and eventually assume leadership roles in STEM." Through the self-study, HHMI encouraged the finalists to explore the strengths and challenges of their campuses to determine 'where you are' and 'where you want to be' as it relates to diversity and inclusion in STEM. They believe that answers to these questions are necessary for establishing sustainable STEM educational and research programs for the population served at UMES.

While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, the scope of the study encompassed the climate for DEI efforts and for positive change as a whole.

UMES hired an outside consultant, Dr. Marquita Qualls, to conduct the study in order to attain as little bias as possible. The methodology of the study was qualitative, using semi-structured confidential interviews as the largest data sources; these interviews were conducted with faculty, staff, administrators, students, and community stakeholders. The purpose of the interviews were to gather a wide spectrum of voices and perspectives on the climate and culture of UMES as it related to all aspects of STEM education and research. The interviews were conducted via Zoom videoconferencing, phone, and in person.

Participation in the interviews was voluntary. All academic and administrative departments are represented to give a purposeful sampling of perspectives. Total sample size was 150 participants through individual or small group discussions. In-person discussions were also held during the on-campus visit. These conversations took place while visiting local gathering spots on campus or within the Princess Anne community and pop-in visits to offices in campus building. In the case of these conversations, it was clearly stated the purpose of the conversation and how the information would be used.

An analysis of the interviews, data, and lessons learned produced three overarching areas that will have an impact on DEI efforts at UMES:

*Leadership:* Knowledgeable and credible administrators who will communicate a shared and realistic vision with the UMES community, while providing the necessary resources to achieve it.

*Infrastructure:* Documented and adherence to policies and procedures are documented and followed; quality and well-maintained facilities, consistent and reliable IT services.

*Cultural identity:* Appreciation of the HBCU culture while being inclusive of others; building a strong brand that can be marketed to support recruitment and retention, most notably the

teaching vs research institution distinction. The potential for UMES to drive change and effect genuine and lasting culture so that her undergraduate students will excel academically and graduate from college well prepared to pursue advanced degrees and assume leadership roles can be realized by building on its strengths and being intentional about addressing these opportunity areas.

UMES is using the findings of this report as the core of institutional changes proposed to HHMI, including (but not limited to) stronger advising, much-needed changes in organizational infrastructure, and articulated leadership, with resources to support all initiatives proposed.

### *Campus Diversity Statistics*

Over the last five years (2017-2022), UMES’s Office of Institutional Research has gathered demographic data – race, ethnicity, and gender – on students, faculty, and staff. While a general reporting necessity, UMES also gathers these data in order to measure such representation and adjust in order to continue our mission of serving students who come from racially under-represented populations: African American students, first generation students, and students who come from low-income households.

Having these accurate data has aided UMES to create an increased number of scholarships for high need students. Further, having accurate data, in combination with better initial assessment of students’ academic needs, has helped UMES increase the student support and academic programming for learning so that students can be retained and graduate from UMES.

#### **4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus’ DEI efforts.**

In the table below, each of UMES’ student DEI initiatives and outcomes are captured.

| DEI INITIATIVE                                                                                   | STUDENT AUDIENCE              | OUTCOME                                                                                                                                                                                         | DATE                                         |
|--------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Lavender Circle                                                                                  | LGBTQIA+ Students             | Created an environment where LGBTQIA+ students were able to mingle, meet and greet during new student week                                                                                      | Ongoing: Start of Every Semester and ongoing |
| The Barber Shop                                                                                  | Students who identify as male | Weekly Support Group                                                                                                                                                                            | Ongoing                                      |
| Our Unfinished Work: Creating Equity through Service-Learning and Civic and Community Engagement | Student Leaders               | Student Leaders are empowered to aid their campuses The conference will provides students an opportunity to reflect and learn about how justice, equity, diversity, and inclusion (JEDI) can be | Spring 21                                    |

|                                                        |                                     |                                                                                                                                                                                                                                                   |         |
|--------------------------------------------------------|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                        |                                     | advanced through the collective efforts of our member institutions' civic and community engagement initiatives and programming.                                                                                                                   |         |
| Cultural awareness events were held with small         | All Students                        | Small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.                                                      | Ongoing |
| Safe Colleges                                          | All Students                        | Develop, create and generate learning content with the ultimate goal of increasing awareness on campus. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc.                             | Ongoing |
| Monthly Discussions with the Chancellor                | Diverse Student Groups              | Great understanding of students needs and how USM provides support                                                                                                                                                                                | Monthly |
| Student Focus Groups                                   | Diverse Student Groups              | Understanding of student resources and needs. To improve retention and sense of belonging                                                                                                                                                         | Ongoing |
| SGA Town Halls                                         | Diverse Student Groups              | The committee recommends topics to strengthen and create discussion with students and administration                                                                                                                                              | Monthly |
| Student Surveys                                        | All Students                        | Understand the climate on campus and hear from students directly with the ultimate goal of increasing retention (Example: Campus Climate,                                                                                                         | Ongoing |
| Student Representation on Campus Committees/ Taskforce | Diverse Student Groups              | Student representation on taskforce, hiring committees, campus groups to ensure a diverse group of student voices are heard. (Examples: Enrollment Management Taskforce, Commencement Committee, Cabinet Level Searches, Good Neighbor Taskforce) | Ongoing |
| Young Men of Distinction                               | 7-21 year olds who identify as male | Mentorship Group hosted by the Men of Distinction, Counseling Services, and Princess Anne Community Members                                                                                                                                       | Ongoing |
| Academic Programs and Faculty Discussions              | Diverse Student Groups              | Discuss research, hear from students directly with the ultimate goal of increasing retention                                                                                                                                                      | Ongoing |



**Diversity Statement:**

The University of Maryland Eastern Shore (UMES) is an equal access, equal opportunity institution fully committed to diversity in education and employment. All students, employees, and the campus community at UMES are valued, respected, and have the opportunity to receive an equitable experience in an inclusive, welcoming environment of openness and appreciation.



2021-2025 DIVERSITY PLAN  
UNIVERSITY OF MARYLAND EASTERN SHORE

## 2022 Update to the UMES Cultural Diversity Plan

### I. Implementation strategy and a timeline for meeting goals within the plan;

We are still in the process of assigning each core principle/goal (listed below) the measurable outcomes to effectively tell a data driven story about cultural diversity at UMES. The mechanisms for measurement are embedded in the goals, which begin on page five, but the specific numerical goals have not been established (COVID delayed.)

The institution has created a committee composed of various professionals to assist with implementing the goals, including creating the specific strategies and monitoring them. Committee composition includes Institutional Equity and Compliance, Academic Affairs, Enrollment Management and Student Experience, and Human Resources.

### II. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;

- COVID-19 limited the University ability to host too many in-person events with faculty, staff, and/or students.
- Cultural awareness events were held with small groups of 5-10 students in-person and/or online during various cultural celebrations including but not limited to Hispanic Heritage Month, Coming Out Day, Women's History Month, etc.
- The University has contracted with SafeColleges to develop, create, and generate learning content/training for faculty, staff, and students. Training modules focus on various areas of protected class including race, ethnicity, ADA, civil rights, etc. will be shared in the fall 2021 for the campus community.
- Frequent research briefs regarding cultural diversity shared with faculty, via Academic Affairs
- Frequent academic programming by departments, addressing cultural diversity within their disciplines (specific plans for each School are being developed).

### III. A description of how the institution plans to enhance cultural diversity (if improvement is needed);

- Actualization of the diversity council that will meet monthly to review, manage, and centralize diversity/inclusion efforts for the campus and through the Diversity Strategic Plan.
- Promotion of training and education through online tools and increased in-person educational sessions.
- Development of an intentional plan regarding recruitment, hiring, and retention of diverse staff/faculty.
- Development of an intentional plan regarding recruitment strategy to increase efforts for a diverse student body.
- Development of intentionally planned budget dollars to support an inclusive and accessible campus community.
- Development of diversity/inclusion goal in the University's strategic plan.

#### IV. Process for reporting campus-based hate crimes

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.

#### V. **A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.**

UMES effectively recruits a racially diverse student body, in large part due to its HBCU status; its gender diversity (defined as male and female) is largely balanced as well, though we need to make room for

broadened definitions of gender diversity (LGBTQIA+). Also, our Pell-eligible levels tell us that we are effective in recruiting first-generation students, but less so from families with more financial resources.

The resources UMES needs to effectively recruit and retain all students, however, lie in the area of foundational program development and student success support. We need the following:

- 1-2 full time personnel in transfer support (recruitment and in advising)
- 2-3 student advisors, who are highly skilled in working with the needs of first-generation students
- Development of a central international student center, whose focus is to work with admissions, with advising, and with faculty to support international students at the school, as well as to encourage native students to travel outside the country
- We are developing a new co-requisite Mathematics Program to serve first-year students' needs so that our DFW rates in bottleneck Mathematics courses do not prevent students from advancing in their STEM majors; we are in need of more infrastructural help to make the necessary tutorial support run well.

### **The University of Maryland Eastern Shore Cultural 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 15<sup>th</sup>, 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.

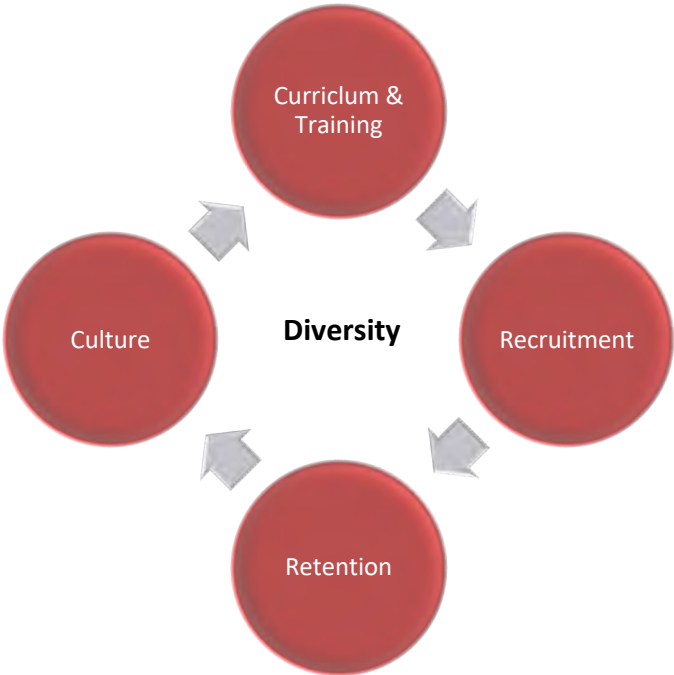
- **Phase One:** In 2019, the University submitted a framework to update and enhance our plan.
- **Phase Two:** In 2020, UMES utilized the Standards of Professional Practices for Chief Diversity Officers from the National Association of Diversity Officers in Higher Education as a guide and foundation for best practices to create and develop core goals, objectives, strategies, and methods for accomplishing areas in the plan.
- **Phase Three:** In 2021-22, 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)

**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

**2021 Cultural Diversity Report  
University of Maryland Global Campus  
April 22, 2022**

***Institutional narrative***

**1. *A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Student***

Our mission as a public institution is dedicated to meeting the higher education needs of the adult, “non-traditional” student. Our commitment to expanding access to education is why UMGC enjoys the most diverse student body of any institution in the University System of Maryland. The Worldwide UMGC student population is a student body comprised of individuals from all backgrounds, cultures, and experiences. These students come together to learn alongside one another and benefit from the varied perspectives they bring to the classroom.

Diversity, equity, and inclusion is integrated into the curriculum to ensure that the UMGC student is equipped with the cultural competence to be successful in their careers and enter the world as true global citizens. Through the Behavioral Sciences and Gerontology programs, students have access to courses designed to further their growth and development; namely BEHS 220 Diversity Awareness, BEHS 320 Disability Studies, BEHS 453 Domestic Violence, and GERO 302 Health and Aging.

As of Fall 2021, 48% of the UMGC student body were from historically under-represented minority groups. Further, 18% of UMGC students speak English as a second language and 50% were “first-in-family” college students. These students are aided by support services and resources specifically designed to incorporate the experiences they bring to the classroom.

Over the past year, UMGC has overhauled the manner in which we support the UMGC Student. The Office of Student affairs has been restructured to ensure that advising, student success, accessibility, student resolutions, and financial aid are all under one department. This has led to a renewed and increased focus on efforts to support the needs of Latino Students through UMGC’s Latino Student Support Working Group. The Latino Student Support initiative has also led to identifying bilingual advisors and success coaches to work directly with students that may be more comfortable conversing in Spanish.

Office of Diversity and Equity

***A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Faculty***

Supporting the collection of diverse UMGC students is an equally diverse and varied faculty. The UMGC faculty reflects the cultures, races, and backgrounds of the UMGC student body. Additionally, they come from a cross-section of industries and backgrounds that connect the classroom experience to the experiential learning that can further career aspirations. UMGC has more than 170 classroom and service locations throughout the world. Our faculty members teach courses online and in a hybrid format at more than 20 locations in Maryland, Virginia, and Washington, D.C., and on military installations in more than 20 countries and territories throughout the world.

UMGC Faculty annually receive a training stipend (\$250.00) to compensate them for time they spent participating in required training and professional development. Over the course of the year, faculty completed required trainings which included Title IX and Sexual Harassment Prevention. Additionally, faculty have received additional guidance about supporting students with disabilities and the accommodation process. These efforts ensure that faculty are equipped to maintain a culturally inclusive classroom experience.

The Provost Office has further been working with Program Chairs and members of the faculty to explore the deeper integration of diversity, equity, and inclusion across the curriculum. The goal of this review is to ensure that faculty are incorporating DEI into courses in a manner that will allow for a deeper understanding of how DEI impacts areas and subjects that may not have been previously considered. The Provost Office, Deans, and the Chief Diversity Officer will continue to work with faculty members and course designers to ensure that this effort continues for existing and future courses.



Office of Diversity and Equity

***A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Non-faculty Staff***

UMGC's Heritage Month Celebrations are at the heart of our efforts to recognize, celebrate, and raise awareness of the cultures and heritages that comprise the UMGC Community. During monthly events, UMGc's Diversity and Equity Office invites speakers to address the community and host documentary viewings that aim to increase the knowledge and understanding of diversity and culture. These themes and cultures are further celebrated by the distribution of the diversity poster series that includes monthly posters that are shared across the university.

Over the course of the past year, social and racial justice initiatives have been at the forefront of the UMGC diversity programs. At UMGc, the Diversity Dialogue Series has been implemented to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions are facilitated by the Chief Diversity Officer and the only ask is that individuals come prepared to be vulnerable and visible during the conversations. Topics that have been explored include empathy vs sympathy; allyship; race at work; privilege; and using one's voice to support your community.

The Diversity and Equity Office has also launched the Inclusion Networks program. Inclusion Networks are UMGc's version of an Employee Resource or Affinity Group that are based on race, gender, and gender identity and orientation as part of our plan and mission to create and cultivate a culture where everyone feels welcome to bring their full selves. These networks throughout the university are grassroots groups led by staff and supported by the Diversity and Equity Office with resources and guidance. The networks allow staff across the university to take ownership of diversity programs that are geared towards their constituent members. The Networks have become a valuable resource for providing feedback to leadership and building community.

Office of Diversity and Equity

***A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the University of Maryland Global Campus Administration***

In 2021, the Chief Diversity Officer position was elevated to become part of the Executive Committee. While the CDO was always part of the President's Cabinet, having the CDO as part of the Executive Committee has ensured DEI is present in all conversations about strategic university efforts and the direction of the university. Additionally, the Chief Human Resources Officer and the General Counsel were elevated to the Executive Committee allowing for all of the leaders involved in UMGC people programs to be involved in strategic decision making.

In December 2021, UMGC's Diversity Strategic Plan for 2022-2023 was launched. The development of the plan involved discussions and feedback from leaders across the university. The final plan was shared with the entire UMGC Community to engage staff, faculty, students, and alums in the efforts to improve the climate for diversity, equity, and inclusion. This plan will set the direction for the strategic priorities and goals for the next two years of UMGC. To further ensure that the plan can be successfully operationalized, each department is responsible for developing team specific projects/initiatives that are aligned to the goals contained within UMGC's Diversity Strategic Plan.

In support of the Latino Student Support Efforts, the university secured a President's Level membership with the Excelencia in Education organization. This organization will ensure that the President engages with other President and leaders across Higher Education as we develop our own projects and initiatives to support Latino students. Additionally, this membership will allow leaders across the university to share in best practices and resources that will strengthen our current and future programs.





Office of Diversity and Equity

**2. A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

The diversity, equity, and inclusion efforts at the University of Maryland Global Campus are overseen by the Diversity and Equity Office led by VP, Chief Diversity Officer and Ombudsman, Blair Hayes. Within the Office are units consisting of 1) ADA Compliance, 2) Multicultural Training and Programming, and 3) Fair Practices.

The Diversity and Equity Team is comprised of individuals with the expertise, knowledge, skills, and abilities to support diversity, equity, and inclusion across the university. Further, the team participates in regular training to ensure that they have the most up-to-date understanding of best practices across higher education and how to effectively implement them across the university.

The Office is part of the President's Office ensuring that DEI strategies, initiatives, and concerns have the visibility and support of the most senior leaders of the university. Further, the CDO is part of the Executive Committee and meets regularly with Senior Vice Presidents across the University to discuss strategic objectives, project development, and concerns that have been raised about team performance and direction.



Office of Diversity and Equity

**3. A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys).**

The University of Maryland Global Campus has partnered with Glint to conduct regular Engagement Surveys and Pulse Checks to measure employee satisfaction and engagement across the university. These surveys serve as key measures of how the UMGC staff and faculty experience the university. The surveys and pulse checks allow for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams. Feedback related to diversity and inclusion is also gathered through this platform and will be expanded on in the latter part of this year to conduct a university-wide diversity survey.

In 2021, the Diversity and Equity Office worked closely with the Analytics Team to develop Diversity Dashboard detailing demographics for staff, faculty, and students across the university. The dashboard provides regular snapshots of demographics related to race, gender, and age of UMGC staff, faculty, and students. To ensure transparency and visibility dashboard data is available through public channels that all members of the community can access.

Additionally, the Human Resource Office provides regular analysis of personnel actions related to hiring, promotions, and terminations including demographic breakdowns. These breakdowns allow the university to avoid potential adverse impacts related to personnel actions. Further, the team conducts regular compensation reviews to ensure that compensation is competitive with market standards and that the UMGC payscale is equitable.

Another critical data point for DEI efforts is the annual Affirmative Action plan. This plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the Affirmative Action plan, UMGC job fairs, and outreach the university seeks to improve hiring and career opportunities for job seekers across the state.



Office of Diversity and Equity

***4. A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.***

The Student Advisory Council (STAC) at UMGC has been integral to sharing information and surfacing issues that students face related to diversity, equity, and inclusion. STAC is comprised of students within the undergraduate and graduate school at UMGC. Student Affairs works with STAC to ensure that they have the resources and supports needed to capture and share critical lessons from their time at UMGC.

UMGC Administration regularly meets with STAC to collect feedback. Additionally, as the new Diversity Strategic Plan was being developed, the CDO met with representatives of STAC to ensure that their input was included in shaping the plan. Further, this discussion informed the development of the plan for the UMGC Student Diversity Advisory Group. This Advisory Group will be working directly with the Office of Diversity and Equity to surface concerns, issues, and successes related to diversity and the cultural climate within the UMGC classroom.



*Appendix 1*

*University of Maryland Global Campus Diversity Statement*

At University of Maryland Global Campus, we seek to reflect the diversity of the global community. Cultural differences are recognized, valued, and considered essential to the education process and working environment. We promote understanding and mutual respect of all members of the community and provide an academic and social environment that encourages new ideas, an eagerness to learn, and positive working conditions

[Revised August 1, 2021]

***Appendix 2***

***University of Maryland Global Campus  
Institutional Plan***

i. Implementation strategy and timeline for meeting goals within the plan

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, and the Fair Practices Officer. Together the office is responsible for maintaining and elevating the climate for diversity and inclusion throughout the UMUC Community. The office supports these efforts throughout the Stateside Offices and has grown to include diversity representatives serving UMUC staff, faculty, and students in 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
- **Inclusivity:** Diversity is everyone's responsibility
- **Tailored for our Culture:** Tied to educational and departmental goals
- **Scalability:** Address underlying processes, do not just add programs
- **Deliberateness:** Developed for the long-term
- **Action:** Measure what people can manage to do
- **Programmatic:** Similar to our approach to promoting student advancement

The diversity plan is reviewed every two years to ensure that the goals and strategic elements are consistent with the overall mission of the University. The current plan runs through 2020 and will be re-evaluated in the 3rd quarter of 2020 to examine what(if any) changes will be required for the next plan roll out.

ii. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations

UMUC Mission Statement

Office of Diversity and Equity

University of Maryland University College (UMUC) is committed to reflecting the diversity of the global community in which its students, faculty, and staff live. As an institution committed to academic excellence, UMUC celebrates racial, social, cultural, and intellectual diversity, welcoming people from all backgrounds and cultures, while also supporting divergent ideas and opinions. Diversity is one of UMUC's core values, a set of principles designed to guide institutional and individual professional behaviors, and is an integral part of the teaching and learning success of the university. It is the variety in the perspectives, beliefs, and experiences of all members of the UMUC community that helps make the university a world leader in distance learning in higher education.

UMUC 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



### Recruiting and Retention

- New Hire Communications and Briefings by the Chief Diversity Officer
- Search Process Review and Diversity Integration
- Search Committee - Diversity Training and Considerations

Office of Diversity and Equity

- Accessibility Accommodations and ADA Compliance Planning
- Under-Represented Faculty Talent Acquisition

**Training and Development**

- E-Learning and Online Diversity Modules
- Identity-Based Training
- EEO and Sexual Harassment Training
- Diversity Competency Management
- Networking and Team-Building Activities

**Communications**

- UMUC Movie Club - REELTALK
- Diversity Brown Bag Discussions
- Diversity Awareness Programs
- External Outreach and Strategic Partnerships
- Focused Group Discussions and Diversity Dialogues
- Diversity Poster Series

**Culture and Climate**

- Diversity Speaker Series and Panel Discussions
- UMUC Outreach and Athletics
- Diversity Councils/Employee Resource Groups
- Core Values and Diversity Competencies
- Cultural Celebrations and Recognitions
- Awards and Recognitions

iii. A description of how the institution plans to enhance cultural diversity(if improvement is needed)

UMUC will advance the appreciation of cultural diversity and inclusion by:



Office of Diversity and Equity

- 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

iv. A process for reporting campus based hate crimes

Any individual who feels they may have been subjected to a campus based hate crime or feels they are being threatened can contact the Response Emergency Assessment Crisis Team (REACT). The REACT Team is a 24 hour/7 days a week hotline that includes individuals from Diversity and Equity, Legal Affairs, Security, and Human Resources. All threats, concerns, or issues that constitute a threat to an individual or that would constitute 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.

v. A summary of resources, including State grants, needed by the institution to effectively recruit and retain a culturally-diverse student body

The current allotted budget for the Diversity and Equity Office is sufficient to implement the diversity strategic plan. Additional support for Outreach and Athletics activities is provided through an endowed fund that members of the UMUC Community can contribute to on an annual basis.





UNIVERSITY OF MARYLAND  
GLOBAL CAMPUS

# THE DIVERSITY, EQUITY, AND INCLUSION **STRATEGIC PLAN** 2021–2023



## **DIVERSITY IN ACTION**

Initiatives for Change and Opportunities for Growth

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UMGC's The Diversity, Equity, and Inclusion Strategic Plan, 2021-2023  
can be accessed at <https://www.umgc.edu/administration/arts-and-diversity/diversity>.



**ANNUAL CULTURAL DIVERSITY PLAN  
2022 REPORT**

Submitted to:  
Maryland Higher Education Commission

**September 1, 2022**

## **A summary of Morgan State University's Diversity, Equity, and Inclusion-explicit initiatives and efforts for students, faculty, and staff.**

Diversity is embraced at Morgan as one of its institutional core values." A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services." This core value stems from Morgan's mission to encourage the pursuit of knowledge informed by a free marketplace of ideas. The knowledge acquired in that marketplace comes closest to truth when a diverse assembly of faculty, students, and staff are able to compare their personal as well as professional information, data, and beliefs against a community comprised of people of all races, ethnicities, colors, genders, religions, and socio-economic statuses. Morgan's motto, "Growing the Future, Leading the World," also highlights the importance that diversity plays in its mission to educate and impact the global community. Morgan serves as an intellectual and creative resource to the community, state, nation, and world, by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. Considering its core value and motto, Morgan embraces cultural diversity in its broadest sense. Its diversity efforts focus attention to underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. In summary, Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population.

Achieving and maintaining a diverse student body, faculty, and staff, is a compelling interest and important goal for Morgan. Thus, Morgan's Strategic Plan for Enhancing Cultural Diversity (Diversity Plan) sets forth 33 goals in six core areas: 1) Students (undergraduate, graduate, and non-traditional); 2) Faculty and Staff; 3) Curricular; 4) Socio-economic; 5) Disability; and 6) Community Engagement. An assessment plan with goals, objectives, anticipated outcomes, measurements/benchmarks, assessment methods, and responsibility was developed for each core area and goal. Successful implementation of the goals in the Diversity Plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. Hence, the initiatives and efforts for student, staff, and faculty are intertwined to establish a comprehensive, connected impact on Morgan's population.

Morgan has made a concerted effort to increase its undergraduate Hispanic population over the past few years by hiring a Spanish-speaking admission officer and has collaborated with Student Affairs to support students in forming the first Latino Student Association and Latina sorority on campus. Efforts such as these helped grow its Hispanic population by 200% (from 36 to 108) over the past ten years. Morgan is also in process of establishing a Memorandum of Understanding with a non-profit organization to provide scholarships for undocumented students. A new student organization for undocumented students was established during this academic year, and various offices, including Enrollment Management and Student Success, are working to increase employment and internship opportunities for these students.

Two administrative units within the University, the Division of International Affairs and the Division of Academic Outreach and Engagement, contribute directly to international diversity at Morgan.

**Division of International Affairs.** The mission of the Division of International Affairs is consistent with the mission, and Strategic goals of the University, that of preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over 30 international relationships in Nigeria, Ghana, Kenya, Ethiopia, Tanzania, South Africa, Brazil, Finland, China, France, United Kingdom, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Nepal, and Trinidad and Tobago, etc... Morgan currently enrolls approximately 433 international students from over 50 countries. Among the programs in the Division of International Affairs that support international diversity at Morgan are:

- Official of Global Partnerships-Africa (OGP-Africa)
- International Student and Faculty Support Services (OISFS)
- The Center for Global Studies and International Education
- Office of Global and Cross-Cultural Programs (OGCCP)
- Office of Study Abroad
- Fulbright Scholarship Program
- J-1 Exchange Scholar and Visitor Program

The **OISFS** is charged with meeting the administrative, advising, and programming needs for the nonimmigrant students, staff, and faculty at Morgan State University. Services provided by the Office of International Student & Faculty Services include orientation programs for new international students including but not limited to: Immigration information workshops; employment workshops to provide information on the various types of employment available to F-1 students; campus employment, CPT, OPT and economic hardship applications; assistance with preparing and/or filing initial petitions to include H-1B for international faculty and staff members.

The **OGP-Africa** is envisioned to serve as the fulcrum of Morgan Global footprint through signature agreements aimed at exponential and sustainable increase in sponsored students. It is in light of this mandate that it pursue recruitment of diverse group of students and postdoctoral fellows with different backgrounds and disciplines. The mentoring of the diverse number of students and postdoctoral research fellows is focused on experiential learning and research, with activities in and outside Morgan space. OGP-A organizes brown bag seminars with a mantra of borderless diversity and outreach. In brief, opportunities are created for all adding value to retention, graduation and sustainable alumni group of international students and postdoctoral researchers.

The **OGCCP** creates an academic and social global community that offers students, faculty, and staff a gateway to worldwide opportunities beyond borders. OGCCP supports and develops

global classrooms engaging faculty, international and domestic students by Virtual Exchange (VE) and Collaborative Online International Learning (COIL). The office organizes International Education Week each year as a connecting point for all students and faculty to expand their knowledge, meet, and find commonalities regardless of race, sex, culture, religious or political beliefs. OGCCP also supports the newly formed “One Trybe” student organization that has been recognized by the Office Student Affairs in Spring ’22. The One Trybe slogan is “Unity in Diversity,” and it focuses on connecting international and domestic students studying at Morgan for the purpose of cultural exchange, building friendships, and experiencing Baltimore City. The organization enhances and encourages student engagement outside of the classroom by hosting dinners, picnics, debates, games nights, and volunteer activities.

The **Fulbright** program started at Morgan in 1951 with the appointment of its Fulbright Program Campus Director. Morgan has long been first among all HBCUs in the number of Fulbright - related grants awarded to students, faculty, and administrators. It has been awarded 149 Fulbright-related grants in 44 countries to students, and 75 to Morgan professors or administrators. That is the reason it was listed among the 2018–2019 Fulbright HBCU Institutional Leaders by the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA).

As a critical component of Morgan State University, **Student Disability Support Services** (SDSS) is dedicated to assisting students with disabilities accomplish their scholastic and career goals by supporting academic and advocacy skills and by helping to eliminate the physical, technical, and attitudinal barriers that limit opportunities. Student Disability Support Services is committed to providing all services and operating all programs in accordance with the Americans with Disabilities Act (ADA) of 1990, as amended and Section 504 of the Rehabilitation Act of 1973, as amended. SDSS currently has approximately 560 students registered for reasonable accommodations. SDSS participates in orientation events on-campus, open house events and departmental meetings.

In addition, SDSS collaborates with various departments throughout campus to ensure partnership to increase inclusion for students with disabilities. In the fall, SDSS in partnership, will be hosting disability awareness events and training to emphasize both inclusion and awareness.

Members of the SDSS staff participate in various committees to ensure ADA compliance and inclusion of individuals with disabilities. There are also two student organizations on campus promoting inclusion, Disable the Label and Active Minds.

Morgan continues to have a very diversified faculty. Among the 381 full time faculty members in the fall semester of 2021, there are 46.2% female and 45.9% African American/Black, 15.2% White, 17.5% International, 5.8% Asian, 11.3% unknown, and 4.2% other minority groups (Hispanic, native, and multi-racial American). The Division of Academic Affairs, in the Spring 2022 semester, began gathering data from 2013-2021 on the Tenure and Promotion process to develop strategies to ensure ascendancy from Assistant Professor to Full Professor. The Center for Innovative Instruction and Scholarship developed a series of faculty development workshops, including The Discussion Project, to facilitate robust in-class dialogues with students. The Fall

2021 and Spring 2022 Faculty Institutes had a focus on wellness and mental health to prepare faculty for the challenges students are facing, as well as for their own well-being.

Morgan's Re-acculturation and Resocialization committee, formed in the beginning of FY21, was chaired by the VP of Student Affairs and the Associate VP of Academic Affairs with staff, students, faculty, and alumni participation. The committee developed a series of thoughtful workshops and rituals that highlighted the need for respect, grace, and an embrace of diverse people and perspectives as the campus returned to in-person classes. This academic year, Morgan's Convocations focused on a variety of topics including African and African American History, Women's History, and a plethora of the topics that provide opportunities to engage with their peers, and faculty and staff while participating in one of Morgan's most important co-curricular traditions.

For Fall 2021, the Associate VP for Academic Affairs facilitated the execution of President Wilson's Morgan Reads initiative which used Heather McGhee's *The Sum of Us- What Racism Costs Us All* as the inaugural text. Each incoming first year student was given a copy of the novel, and Morgan's Retention Specialists and some faculty led discussion about this text over the course of the academic year. On March 9, 2022, the novel's author, Ms. McGhee, came to campus for a book talk and entertained questions from students, faculty, and staff.

With the establishment of the **LBGTOA Advisory Council** in 2013, Morgan has taken proactive steps to provide a safe and inclusive environment for LBGTOA students, faculty, and staff. To further these efforts, Morgan honored International Transgender Day of Visibility on March 31, 2021, with an inaugural celebration, "A Day in Their Shoes" hosted by Latinx, Latin American, and Caribbean Studies; Women, Gender, and Sexuality Studies, and the Office of Diversity & EEO. This year's event, conducted online and attended by students and faculty, featured a foreign film about a transwomen's experience followed by an audience discussion. Using the theme "A Day in Their Shoes" every year, Morgan will host a day of programs, activities, and events geared towards raising awareness and being inclusive of all gender identities and expressions. On March 30, 2022, Morgan held its 2<sup>nd</sup> annual celebration, "A Day in Their Shoes," in a virtual format, where participants, including faculty, staff, and students, viewed a documentary on the life of a transgender icon followed by a discussion between the audience and the filmmaker. The LGBTQIA+ Advisory Council also continues to support programming and activities for LGBTQIA+ student organizations, such as Students Open to Unique Love (SOUL).

On March 23, 2022, Morgan held an inaugural induction of the **Epsilon Sigma chapter of Iota Iota Iota (Triota)**. Twenty-one members were inducted, including students, staff, and faculty. Triota is an academic honor society for the field of Women, Gender and Sexuality Studies that strives to maintain feminist values central to egalitarianism, inclusiveness, and the celebration of gendered experiences. For Morgan's 2022-2025 Cultural Diversity Plan, a goal is to unite Student Affairs and Academic Affairs in a collaboration to embed cultural diversity awareness, community engagement, and respectful interpersonal techniques between students and faculty in order to create an inclusive, respectful learning environment. Towards this goal, the LGBTQIA+ Advisory Council will be making recommendations to create a University Commission on Diversity to further expand the work of DEI initiatives for students, staff, and faculty.



Additionally, Triota will seek to expand its membership and continue to promote academic excellence and facilitate activism.

Morgan's Board of Regents extended its 10-year Cultural Diversity Plan, created in 2011, for one additional year until 2021-2022 to enable Morgan to better assess its diversity goals and programs with an eye towards achieving diversity and excellence in a post-vaccinated world. Since February 2021, new leadership in the Office of Human Resources has implemented initiatives and strategies to achieve cultural diversity in Morgan's faculty and staff populations. In an effort to attract faculty and staff who are from diverse racial and ethnic backgrounds, HR will be exploring diverse advertising channels to establish a concerted, intentional effort to attract a diverse workforce. In an effort to retain diverse faculty and staff, HR will design and administer surveys of employee attitudes for onboarding, salary, job satisfaction, and workplace culture as well as incorporate social events, employee recognition events, and workplace flexibility, such as the opportunity to telework two days per workweek or 40% of an employee's scheduled work hours. HR will be mandating diversity training for all recruitment committee members through pre-recorded, on demand modules. Staff and faculty will also be invited to a web-based training platform that focuses on cultural diversity, awareness, and unconscious bias. This is just a preview of the many initiatives and programs that Morgan will develop for faculty and staff, particularly as Morgan embarks on its 2022-2025 Cultural Diversity Plan.

Growing a culturally diverse population entails establishing a sense of belonging and engagement. Morgan's Police Department, during the academic year interacts with student, faculty, and staff in numerous initiatives to build bridges and open communication opportunities and lines of trust and understanding. Community Engagement officers work with members of the community to organize programs and activities to help build positive, trusting relationships between the police and the community while improving the safety and livability of the campus. Some engagement initiatives led by Morgan's Police Department include meet and greets, safety awareness and risk reduction programs, as well as games and pizza parties.

**The Office of Diversity and Equal Employment Opportunity** is structured to oversee, spearhead, and support all diversity-initiatives across Morgan, including the academic and employment settings. The Office collaborates with all units at the university (e.g., colleges, schools, and divisions) to ensure successful implementation of the Diversity Plan, and in turn, create a more diverse community. The Office will continue to expand educational efforts relative to diversity and is in the process of incorporating an online training program to ensure ongoing educational opportunities are available to the University community.

### **A Description of Morgan's DEI Data and Metrics**

Morgan's faculty population, who identify as international, has increased by 37% since 2010. This increase in faculty diversity correlates to diverse pedagogical, competencies, and aspirations, and places Morgan in a key position to increase its international footprint and prepare students to be global leaders. While Morgan has attracted and retained more Hispanic and international faculty, faculty who identify as Black, White, or Asian has decreased at 12.7%, 26.5%, and 7.1%, respectively. As the faculty have been attracted and retained at various ranks, Morgan now is investing in faculty-development initiatives designed to increase the

competitiveness for promotion of both junior-level and senior-level faculty, as detailed in its Transformation Morgan 2030 Strategic Plan.

Morgan has experienced significant growth since 2010 in its staff population. While the percentage of those who identify as Black and Native Hawaiian / Pacific Islander has decreased, staff who identify as International, Hispanic, and Asian has increased, with the largest growing population being international staff. Morgan contributes this success to intentional recruiting steps and human resource retention initiatives.

From AY2010 to AY 2022, Morgan experienced an astounding 413% increase of Hispanic students in its undergraduate population. Also, during this time, Morgan's international undergraduate student population grew by 97%. While Morgan's undergraduate populations who identify as Black, Asian, and White decreased by 11%, 54%, and 29%, respectively, there was an 11% increase of White undergrads during AY2020 when the University pivoted to online and remote instruction in response to the COVID-19 global pandemic.

Cultural diversity in Morgan's graduate population has increased remarkably from AY 2010 to AY 2022. The population of graduate students who identify as Black, White, Hispanic, and international have increased from AY 2010 to AY202, with the greatest increase (290%) in the international population. Morgan's Asian population of graduate students peaked during the COVID-19 global pandemic at 2.3% but has since declined to 1/.3% of its total population in AY 2022.

### **Diverse Perspectives and Voices of all Students**

Diverse perspectives and voices of all students were solicited in a campus climate survey that launched in March 2022 and was active for four (4) weeks. A link to the online survey was emailed to all registered students at the undergraduate and graduate level, and reminders were sent out periodically during the four-week period to those who had not submitted a survey. To maximize interest and participation in the survey, students were offered incentives, including gift cards from campus vendors and tickets to Morgan sporting events, to complete the survey. A fair representation of the student population participated in the survey. Specifically, the breakdown of participants is as follows: 84.31% were full time student; 25.82% were first-generation students (meaning neither parent has a 4-year degree); 14.71% were commuter students; 14.38% were part-time; 13.73% were transfers; and 10.13% were Pell Grant recipients. The survey asked a number of poignant questions to gain student perspectives about issues regarding diversity and inclusion. A consistent response to the question, "Why did you choose to attend Morgan," was that students wanted to attend a Historically Black College or University (HBCU). The survey results confirm that students expect and value the diversity, acceptance, and experience that Morgan affords those of different cultural and ethnic backgrounds. Hence, Morgan will continue to welcome and include a culturally diverse population with distinctly different educational and socioeconomic characteristics. The survey indicated that students identified with various religious beliefs, including agnostic and atheist, and the majority of students identified as Christian (other than Roman Catholic). Further, the majority of students agreed that they could openly express their religious beliefs or political opinions, and they would

be respected by the University community, including staff, faculty, and students. Approximately 9% of the student respondents identified as having a disability; however, an astounding number of them (55%) accessed and found success with the Student Disability Support Services, which demonstrates that Morgan is significantly supporting this population of students. Only 13% of the participants identified as a member of the LGBTQIA+ community (also known as the Pride Community), and therefore, questions regarding satisfaction with Morgan's support of the Pride Community was marked as "not applicable." Nonetheless, Morgan has made great strides towards inclusivity of the Pride Community. Morgan's LGBTQ Advisory Council is setting priorities for outreach, support, and resources to ensure that issues of sexual orientation, gender identity, and gender expression remain included in the framework of diversity. Overall, most participants felt that Morgan promoted diversity and inclusion "very well" and was "very welcoming" to individuals of various race, ethnicity, religion, veteran status, sexual orientation, gender identity, gender, and disability as well undocumented students. The results of the March 2022 climate survey distributed to students, as well as faculty and staff, helped Morgan create its Cultural Diversity Plan for 2022-2025, which was approved by the Board of Regents in May 2022.

ST MARY'S  
COLLEGE *of* MARYLAND

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*The National Public Honors College*

St. Mary's College of Maryland  
Cultural Diversity Report

2022

**Section 1: A summary of the institution’s Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations: (a) student, (b) faculty, (c) non-faculty staff, and (d) administration.**

**(a) Students**

DeSousa-Brent Scholars Program

In 2008, the College created the DeSousa-Brent Scholars Program to promote the availability of a liberal arts education to underrepresented students in higher education. The program provides a highly structured college experience to promote student success. Before beginning their first year, students are eligible to attend a two-week summer bridge program, consisting of coursework taught by College faculty where students are introduced to the rigor of our institution. Students also receive intensive advising (meeting every 3 weeks), participate in the same first-year seminar as other DeSousa-Brent Scholars (to facilitate cohort building), and in their second semester, enroll in a leadership seminar where they carry out a campus-wide leadership project. In addition, students in their sophomore through senior years participate in various academic and social support programs and initiatives, including leadership development, graduate school preparation, selecting a major, a fall retreat to remain engaged during mid-semester, degree audits, stress/time management, and social programs to build community with other students in the program. Since its inception, 554 students have participated in this program. The DeSousa-Brent Scholars program is available to underrepresented students who are first generation college students, eligible to receive Pell Grants, ethnic minorities, disabled, and/or from rural or urban communities.

Sum primus

Established in 2017 by President Tuajuanda Jordan, a first-generation student herself, *Sum primus* enables students who are the first in their families to attend college to be part of a network of support including their parents and other first-generation students and faculty. The program seeks to increase retention and four year graduation rates for first generation students. As part of the *Sum primus* program students can attend a summer bridge program that will immerse students in campus. A first year living/learning center allows students to consider the important balance between curricular and co- curricular experiences at the College. Students then continue on to a first-generation peer-to-peer mentoring program between students, staff, and faculty. Currently there are over 50 students, staff, and faculty members who have registered to be part of mentoring. During the summer, alumni mentors will be included in *Sum primus* programming to provide professional development opportunities beyond St. Mary’s. Through in-depth advising and on-campus networking, *Sum primus* programming will provide students more access to high-impact experiential practices as well.

Additional Initiatives

In addition to these programs, the College has partnered with the District of Columbia College Access Program (DCCAP) and TheDream.US Scholarship program (Dreamers) to increase the access of first-generation and marginalized students to the College. Our partnerships with these two programs seek to increase the enrollment of Latinx students. Once enrolled at St. Mary’s College of Maryland, students are financially supported through the work of *Sum primus* and the DeSousa-Brent Scholars programs.

## **(b) Faculty**

In fall 2021, St. Mary's College of Maryland began the first phase of a two-year cluster hire process. Our goal with the Ross Fellows program is to actively center inclusive diversity in all parts of our educational practice. With the launch of the initiative in AY2022, the College will build and foster a network of promising new faculty whose expertise across their diverse fields of specialization will further elevate our research profile, and whose pedagogical practice will improve the educational experience of underrepresented students. To enhance recruitment and retention, the Ross Fellows will be supported by supplementary research and/or salary funding, targeted professional development and mentoring, and community support from the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) and other campus partners.

In addition to the launch of the Ross Fellows program, the College entered into an agreement with the National Registry of Diverse and Strategic Faculty to post all of the College's faculty positions. This gives the College access to a broad national database of diverse candidates seeking faculty positions in higher education.

In an effort to retain new diverse hires, IDEAA is working with Human Resources and Academic Affairs to make the College's onboarding process and new faculty orientation more culturally responsive. This has included working on a cultural engagement guide that spotlights local resources and businesses that would be of interest to our marginalized employees. Additionally, IDEAA continues to sponsor its annual Black, Indigenous, and People of Color (BIPOC) luncheon for faculty and staff. This event affords those who attend the opportunity to meet in an environment in which they can support and mentor one another.

### **(c ) Non-Faculty-staff**

The Inclusive Diversity, Equity, Access, and Accountability (IDEAA) unit and Human Resources (HR) have been working to expand the diversity of the applicant pools for non-faculty and administrative positions. HR has well-established Affirmative Action protocols associated with searches. As part of their protocols, HR fails searches if the candidate pools are not representative of the campus community.

In the spring of 2022, HR and IDEAA partnered with a vendor who specializes in broadening the diversity of applicant pools via a range of group-targeted employment boards. These groups range from racial and gender to veteran status and ability. In addition to their own boards, the company partners with national organizations such as the Urban League and Council for Latino Workplace Equity (CLWE) to place information about the jobs. IDEAA and HR are working together to develop additional ways to increase the diversity of applicant pools.

The cultural engagement guide, referenced above, is also disseminated to newly-hired staff. The information listed for faculty is the same for staff.

### **(d ) Administration**

The approaches presented in the “Non-faculty Positions” section are also used for administrative searches for both those searches performed “in-house” and those for which an external search firm is retained. Additionally, the College places advertisements in publications that target diverse job-seekers.

**Section 2: A description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.**

Beginning in 2015, the College formalized its equity work with the creation of the IDEs (Inclusion, Diversity, and Equity) office. In the Fall of 2020, IDEs was relaunched as IDEAA (Inclusive Diversity, Equity, Access, and Accountability). The work of IDEAA is done through innovative programming and the coordination of initiatives and resources. IDEAA focuses on implementing inclusive and equitable practices to achieve academic and/or professional success for all campus community members. IDEAA is a reflection of the College's commitment to providing an inclusively diverse campus community where all students, staff, and faculty can thrive.

IDEAA's mission is to lead campus-wide efforts to create and sustain policies, initiatives, and resources that ensure that the College is a welcoming, transformative, and empowering institution. To ensure that this goal is achieved, IDEAA has worked in partnership with several offices to review equity data. IDEAA is currently working on an accountability structure to provide feedback to faculty and staff on student related issues. The accountability matrix will include not just academic achievement, e.g. retention and graduation rates, but include climate information to further inform the work of IDEAA and the partnering offices.

The work of IDEAA spreads beyond data collection and analysis to programming and partnerships with student and staff/faculty organizations. The office has partnered with several student organizations to provide diverse programs for the College community. These programs include a documentary screening and writing workshop during Hispanic Heritage Month, performances to celebrate African American History Month, and support for Lavender Graduation, an event to recognize the accomplishments of LGBTQ graduates. Throughout COVID, IDEAA has been able to bring together BIPOC staff and faculty to provide them with opportunities to fellowship and find support amongst individuals that are similarly situated.

The IDEAA's work is informed by the National Association of Diversity Officers in Higher Education (NADOHE) "Framework for Advancing Anti-Racism on Campus" (2021). NADOHE's framework outlines ten (10) priority areas that each campus needs to review in an equitable manner to address the legacies of racism that remain in their systems. To address these priority areas, IDEAA employs the Shared Equity Leadership (SEL) model developed by the American Council on Education (ACE). SEL moves equity work from one person's responsibility to everyone's responsibility and multiple campus stakeholders collectively share leadership for equity. This process makes equity an ingrained part of campus culture instead of an additional program or process.



**Section 3: A description of the institution’s DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys). Please do not include actual data; include only a description of the data or metrics. This should also include a description of how these data assist in driving the institution’s actions and interventions to eliminate educational diversity, inclusion and equity gaps.**

As part of its equity work, St. Mary’s College of Maryland embarked on several initiatives to intentionally review the effectiveness of the equity and access programs it has implemented.

The IDEAA Division is currently in the process of an equity audit of policies, procedures and data. Launched in summer 2021, IDEAA has led a policy equity work group of staff, students and faculty members to review all the policies and procedures through an equity lens. The work group gathers and reviews all College policies to identify, and makes recommendations to address any discriminatory or inequitable effects. In addition, the work group must determine whether additional policies are needed to promote a more equitable living, learning, and working environment.

In addition to auditing the policies and procedures for their equitable impacts, IDEAA is reviewing data that affect equity for staff and students. For students, student success measures such as retention rates, graduation rates, and time to degree are disaggregated by race, gender, first-generation status, and low-income status. Academic milestones that are known to impact retention and graduation (such as attempted credits in the first semester, earned credits in the first year, and completion of a college math course in the first year) are also monitored for the same sub-populations of students. Added to these markers, IDEAA has worked with partnering units to look at disaggregated class and department data to identify areas of success and improvement. Identification of equity gaps assists in driving the design of programming and interventions to support students and maximize their success. These conversations have led to changes in the way gateway classes are taught and, in some instances, modifications to course structure/classroom policies.

**Section 4: A description of how the diverse perspectives and voices of all students are captured and utilized in informing the campus's DEI efforts.**

In addition to surveys and meeting directly with various student groups, the College has established two student groups to inform its diversity policies and work. The first group is the Affinity Leadership Council (ALC). The ALC is composed of the leadership of the different affinity groups, e.g. Black Student Union (BSU), Asian Pacific American Club (APAC), St. Mary's Triangle and Rainbow Society (STARS), etc., on campus. These students come together once a month to meet and discuss the different issues that members of their groups are facing, support one another in programming efforts, and work on ways to address the different issues that they are facing. To ensure a shared leadership approach, the group is convened by the IDEAA senior student intern. With a peer convening the group, students speak more freely. The information shared during these meetings is summarized and shared with the Chief Diversity Officer, a member of the rest of the IDEAA staff. These sessions have proven to be invaluable in addressing student concerns and in enhancing the College's diversity training.

The second student group that assists in directing diversity and inclusion on the campus is the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Student Services Advisory Committee whose charge is to establish programs and services for the LGBTQ student community at St. Mary's College of Maryland. The goals of the committee are to promote the safety and success of students and to facilitate and support a collaborative approach to establishing programs and services for LGBTQ students. The committee meets on a monthly basis and provides guidance on the issues that affect this community, and works directly with the leadership of Student Affairs in addressing identified issues. The membership is composed of students, staff, faculty and administration.

In addition to these two and other active ways of discussing DEI policies and providing student voices, the IDEAA unit, in close collaboration with leadership in Student Affairs, has enhanced the bias reporting and support program. This initiative has increased training for specific units, generated media awareness campaigns, and other activities to create a more positive college community.

Capitol Technology University

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Stevenson University

Washington Adventist University

Washington College



## *The Diversity, Equity, and Inclusion Report*

2022

# About MICUA

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. This year, MICUA celebrated its 50th anniversary to recognize the dedication and commitment to educate and train a diverse student population across all independent colleges and universities in the State. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

The State of Maryland has maintained a partnership with its independent colleges and universities for 240 years, beginning with the charters granted to Washington College in 1782 and St. John's College in 1784.

The first State operating grant for higher education was awarded to Washington College in 1782. For more than two centuries, the State has provided line-item appropriations for land, campus buildings, operating expenses, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

A diverse and distinctive group of 13 State-aided institutions constitutes MICUA's membership. These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, Maryland's independent colleges and universities offer an education characterized by small classes and close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning.



Sara Fidler  
President



Angela Sherman  
Vice President for  
Academic Affairs



Irnande Altema  
Associate Vice President  
for Government and  
Business Affairs

# MICUA's Commitment to Diversity

THE MARYLAND GENERAL ASSEMBLY passed legislation in 2008 that requires each independent institution that receives State Selling funds to report annually to MICUA on programs and practices that promote and enhance cultural diversity. As defined in statute, "cultural diversity" means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on their cultural diversity programs and practices. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland Higher Education Commission (MHEC).

For the past 14 years, MICUA has surveyed Maryland's independent colleges and universities to identify new and ongoing programs and activities that promote cultural understanding, build on impactful policies, and create a blueprint for success in fostering inclusive campus

communities. With information collected from these surveys, MICUA publishes an annual Diversity, Equity, and Inclusion Report.

MICUA's 2022 *Diversity, Equity, and Inclusion Report* is a compilation of the results of its most recent survey. The Report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices to enhance the campus climate and support cultural competency. Many of the examples provided in the Report are ongoing, multi-year practices and programs that have proven effective. Other examples reflect new and emerging initiatives over the past year as campuses have responded to racial injustice, violence and brutality, and social disparities further exacerbated by the ongoing COVID-19 pandemic. The Report also highlights recruitment, meetings, lectures, discussions, ad hoc events, and other activities held to promote learning about and continued discussions of race, gender, and equity.



*Notre Dame of Maryland University*

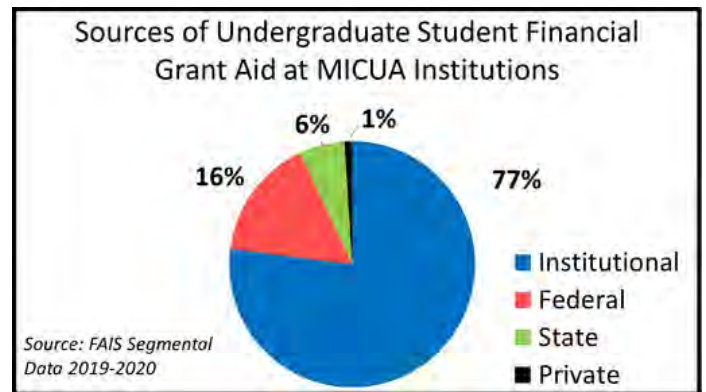
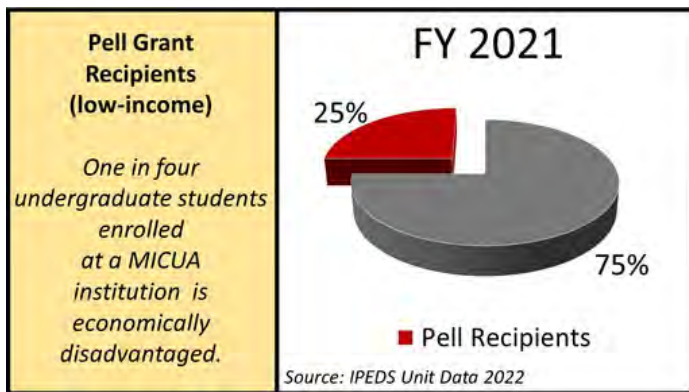
# Enrolling Diverse Students

MICUA MEMBER INSTITUTIONS SERVE nearly 58,000 students every year. The student population is racially diverse, economically diverse, and demographically diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first in their families to go to college, and transfer students from community colleges.

While the overall tuition at an independent college or university is often higher than that of a public college or university, private colleges work hard to meet the financial needs of their admitted students, often resulting in lower “out of pocket” expenses for families. Almost 90 percent of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollment possible.

Combining State and federal scholarships and grant programs, low-interest loans, institutional aid, private scholarships, and on-campus employment provide the necessary resources that allow most students with financial need the opportunity to enroll at their top choice institution.

Attending a Maryland independent college or university is possible for students from all economic circumstances. MICUA member institutions target financial aid to students with the greatest need. In fiscal year 2021, MICUA institutions granted \$319 million in institutional-based aid to Maryland students. Eighty-five to ninety percent of State Sellinger funding, or \$53 million, was used directly for financial aid for Maryland students, with the remaining funds used for innovative academic programs and support services that promote student access and success.



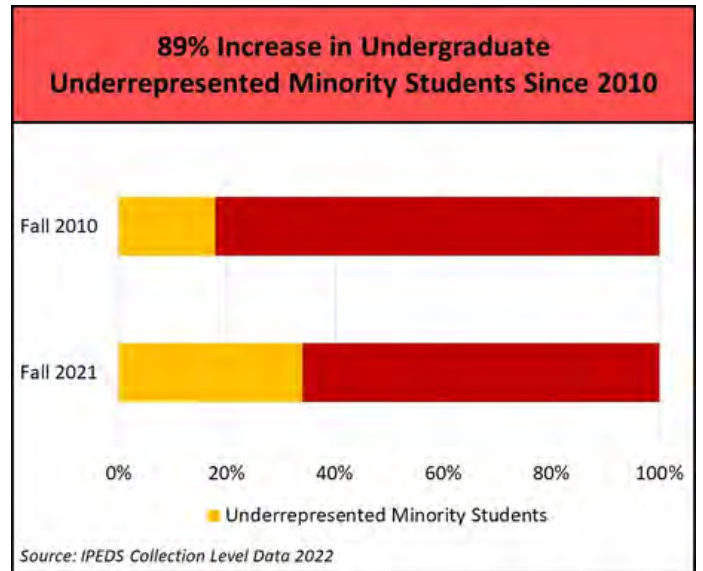
Washington College

# MICUA Diversity at a Glance

ALL INSTITUTIONS OF HIGHER EDUCATION are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The figures for students are disaggregated by race and ethnicity. Based on 2021 IPEDS enrollment data, 34 percent of undergraduate students enrolled at MICUA member institutions are underrepresented minority students. Between fall 2010 and fall 2021, there was an 89 percent increase in the enrollment of these students.

Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 29 percent of full-time faculty at MICUA institutions are faculty of color.

Five MICUA member institutions are majority minority institutions, while 10 MICUA member institutions enjoy undergraduate minority representation of 30 percent or more.



Capitol Technology University

# Mission Statements

MICUA MEMBER INSTITUTIONS are committed to providing an inclusive community. The belief that diversity is essential to a quality education is affirmed in institutional mission statements, values statements, and diversity statements.

**Goucher College's** Mission Statement, Diversity Statement, and Community Principles affirm that diversity and racial equity are central to a liberal arts education and to the institution's core values. The College's Diversity Statement follows: "We at Goucher College are dedicated to social justice, diversity, and equity and inclusion as fundamental components of our mission and ethos. We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status. Understanding that power, privilege, and other forces of inequality play a role in shaping our individual and collective experiences and identities, we are committed to productive dialogue and meaningful action in addressing our differences. We approach this ongoing work with courage, integrity, care, and respect."

Founded as one of the nation's first independent, coeducational institutions of higher learning, **McDaniel College's** evolution is characterized by academic excellence, extraordinary administrative and faculty dedication and resourcefulness, and increasing student selectivity and diversity. McDaniel has made a conscious effort to strengthen its commitment to equity and inclusion by creating and implementing a Diversity, Equity, and Inclusion Statement. An excerpt from this Statement follows: "We are a community dedicated to excellence in the liberal arts, and as such, we welcome the contributions of divergent perspectives and experiences that strengthen the educational experience. Our community is fully committed to breaking down the walls of division, rejecting acts of exclusion, and challenging injustice, prejudice, and ethnocentrism. We seek to promote the presence and expressions of all groups, including those historically and/ or currently marginalized."

**St. John's College's** Diversity Statement, adopted in 2007 and later revised, is included in the Statement of St. John's Program of Instruction: "The aim of the education offered by

St. John's College is the liberation of the human intellect. This is an education for all, regardless of a person's race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, sexual orientation, or gender identity or expression. By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity. In this and other ways, a diversity of background and experience enriches our community of learning. Because it offers an education for all, St. John's College has sought and continues to seek to make its program of study known and available to people of diverse backgrounds."

**Washington College's** Mission Statement reflects commitment to challenging and inspiring "emerging citizen leaders to discover lives of purpose and passion." The College values a campus culture that welcomes diversity in thought, identity, and opportunity. In alignment with the College's mission, a new Diversity Statement was written in May 2019. An excerpt from this Statement follows: "In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical and political beliefs, lifestyles, and ideologies. We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus."



*McDaniel College*



# Strategic Plans & Goals

MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity as a goal in their long-range strategic plan to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

In 2021, **Johns Hopkins University** published the second installment of the “Roadmap on Diversity and Inclusion,” a university-wide effort that highlighted the ways in which diversity of people, thought, and experiences is essential to the University’s mission and long-term success. Since the University’s introduction of the first Roadmap, it invested \$25 million in a Faculty Diversity Initiative, shifted permanently to need-blind and no-loan admissions while increasing on-campus supports for first-generation and low-income students, expanded mentorship and professional development offerings for staff, and established new capacities for transparency and accountability. Annual reports provide a transparent accounting of progress. While the University recognizes that it has more work to do, it is proud of the measured progress it has made to ensure that each individual and group feels welcomed, respected, and able to thrive in the Johns Hopkins community.



Washington Adventist University

**Capitol Technology University** completed a climate survey in Spring 2021 and the findings showed that the campus community has positive perceptions of institutional support for diversity and equity. The institution plans to perform a climate survey every three years. Another outcome of the survey is a newly formed Diversity and Inclusion Committee co-chaired by the Vice-President for University Development and Student Engagement and the Assistant Vice President for Learning Effectiveness and Assessment. The institution charged the Diversity and Inclusion Committee to focus on four elements: highlight the positive feedback on the campus environment to support diversity and equity, identify ways to explore the differences in perspectives between populations, build a strong commitment to inclusion, and reduce negative experiences of racial bias and discrimination.

In 2020, **Notre Dame of Maryland University (NDMU)** launched the 2020-2025 five-year strategic plan, “Going Beyond: Vision 2025.” The University has identified five goals and three themes of diversity and inclusion, service and social responsibility, and a local to global perspective to guide and advance the institution. As a part of its first goal, the University established a sub-goal to “cultivate a culture of diversity and inclusion” in and out of the classroom. The five goals aim to promote an environment of tolerance and respect. The institution’s students come from all corners of the globe and represent a wide array of cultures, languages, and academic and professional backgrounds that adds to the growing NDMU community. Simultaneously, individual departments across the institution raise diversity and inclusion as priorities.

In **Washington Adventist University’s** “Vision 2030: Distinctive Excellence in Student Success” strategic plan, diversity remains an important focus. The University has prioritized diversity in the “People” pillar of its plan to “intentionally embrace diversity and intercultural understanding” and create “invigorating programs that cultivate diversity, celebrating the variety of cultures, preferences, and backgrounds represented at WAU.” The Center for Student Life is responsible for developing, implementing, and sustaining a comprehensive plan for diversity, equity, and inclusion initiatives and activities. The new methods they will implement will strengthen engagement with and expectations for the Diversity Committee, review and eliminate non-inclusive institutional policies, procedures, and practices, identify, secure and provide funding to celebrate diversity, and establish training programs to promote diversity education.

# Leadership to Foster Diversity

OFFICES OF DIVERSITY and multicultural affairs demonstrate MICUA members' commitment to enhancing cultural diversity. Many institutions have created councils, committees, and workgroups to complement this work. They have also developed collaborative initiatives to foster inclusivity and hired staff to coordinate and oversee the range of programs and issues related to diversity.

**Hood College's** Office of Diversity and Inclusion supports diverse student organizations, creates retention initiatives for students from underrepresented populations, and coordinates campus programming around diversity, equity, and inclusion. In December 2020, a new senior leadership position, Vice President of Community and Inclusivity (VPCI), was created. The primary role is to ensure the well-being of every member of the Hood community and to build a healthy, safe, empowering and inclusive campus environment. In November 2021, the VPCI attended the 16th Annual Maryland Women of Color Network Virtual Conference: Truth, Transformation and Healing – Supporting Survivors & Rebuilding Our Communities. The individual participated in DEI Training for NACU Campuses (The New American Colleges and Universities) in January, February, and March 2022. Further, in March 2022, the VPCI attended the National Association of Diversity Officers in Higher Education (NADOHE) Annual Conference in San Diego, CA. The College's senior administrators are reading "Leading Through Culture: How Real Leaders Create Cultures that Motivate People to Achieve Great Things" by Ken Wilcox.

In January 2020, **Loyola University Maryland** hired a Chief Equity and Inclusion Officer and established the Office of Equity and Inclusion. The office uses an integrative approach that recognizes the strength of embedded partnerships for diversity, equity, and inclusion that span across the University. In 2021-2022, the institution offered two trainings to its employees. Employee groups participated in racial justice training, including the President's Cabinet, Student Development Directors, and faculty within departments. Leaders across campus participated in a Mission Driven Leadership Training that consists of a five-module, cohort-based program that grounds leadership principles in Loyola's mission and core values. Both trainings demonstrate the institution's commitments to diversity, equity, and inclusion.

At **Mount St. Mary's University**, the chief diversity officer, Vice President for Equity and Success, is a cabinet-level position. This role oversees the Center for Student Engagement and Success. The Center for Student Diversity fosters inclusion, collaboration, and relationship-building across campus. The Center provides academic, social, and transitional support in addition to programming, leadership training, and inclusive workshops for all students. In Spring 2020, the President created a University-wide Task Force to develop a framework for a holistic review to address racism on campus and in the community. This framework consists of 10 initiatives: professional development, prevention of and responses to incidents of racism on campus, campus climate, physical display of diverse human experiences, diversifying the curriculum, dealing with trauma and healing from racism, institutional racism, workforce diversity, community partnerships, and data analysis. Specific outcomes and workgroups with members from across campus were identified for each initiative. A new full-time administrative position, Director for Diversity, Equity, and Inclusion and Development was added in September 2021 to provide education and development for the campus community.



*Loyola University Maryland*



*Stevenson University*

**Stevenson University's** Center for Diversity and Inclusion (D&I) conducts workshops, retreats, presentations, and seminars to develop awareness of other cultures and beliefs; advises student groups that have a diversity focused mission; creates events that highlight the University's commitment to diversity and inclusion; and sponsors events that commemorate religious, spiritual, and national observances. The University's Diversity and Inclusion Committee, a group of presidentially appointed faculty and staff members, is made up of four sub-committees: programming and events, training and professional development, marketing and communication, and assessment. The Committee's leadership team, called the "working group," includes the Vice President for Human Resources, Vice President for Student Affairs, Director of Diversity and Inclusion, Director of Talent Management, and Chair of Business Communications.

In January 2021, **Notre Dame of Maryland University** launched a revitalized Diversity, Equity and Inclusion (DEI) Committee led by the Associate Dean of Inclusion and Community Standards and a faculty co-chair. The committee consists of four faculty, the Director for Human Resources, Director for Accessibility and Health Promotion, Director of Athletics, Director of Institutional Research, Chief of Staff, and the Associate Vice President for Student Life and Dean of Students. A training session on Shared Equity Leadership was completed by the DEI Committee at the beginning of the fall 2021 semester. In the Spring of 2021, the DEI Committee completed a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to set goals for the 2021-22 academic year. One of the goals included creating a Diversity Climate Survey and a timeline for dissemination.

# *Inclusion of Cultural Diversity in the Curriculum*

CROSS-CULTURAL COMPONENTS are included in MICUA members' general education requirements, which students satisfy by taking courses in areas such as ethnic studies, non-western civilizations, foreign languages, diversity, and inclusion. A few examples of courses and programs that promote diversity are described below.

One of **Capitol Technology University's** assessment principles is that "graduates will be able to demonstrate an understanding of different cultures and values." Cultural diversity is incorporated in some of the curriculum, i.e., the business department embeds cultural diversity in their program and classroom instruction through a global lens. Where appropriate, case studies are discussed to examine the issues associated with a lack of cultural diversity. Course materials further facilitate the dialogue of multicultural affairs and improving diversity in technical fields.

At **Maryland Institute College of Art (MICA)**, cultural literacy is woven into the undergraduate and graduate programs and is an especially pronounced aspect of MICA's liberal arts offerings. For example, "UNMAKING RACISM" is an academic program designed to deliver on MICA's commitment to "transcend its racist past," to "make fundamental change," and contribute to MICA's goal of being a worthy destination for all students, staff, and faculty by "diversifying academics". The Art History Department redesigned its required Modernism course to reflect a more global history. The field-based graduate programs continue to integrate culture such as the Master of Arts in Social Design and Master of Arts in Teaching. Moreover, MICA launched The Space for Creative Black Imagination, an interdisciplinary Making and Research institute. The institute is the first of its kind to be established and hosted by an art and design college, and builds on MICA's legacy as the first independent, continuously degree granting college of art and design. The Space has successfully integrated culture, race, and art scholarship into the curriculum and learning environment.

**McDaniel College's** general education requirements are part of the "McDaniel Plan." This curriculum represents the College's commitment to integrated studies in the liberal arts. "Global Citizenship" is a required area of study, designed to help students gain an understanding of the world within and beyond the U.S. to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill this requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus.

The College also offers the "Global Fellows Program," a curricular/co-curricular program for students from all academic programs designed to deepen and broaden their understanding of global issues and cultivate the skills necessary to lead successful lives in a global context. With a strong emphasis on intercultural competency, students are required to study abroad and attend workshops each semester for three years.

As espoused in **Notre Dame of Maryland University's** (NDMU) mission statement and general education learning outcomes, one of NDMU's general education goals is "Development of a Global Perspective." As part of the current general education requirements, at least one course must be focused on gender studies and one on cross-cultural studies. The Curriculum and Academic Policy Committee and faculty revised the general education requirements to further incorporate diversity education. The University implemented a nine-credit "Understanding and Valuing Diverse Identities and Perspectives" general education requirement where students analyze the impact of diversity (i.e., race, ethnicity, religion, and gender) on the individual and society. In addition to the formal curriculum, students engage in service to their local communities as part of their educational experience. Starting with NDMU100 (freshmen orientation course), to the University's Bonner Leaders program, to individual majors and classes, cultural literacy through service is ingrained throughout the educational experience.

**Washington College** believes that global education is necessary to prepare citizen-leaders in the 21<sup>st</sup> century. The Inclusion/Diversity/Equity/Access Working Group (IDEA) formed in February 2021 to study an idea for tagging courses in its catalog that would contribute to a larger Curriculum Committee effort to establish a Diversity Curricular Component. The draft proposal includes offering two general education courses and a course in the major. The Curriculum Committee plans to submit the proposal to the faculty in fall 2022. The courses would offer a power and privilege perspective to explore the social construction of difference, systems of power, and the relationship between privilege and oppression, a racial literacy perspective to learn historical processes of racial formation, exclusion, and oppression, and a global perspective that offers a deeper and more complex understanding of non-Western experiences. Students are eligible to study abroad through a program offered by the college or a partner institution for two semesters to learn world perspectives and open their minds to different political, social, cultural and economic traditions.

# Activities & Organizations

MICUA MEMBER INSTITUTIONS TAKE ACTIVE measures to create a welcoming environment for students both inside and outside of the classroom. Student organizations, activities, lectures, and campus events are an important part of these efforts to make students from all backgrounds feel welcome while exposing students to different perspectives.

**Hood College** actively encourages culturally enriching experiences for all students. Diversity programs, including student organization dialogues, Race Cafés, and presentations promote cross-cultural collaboration and increase understanding among student organizations and the campus community. The Office of Diversity and Inclusion works closely with the Office of Student Engagement and Orientation and the Residence Life Office to support programs and activities sponsored by the Diversity Coalition and other student organizations such as All About Modeling and Etiquette, Hillel/Jewish Student Union, Muslim Student Association, and the Global Citizens Club, plus the Military Student Committee and Delta Lambda Pi (students with disabilities honor society). Other celebrations include Holidays Around the World, which showcases foods and activities from various locations; the Diversity Block Party, which highlights activities and foods from multiple cultural populations; and the Diversity Leadership Recognition Ceremony, which recognizes student leaders from all underrepresented populations. The institution partners with the Asian American Center of Frederick to facilitate events with this community and annually participates in the Frederick PRIDE.

**St. Johns' College** sponsored on and off-campus events to recognize and celebrate diverse populations at their institution. Recent events include: a lecture delivered by Melvin Rogers from Brown University entitled "Martin Delaney, Frederick Douglass, and the Danger of Political Pessimism", "Fences" movie screening and discussion, an art exhibit with guest Kit Brooks, assistant curator of Japanese Art at the Freer Gallery of Art and Arthur M. Sackler Gallery, to inform the audience on the representation and attitudes toward women in the Edo period, a multi-day Ukrainian Cultural Festival and a Baltimore Center Stage "Dreamgirls" Production Field Trip.

In Fall 2021, **Loyola University Maryland** invited all student-athletes, coaches, and administrators to participate in the Kaepernick Challenge and watch the Netflix drama, "Colin in Black and White." The movie concluded with a discussion led

by the Executive Director of the Karson Institute for Race, Peace and Social Justice. Loyola partnered with Athlete Ally to train coaches, athletic staff, and administrators about the foundation of the LGBTQIA+ community, active allyship, and inclusion within sports.

In November 2021, Loyola celebrated those with Caribbean heritage by inviting a keynote speaker, educational panel, and related programming. Every October, Loyola hosts a University-wide conversation about diversity and inclusion. In 2021-2022, there were about 100 participants who discussed books on racism, sexism, bias, and poverty. Every year, the University invites the campus and Baltimore community to launch the spring semester with the Martin Luther King, Jr. Convocation, which features a speaker providing meaningful inquiry into race and legacies of racism in America. In 2022, the annual MLK Convocation featured author Michelle Alexander on her bestseller, "The New Jim Crow: Mass Incarceration in the Age of Colorblindness" to examine racial injustice in the modern legal system. The lecture was attended by well over 1,500 students, staff, faculty, and members of the Baltimore community.



*St. John's College*

At **Notre Dame of Maryland University**, all Student Government Association organizations are required to hold at least three events each semester, with one being of service to either the Notre Dame community or the community beyond campus. In 2019-20, the University launched the IMPRINT program as its distinctive Women's College experience – that prepares students to lead in all aspects of their life. Successful women leaders understand and value diversity through adopting a global mindset. IMPRINT participants analyze the intersections of race, ethnicity, religion, ability, class, gender, and/or sexuality within the context of power relationships that lead to injustice.

**Johns Hopkins University's** students expressed the desire to have more stratification of affinity groups rather than being absorbed in a larger “underrepresented” category, i.e., trans and nonbinary individuals, people with disabilities, Native Americans and other Indigenous people. Students representing an underrepresented group, or Black, Indigenous Person of Color (BIPOC) report the overwhelming burden of being recruited to serve on numerous committees.

The institution recognizes and plans to alleviate their burden. The Office of Diversity and Inclusion (ODI) and JHU Facilities and Real Estate (JHFRE) will collaborate with students and staff at the Offices for Student Diversity and Inclusion to improve the space to support DEI student affairs programming. The next iteration of JHU's biannual undergraduate student composition report will be released next year to highlight self-reported data on disability, religious, LGBTQ, and other diversity categories.

The Goucher Prison Education Partnership (GPEP) extends post-secondary learning to two additional locations of **Goucher College** within the State prison system. GPEP relies on strong partnerships cultivated with students, the Maryland Department of Public Safety and Correctional Services, and several other partners to build on its longstanding commitment to attract, support, and educate talented students, regardless of need or background, eager to obtain a liberal arts education. In May 2022, GPEP celebrated its 10-year anniversary and held its first graduation ceremony at the Maryland Correctional Institute — Jessup.



*Johns Hopkins University*

The contributions of **Stevenson University's** students, faculty, and staff, and some of the region's best-known artists, entertainers, and speakers, enhance campus life in the areas of diversity, inclusion, multiculturalism, cultural competency, and equity. Events were hosted in collaboration with student groups to celebrate national Women's History Month, National Hispanic Heritage Month, Black History Month, and Asian American Pacific Islander Month. A monthly "Open Mic Coffee House" allowed students to showcase their diverse talents during awareness and celebration months. Student Activities hosts an event during Women's History Month that highlights women students on campus who are business owners. There are several religious clubs such as Campus Crusade for Christ, the Fellowship of Christian Athletes, and the Muslim Student Association. The Association of Black Psychologists is a recently formed group on campus that hosts events and talks to focus on mental health in the black community. Sister-to-Sister programs, Coffee House series, and Friday Night Flicks programs continued this year, offering space for dialogue about issues of race and ethnicity and introducing students to films that deal with issues of identity.

**St. John's College** transitioned to in-person instruction following the pandemic and continues to offer several cultural programs formerly online. St. John's has a new student group, Johnnies of Color, with members from both the Annapolis and Santa Fe campuses to highlight black culture and other ethnicities. Students participated in a dinner where international students were invited to cook food from their home countries. The College has a tutor-led study group dedicated to exploring works from the tradition of African American thought and music. Ongoing student clubs and activities include Pangaea (international student club), Black Student Union Pink Triangle Society (LGBTQIA alliance on campus), Spanish poetry/literature club, and student groups that study, practice, and explore various religions.

At **Washington Adventist University**, the University Student Unions (clubs representing ethnic backgrounds, countries, and cultures) plan and implement cultural awareness programs every semester, in collaboration with the Director of International Student Programs, Vice President for Student Life, and Vice President for Ministry.

Activities recognizing and celebrating diverse populations include: Student Union days showcasing cultures through displays, music, and food; International Day celebrating the diversity of Latin culture; diversity experiences and education during missions week, including a cultural focused convocation; various music styles in Campus Ministry programs and services including gospel, classical, jazz, and dance; specific cultural foods in the dining hall; and cultural nights, fashion shows, and a myriad of other social activities. The Filipino American Student Association held two events to educate the audience on the music, food, attire, and other cultural representations. The University created the Drum Major for Justice Award, which recognizes an individual who has an exemplary record for social justice activism. The Martin Luther King, Jr. Birthday Commemoration held on January 17, 2022 featured a variety of readings and speeches, prayers from leaders from diverse communities of faith, and keynote speaker Maryland State Senator Charles E. Sydnor III who highlighted the significant role of voting rights.



*Stevenson University*

# Publications & Promotional Materials

MICUA MEMBER INSTITUTIONS utilize print publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups.

At **Capitol Technology University**, students of color make up half of undergraduate students. The marketing and communications department works to ensure that the University's print and electronic promotional materials reflect the diversity of the student population. As part of its inclusion strategies, Capitol Tech publishes blog posts on its website and in social media highlighting accomplished individuals. The University plans to include a permanent student demonstration page on its website. During Black History Month in February, the University published 13 blog posts about Black scientists. During Women's History Month in March, the University produced nine blog posts about women trailblazers in the STEM fields. During Pride Month in June, Capitol Tech featured a spotlight on English mathematician Alan Turing, a pioneer in the field of computer science, cryptanalysis, and artificial intelligence. Turing's codebreaking work—including the previously unbreakable Enigma code used by the German armed forces—was crucial to the Allied forces victory in World War II.

The Office of Communications strives to represent **Goucher College's** diverse student body in all its print and electronic publications and on its website. Goucher ensures that the College's series of student, faculty, and alumni profiles online and in print reflects the rich diversity in the community in terms of academic and extracurricular interests, ethnicity, gender, and geography. The "Experience Goucher" section of the website includes a page titled "Equity & Identity at Goucher" that emphasizes the College's commitment to diversity while also providing information and resources to prospective students. A section of Goucher's Student Life website contains information and resources designed to demonstrate Goucher's commitment to diversity and to help answer questions. From there, links can be found to the Maryland Scholars Program; International Student Support; President's Council for Race Equity; Cultural Programming; and the Center for Race, Equity, and Identity.



*Goucher College*





*McDaniel College*

**McDaniel College** ensures that all printed communications depict persons from diverse backgrounds in words and images. The College's online newsletter, *News@McDaniel*, features stories on all aspects of diversity including invited speakers, international students, and coverage of events by campus organizations such as Africa's Legacy, Black Student Union, Hispano-Latinx Alliance, Asian Community Coalition, Jewish Student Union, Gender and Sexuality Alliance, Belly Dancing Club, and more.

This past year, McDaniel highlighted several students, staff, faculty, and alumni from diverse backgrounds for their accomplishments: profiled the Class of 2022; recognized five Baltimore City high school senior recipients of full-tuition scholarships; held a global issues colloquium to examine equity issues created by the COVID-19 pandemic; announced the new Dorsey scholars; and named a sociology professor and alumnus to be Associate Provost for Equity and Belonging.

# Recruitment, College Preparation, Intervention, & Community Outreach

MICUA MEMBERS TAKE ACTION during each aspect of the application and admissions process to provide students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

**Capitol Technology University** was a founding member of First Generation College Bound (FGCB). FGCB's mission is to empower youth from low to moderate income families to achieve social and economic success by providing guidance, encouragement, and support while earning a college degree. Capitol maintains active ties with CollegeBound Foundation, which works in Baltimore City to encourage and enable students to pursue post-secondary education. Capitol holds an annual STEM career expo for high school juniors, which provides opportunities to experience hands-on STEM experiments and learn about careers in STEM fields. Capitol partners with Black Girls Code (BGC) and provides Cyber Saturday activities to over 100 members of BGC. In 2020, Capitol moved to test-optional admissions. Tutoring is offered for courses and there is outreach to students enrolled in courses with completion rates below average.

**Goucher College's** cultural diversity recruitment plan includes in-person and virtual student recruitment in 30 states, Washington, D.C., Puerto Rico, and internationally. Goucher's Maryland Scholars Program is a four-year academic and financial support program for college-bound Maryland recipients of the Howard P. Rawlings Guaranteed Access Grant. Goucher launched a four-year program for historically underrepresented students to provide support, skills development, and facilitate their success. Participants receive a two-week intensive experience to ease transition to college.

**Johns Hopkins University** established the Viven Thomas Scholars initiative to increase recruitment, matriculation, and success of underrepresented students in the University's PhD programs in STEM disciplines. This initiative will partner with historically black colleges and universities (HBCUs) and minority-serving institutions (MSIs) and create summer and post-baccalaureate experiences for talented diverse undergraduates.

To strengthen Johns Hopkins' commitment to Baltimore city, the existing Office of Economic Development will transition to the Office of Economic Development and Community Partnerships and increased staffing, resources, and investments. A strong initiative has been BLocal, a Hopkins-led network of private sector anchor institutions and businesses citywide. JHU has invested tens of millions of dollars in women- and minority-owned businesses to date, and its investment in the 10,000 Small Businesses Program (10kSB) has assisted over 450 local businesses through business education, support services, and capital.



*Capitol Technology University*

At **Notre Dame of Maryland University**, the admissions/recruitment staff for all divisions are ethnically diverse. The undergraduate Women's College specifically recruits at majority minority high schools, especially in the Baltimore City region. The University's efforts to recruit a diverse population have been successful. In 2021-2022, the Women's College population identified as 52% of racial minority (including 15% Latin population); 32% first generation; and 55% Pell eligible. The University's Trailblazers Program is designed to support first generation college students via personalized meetings to assess student needs, workshops, collaborations with campus departments/services, and guest speakers. The Trailblazers program has a new initiative, Primeras, whose mission is to assist first generation Latina students as they navigate the academic journey at Notre Dame. The University will provide two full-tuition scholarships and on-campus housing up to four years for refugees from Afghanistan to earn a bachelor's degree in the Women's College.

**St. John's College** is committed to diversity in the recruitment process, including fly-in programs and special tours. The College offers a need-based financial aid program that enables students from all income levels to attend. St. John's has developed and initiated a Pell Bridge program to help support incoming Pell-eligible first-year students. In Fall 2021, the College introduced its Pritzker pre-orientation program for first-year students from historically underrepresented groups to help them adjust to the college experience. The College emphasizes diversity in its Summer Academy, an annual on-campus summer college experience for high school students. There is also an emphasis on diversity in orientation seminars for first-year students, including topics such as Women in Homer and Frederick Douglass's "The Nature of Slavery." The College is conducting a historical study of the relationships between St. John's College and African Americans in Annapolis, especially regarding enslaved peoples. Additionally, the College provides an English-language learning (ELL) support specialist for non-native English speaking students. This support service assists students with essay writing and general language usage and practice.



*Notre Dame of Maryland University*

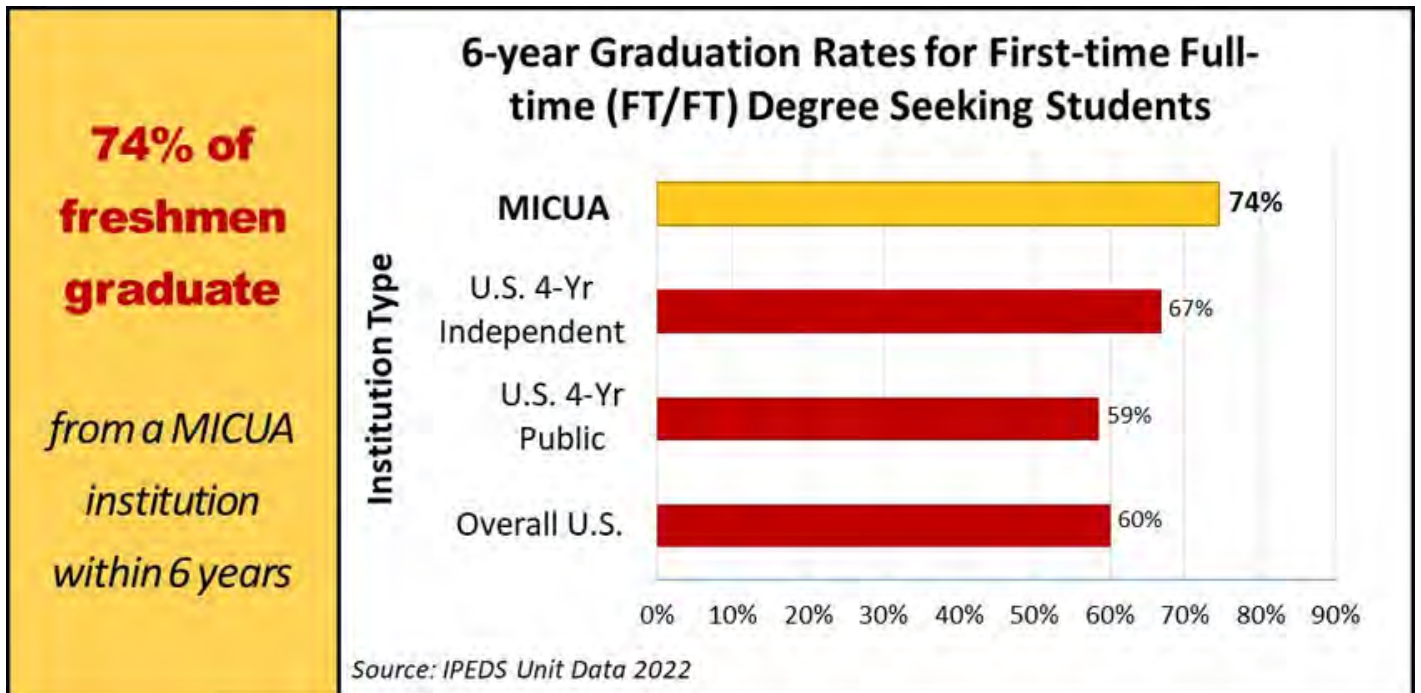
# Improving Retention and Graduation Rates

STUDENT SUCCESS IS PARAMOUNT TO MICUA members. In testament to this cause, each college and university has put programs and offices in place to assist students in the transition to college life through graduation.

At **Hood College**, all first-year and transfer students participate in a mandatory diversity program during new student orientation. This interactive program informs, empowers, and challenges participants to explore cultural norms and unintended biases, and helps create community standards for the upcoming academic year. The College's Student Success Center evaluates all incoming students for academic skills. Students who need additional support are encouraged to enroll in an elective, two-credit GNST 101: Seminar for Academic Success. Student Success Peer Mentors are assigned to new students enrolled in GNST 101; they co-teach the class and provide additional out-of-class engagement. Hood's First-Year Seminar, FYS 101, offers students an opportunity to sharpen reading, writing, and presentation skills in a small class setting. Seminar topics are designed to have broad appeal to students while reflecting the varied interests and expertise of the faculty who teach the topics. First-year students are advised by their FYS 101 instructor, ensuring they have at least twice-weekly contact during the critical initial adjustment and major decision-making period.

**Loyola University Maryland** offers a range of curricular and co-curricular programs that support student success, including the Multicultural Awareness Program and African, Latinx, Asian, and Native American (ALANA) Services' pre-fall program that is designed to assist first-year students acclimate to campus life at Loyola. Specific aims of the program are academic enhancement, intercultural exploration, social adjustment, and community service. The Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. MAN2MAN & Sister to Sister are two gender-based racial identity groups coordinated through ALANA Services. These groups encourage exploration and discussion of the intersectionality of gender and race/ethnicity on a predominantly White institution's campus through wellness workshops, discussion circles, informal mentoring, and academic challenges.

At **McDaniel College**, the Edge Experience Program is a mentorship program for first-year, first-generation students from Baltimore City Public schools to orient them to their first year on campus and academic vision-setting. During the academic year, the students attend monthly meetings and are paired with upper-class students.



At **Mount St. Mary's University**, the Mount Cares Committee represents every professional segment of the campus community (Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Student Diversity, Center for Student Engagement and Success, and Learning Services). This group meets on a bi-weekly basis to review and discuss students identified as at-risk by professors or other staff members. Every student is assigned a contact person from the Committee, who offers resources and support where needed. In September 2019, the Center for Student Engagement and Success hired a Third Century Scholars Student Success Coach. This professional staff member: advises, mentors, and advocates for the needs of minority students enrolled in the Scholars programs, including St. Labre Native Scholars and Milton Hershey Scholars; teaches one of the University's First Year Symposium courses; and provides opportunities to expand the scholars' involvement on campus and enhance their academic and social well-being. The Mount hired a new Assistant Dean and Director of New Student Programs who works closely with the Center for Student Engagement and Success (to develop first-year student programs) and is responsible for organizing freshman and transfer orientation, as well as programs for first-generation students. The Counseling Center retains a diverse counselor specifically to address the growing diversity of the student population and created support groups for Men of Color, Women of Color, and First Generation Students.

**Washington College** utilizes CARE, an online case management system that allows faculty, staff, and students to instantly report student well-being concerns. Reports are reviewed daily by the Dean of Students Office, and bi-monthly, a cross-campus team reviews student cases to determine appropriate follow-up and support. Students may also use CARE to report bias incidents. The First-Year Career Awareness Program provides guidance and information to assist students in making important career and academic decisions. The First-Year Seminar Program introduces students to the excitement of critical inquiry and learning, and to key academic skills required for success. The Office of Academic Skills offers peer tutoring, course mentoring, individual academic support, and seminars on a range of topics including time management, procrastination, test taking strategies, note taking strategies, study habits, learning styles, and goal setting.

The Office also supports students who are struggling academically through the Academic Recovery Program, which involves weekly meetings with mentors, study hall sessions and success seminars, and on-campus supports such as tutoring. Peer leaders (resident assistants, peer mentors, and wellness advocates) are all trained in Mental Health First Aid and receive annual training on identity, inclusion, and diversity.

**Washington Adventist University's** Betty Howard Center for Student Success offers several support services and programs to all students. The Bridge Program is a semester-long college preparatory experience for students who wish to strengthen academic skills and enhance their potential for college. The one-credit first year experience course is designed to help freshman students become comfortable with the campus, get connected with available campus resources and engage with faculty and staff. The Bridge Program includes special mentoring support for students on academic probation. The institution offers career services and cooperative education placements, disability accommodation services, tutoring services, and test-taking strategies and services.



*Mount St. Mary's University*

# Targeted Financial Aid Programs

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Students who receive a State Guaranteed Access grant and a GAPP grant may receive up to \$38,600 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

**Capitol Technology University** has a commitment to providing access to underserved students. Capitol makes full tuition scholarships available for high ability students who demonstrate financial need. Other high need students can qualify for institutional grant funds from \$2,000-\$12,000. Capitol also offers an annual \$5,000 scholarship, renewable for a maximum of \$20,000, to a high school senior who participated in the Future Kings STEM after school program. Capitol offers a \$2,000 annually renewable scholarship to Chesapeake Math and IT high school graduates. This school, located in Prince George's County, has a total minority student enrollment of 95% and low-income student enrollment of 33%. In addition, based on donor specifications, Capitol awards scholarship funds in cybersecurity specifically for Baltimore City students, Prince George's County students, and women.

At **St. John's College**, over 90% of students receive scholarships from the College, which is primarily need-based aid. The College has approached affordability in three ways: (1) lowered tuition by 33%, (2) increased need-based scholarships to Pell Grant recipients by adding a Pell matching grant, and (3) broadened outreach to high-need international students by offering full-tuition scholarships to admitted students from United World College schools.

**Maryland Institute College of Art's (MICA)** renewable Da Vinci Scholarship program provides approximately \$400,000 in annual scholarships to entering underrepresented students and students with financial need. A range of other scholarship programs are available, including the Jacques and Natasha

Gelman Trust for Baltimore Art Access Program, Ruth Jenkins Bristol Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, McMillan Stewart Scholarship, ACT-SO Scholarship, Latino Beat Scholarship, C.V. Starr Scholarship, and Designated International Scholarship.

MICA's Art & Design College Accelerator Program (ADCAP) provides a pathway to MICA for Baltimore City students who face financial challenges and are from diverse backgrounds. In Fall 2020, MICA welcomed its first class of eight ADCAP students and provided each with a full-ride scholarship covering tuition, fees, housing, and room and board. Additionally, the Eddie C. and C. Sylvia Brown Family Foundation International Study Abroad Grant provides support for underrepresented MICA students to pursue international study abroad opportunities.

## Guaranteed Access Partnership Program



**GAPP is bridging the gap to college access and affordability**

# *Student Leadership*

INVOLVING STUDENTS IN LEADERSHIP positions is an important goal for MICUA members, all of which offer many opportunities for students to influence decision making.

At **McDaniel College**, students of color are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and all student-led organizations on campus. The Black Student Union, Africa's Legacy, Hispanic Latinx Alliance, and Asian Community Coalition are among the most active student organizations on campus. The Office of Diversity, Equity, and Inclusion (ODEI) works with students to develop leadership skills and meets regularly with the presidents of the organizations that fall under its umbrella. The ODEI has implemented a Cultural Leadership Council (CLC) with representatives from all cultural organizations. The CLC has an elected executive board and it selects two members as representatives to the College's Board of Trustees.

**Notre Dame of Maryland University's** strong diverse population welcomes students of color to be well-represented in key leadership positions on campus, including new student orientation leaders, Honor Board, student representatives on the Board of Trustees, academic societies such as Association of Women in Communication and Society of Women Engineers. The Diversity, Equity, and Inclusion Committee has two student representatives that assist with programming. Committee members have hosted monthly trivia events where topics of diversity and inclusivity were discussed. The BIPOC community in the Women's College has engaged the diverse students at the School of Pharmacy to participate in these events.

At **Mount St. Mary's University**, the Center for Student Diversity and other offices in the division of Student Affairs strive to encourage leadership involvement from all students. Out of the 300+ student leaders typically active in student affairs, 30-40% of those students identify as students of color.

The Center for Student Diversity houses seven culturally based clubs and a peer educator program all led by students of color. The campus has a commitment to leadership and Mount students are involved in everything from academic clubs to athletics and ministry. Students of color serve on the President's Advisory Council for Diversity, Equity, and Inclusion as well as on the Mount's Inclusive Excellence Committee.

At **Stevenson University**, involvement with organizations on campus provides students with leadership opportunities, and the University specifically encourages students to join, and eventually lead, cultural groups on campus. The Center for Diversity & Inclusion Student Advisory Board was newly formed during the 2019-2020 academic year and students of color who regularly attend the Center for Diversity & Inclusion programs and events are always privy to campus leadership opportunities. The Board is comprised of six students from various class years, racial/ethnic identities, residential and commuter students, and multiple faith traditions. The Diversity & Inclusion Board meets monthly to share insights about campus climate, student programming needs, and the Center's efforts.

At **Washington Adventist University**, the Office of Student Life is a welcoming and inclusive department representing the students in the greater campus community. The Office is responsible for a variety of student leadership roles, including Student Association officers, student senators, resident assistants, and student professionals. In Fall 2021, the University's student body was 55% African American, 22% Hispanic, and 11% International. The Office of Student Life uses various modes of communication to encourage student involvement. Faculty, staff, and student representatives are asked to submit recommendations as well as posters, flyers, newsletters, and advertisements on the WAU app promoting student leadership opportunities. The diverse student government leadership team is comprised of three Brazilians, three African-Americans, and two Caucasian students.

# *Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention*

A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators.

First launched in Fall 2015, **Johns Hopkins University's** Faculty Diversity Initiative (FDI) remains a cornerstone of the University's work around diversity and inclusion. All divisions have plans that specifically focus on diversity in faculty hiring with strategies that may include proactive recruitment of underrepresented minorities, diversity advocates on hiring committees, unconscious bias training for committee members, and final reports for all faculty searches. Recently, JHU renamed FDI to FDI 2.0 and announced a \$50 million investment over the next five years to hire new tenured or tenure-track faculty members that contribute to promoting diversity and inclusive excellence. Since FDI's inception in 2015, JHU recruited 35 tenure-track faculty and retained all but three. Through this specific effort, the institution attracted more Black/African-American faculty, resulting in 80% of the targeted hires self-identified as Black/African-American. Also, there is a focus on recruiting and supporting faculty with disabilities, including providing funding for special accommodations. Every department continues to develop specific, discipline-appropriate mentoring plans for junior faculty members, assisted by a vice dean and the Office of the Vice Provost for Faculty Affairs. Many divisions responded to requests to include public and community engagement efforts in faculty evaluations, in addition to current criteria of excellence in research, teaching, service, and clinical practice.

**At Maryland Institute College of Art (MICA)**, recruitment and retention of full- and part-time BIPOC faculty is a pillar of the College's Diversity, Equity, Inclusion, and Globalization agenda. Of the 42 full-time faculty recruited over the past five years, 24 identify as BIPOC; this past year, four of the five full-time faculty hires identify as BIPOC. MICA established the Center for Teaching Innovation and Exchange to provide professional development in areas such as anti-discriminatory and inclusive teaching, multiculturalism, and other contemporary pedagogical practices; and to advance innovative teaching in the arts with a focus on diversity, inclusivity, and public engagement. MICA hired its inaugural Director of Diversity, Equity, and Inclusion (DEI) in the fall of 2020 and, subsequently, hired a Director of Equity and Compliance in December 2021 for both to collaborate on programming and other DEI related matters.

During the Fall 2019 semester, **Mount St. Mary's University's** Inclusive Excellence Committee (MIEC) offered a Faculty and Administrative / Staff Professional Development

Series including a four-part series on Inclusive Teaching and Learning; two reading/discussion groups using *The Hate U Give* by Angie Thomas, followed by a movie presentation and facilitated discussion; and a curriculum workshop on "Facilitating Difficult Dialogue" to assist and support the University's third annual TEACH-IN on Race. For Fall 2022, the Mount hired nine BIPOC faculty, six on tenure track. All new faculty participate in a year-long orientation program in which they meet with a team of experienced faculty members. In FY 2021, 18% of new hires were BIPOC, and as of May 2022, 21% of new hires for FY 2022 were BIPOC. Members of MIEC and Counseling Center staff shared how campus responses to the pandemic aligned with the University's commitment to Catholic Social Teaching and sought questions and suggestions from the community about next steps.

**Stevenson University** has a formal mentoring program open to all faculty. The Faculty Peer Program: Supporting Diversity and Inclusion in the Classroom was developed as part of the University's 2018-2019 faculty development series and is still in place. The Diversity & Inclusion Committee has co-sponsored diversity events on campus and partnered with Human Resources, Faculty Development, the School of Humanities and Social Sciences, and the School of Design for various programs, including Ouch! That Stereotype Hurts, Understanding Unconscious Bias, Finding and Nurturing a Mentor Relationship, Decoding Diversity, Safe Space Training, Why Diversity is Upside Down, Racism and Black Lives Matter, The Fight for Civil Rights and Freedom, and Feminism: Why it's Still Important. Stevenson received a Title IX grant, which further impacts the University's diversity and inclusion efforts. Training topics have included content on engaging men, intersectionality and adaptation across subgroups, and first-generation students. The institution became an affiliate of the National Coalition Building Institute to train nearly 21 faculty, staff, and students to teach their Leadership Institute Program and welcomed over 120 campus members to the workshop.

**St. John's College** conducts diverse panel interviews with bias-free questions. St. John's faculty teach across the interdisciplinary curriculum, not only nor principally in their field of study. Professional development at St. John's focuses on small study groups to which new faculty belong. A series of faculty seminars were held during the 2020-2021 academic year on W.E.B. Dubois' *The Souls of Black Folk*. Faculty and staff receive training on multigenerational workforce to understand the importance of honorifics and pronouns.



# Evaluation in Promoting Diversity

MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside resources.

**Goucher College** has built a culture of using data to inform decision-making and accountability and understands the importance of assessing the campus environment and progress made toward building an equitable and inclusive community. To support these efforts, the following surveys were administered over the past two academic years: First-year Experience, ACE Feedback Form, Student Needs Assessment, Faculty Needs Assessment, Staff Needs Assessment, Graduating Senior Survey, Exit Survey, and Returning Student Laptop Requirement Survey. In the College's past work with Baltimore Racial Justice Action (BRJA), a set of ongoing systematic assessments were developed and implemented, which included incorporating equity and diversity into strategic cascades and collecting information through focus groups and surveys.

At **Hood College**, national surveys such as National Survey of Student Engagement (NSSE), internal assessments/surveys, climate surveys, and student club and organization evaluations

are used to provide feedback regarding the College's commitment and progress in promoting cultural diversity. Student leaders use these tools to plan future programs and events. The College adopted a standard set of competencies that overarch learning outcomes for all academic programs. The undergraduate competencies include diversity and global awareness—challenging students to compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying local or global communities. The competencies were approved by the Curriculum Committee and adopted by the faculty in Fall 2019; the collection of assessments for the competencies began in Spring 2020. The College instituted a requirement to incorporate a diversity statement in all faculty and staff job postings. The racial diversity of the College faculty increased by 25.5% from Fall 2016 to Fall 2021 and the full-time staff increased by 15.8% from Fall 2016 to Fall 2021. The gender diversity is 59% female among the faculty and 67% female among staff. The recently hired Vice President for Community and Inclusivity is responsible for prioritizing the development of strategic initiatives to promote diversity, equity, and inclusion.



Hood College

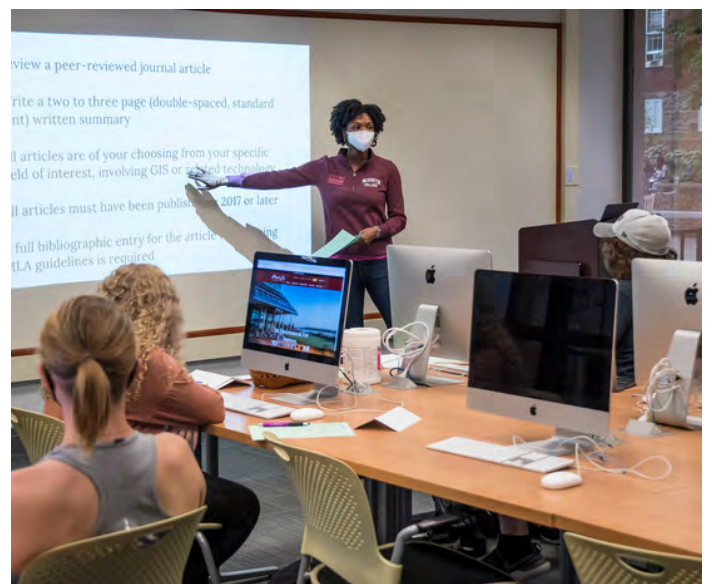


*Loyola University Maryland*

At **Loyola University Maryland**, Human Resources collaborates with Institutional Research and Academic Affairs on a periodic campus climate survey of students, faculty, staff, and administrators. Under the leadership of the Provost, the academic division sets and monitors annual goals aimed to enhance equity and make Loyola more fully inclusive as the required path for academic excellence. Recently, the President's Cabinet, Student Development Directors, and faculty participated in racial justice training. Also, the University offers a universal mentoring program pairing first-year tenure-track faculty with tenured faculty outside the home department. Goals and strategies for the year focused on culture, curriculum, ALANA faculty recruitment and retention, and ALANA student recruitment and retention. The Division of Student Development utilizes a range of approaches to assess performance in promoting cultural diversity, including the Resident Student Survey, The History of the Association of College and University Housing Officers-International/Educational Benchmarking Inc. (ACUHO-I/EBI), Multi-Institutional Survey on Leadership, Education Advisory Board (EAB) Climate Survey, National College Health Assessment (NCHA)-II Survey, and focus groups.

**Washington College's** Diversity Committee, a standing group comprised of faculty, staff, and students, created a campus climate survey to help determine diversity agenda items for discussion and implementation in subsequent semesters and years. The climate survey will be conducted every three years to continue to shape the College's diversity agenda. The Diversity Committee and Equity and Inclusion in Athletics Committee have developed surveys to better understand the campus climate and any factors that could cause members of the community to feel excluded from full participation in campus life.

The Office of Intercultural Affairs reports annually on its work, including quantitative and qualitative data, with regards to its impact on students across lines of difference. Survey results not only assess satisfaction with services, but also learning outcomes that provide the basis for measuring progress. In Spring 2020, students of color and other underrepresented students submitted a letter of grievances and an outline for the administration to address their concerns. The outcomes included establishment of the Intercultural Student Center, designation of gender-neutral bathrooms in all academic buildings, revisions to the bias incident protocol, discussions on diversifying the curriculum, formation of departmental diversity task forces, mandated diversity trainings for first year students, and intentional campus conversations about race and the state of diversity on campus.



*Washington College*

# Best Practices

IN THE INTEREST OF building on successful policies and creating a blueprint for success, MICUA has identified the following best practices related to the campus environment, students, faculty and administrators, and assessment and evaluation:

## Improving the Campus Environment

(1) Inclusion of cultural diversity in the institution's mission statement and strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek to eliminate discrimination, foster positive relations between members of different racial and ethnic groups, and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity must be a component of the general education rubric.

(2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and is a central consideration in a broad range of campus activities.

(3) Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.

(4) Librarians ensure that the library holdings include diverse materials, and faculty ensure that instructional materials cover diverse populations and perspectives.

(5) Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

## Best Practices Related to Students

(6) Effective strategies to recruit diverse students include: hosting college fairs in geographic areas with multi-cultural student populations, engaging high school guidance counselors to identify and recruit these students, and employing admissions counselors who are responsible for multicultural recruitment.

(7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college. Institutional representatives invite prospective students to visit the campus and introduce them to students of color who are successful at the institution.



*Maryland Institute College of Art*

(8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract diverse students. Endowed scholarship funds—though not exclusively for minority students—may be targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable to low-income students. As a result of these efforts, the number of student applications increases and diversity improves.

(9) Remove barriers that preclude low-income and first-generation students from considering college. Waive the application fee for underrepresented students, especially those who have participated in summer internships during high school. Provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Eliminate the requirement for SAT/ACT scores as part of the application process. By waiving fees, providing scholarships, and making standardized tests optional, institutions improve access and foster a welcoming environment.

(10) A year-long first-year experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities that focus on issues of race, oppression, power, and privilege, provide an opportunity for dialogue about these issues. In small group settings, students share, explore, and learn about each other's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity throughout the college experience.

(11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of experienced students to serve as orientation leaders. These student leaders can have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.

12) Summer bridge programs help students who have the ability to attain a college degree but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills

during the summer and eliminate the need for remedial or developmental courses once they matriculate into college.

(13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.

(14) Grouping students together in a “family” (i.e., cohort) of individuals who mentor and support one another throughout their college experience is an effective practice. If one individual in the “family” falls behind in a course or program, the remaining members can assist to bring the student back on track.

(15) Effective curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Institutions offer courses and majors in ethnic studies and encourage students to enroll in courses about non-western civilizations to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing embed community-based projects into the curriculum. These field experiences may be in schools or other settings that include disadvantaged children and/or adults.



*Washington Adventist University*



*Hood College*

(16) Culturally competent colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, and home repairs. Effective service-learning programs allow students to work alongside professionals to rebuild communities. Community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.

(17) Institutions make a commitment to human rights for all citizens by making social responsibility an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices— whether in providing health care for disadvantaged citizens or

creating a sustainable environment—that students take with them throughout their lives.

(18) Study abroad programs that provide immersion in other cultures, customs, and languages are important for participating students and the campus at large. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.

(19) Leadership development is an important aspect of campus life. Effective institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop their potential and incorporates themes including what it means to be a leader in a community of diverse populations.



*St. John's College*

(20) To ensure diverse viewpoints are represented, institutions should encourage all students to contribute ideas and articles to the student newspaper.

(21) Student affairs professionals should make certain that diversity is part of the residential life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants should include matters related to cultural differences.

#### **Best Practices Related to Faculty and Administrators**

(22) Inclusive and equitable campus culture is essential in recruiting a talented, diverse workforce. These are also key factors in retaining diverse employees. Institutions recruiting for faculty and administrator positions should target media outlets with diverse viewers. Efforts should be made to ensure that the

institution has not used language in an advertisement that would narrow the field of eligible applicants. Effective institutions participate in career fairs sponsored by minority associations, such as the Association of Black Psychologists or the Society of Women Engineers. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Effective institutions foster ongoing collaborations with historically Black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These students may serve as college faculty upon completion of their graduate programs.



*Goucher College*

(25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase the representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.

(26) Institutions should offer training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.

(27) To successfully retain diverse administrators, an institution should be intentional about providing the support and resources needed to build and enhance morale and leadership skills.

(28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.

(29) Diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. Effective anti-bias training should be specific to a job. The effectiveness of the training increases if it is tailored to the employee's setting (such as school/office/team) and to the employee's role in that setting (for example: faculty/department chair/coach). Consequently, only the most basic level of training can be conducted institution wide. Subsequent, sequential levels of training should be focused on the job/setting/role. Study and peer-support groups, book discussions, and software simulations with an emphasis on diverse communities can be useful for the training.

(30) Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a

particular ethnic or gender identity, such as Women in Science and Engineering or the Black Faculty and Staff Association. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional or national meetings of the association.

(31) Flexible scheduling options provide incentives, especially for faculty and staff with young children. Some examples are job sharing, teleworking, on-site child care, shift compression, and liberal make-up policies.

#### **Assessment and Evaluation**

(32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. In addition, institutions should keep track of the number of students who participate in multicultural programs throughout the year.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and identify areas in need of improvement.

(34) Equity audits are useful tools to help institutions set priorities and improve diversity goals. The audits would focus on the needs of diverse students and of faculty, staff, administrators, and campus leaders of color to collect data on barriers to participation, access, and opportunity. Expansion of the audits to include both students and institutional personnel would draw connections between the student experience and the employee experience.

### Capitol Technology University



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Laurel, MD 20708  
301-369-2800  
www.captechu.edu  
Bradford Sims  
President

Capitol Technology University is the only independent institution in Maryland dedicated to engineering, computer science, IT, and business. Capitol guarantees its qualified bachelor's degree graduates placement in a high-technology or information technology job with a competitive salary within 90 days of graduation. Capitol is one of a select number of colleges that has been designated a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and Department of Defense.

### Goucher College



1021 Dulaney Valley Road  
Baltimore, MD 21204  
410-337-6000  
www.goucher.edu  
Kent Devereaux  
President

Goucher is the only liberal arts college in the nation to require all undergraduate students to study abroad, whether for a three-week intensive course, semester, or year-long program in over 30 countries. The College is teaching its students to engage the world as true global citizens. For this reason, and ample others, education expert Loren Pope featured Goucher in his book, *Colleges that Change Lives*, calling Goucher "one of the best kept secrets of top-quality coed colleges."

### Hood College



401 Rosemont Avenue  
Frederick, MD 21701  
301-663-3131  
www.hood.edu  
Andrea Chapdelaine  
President

Providing university-quality instruction in a vibrant, coeducational, small-college environment, Hood College has a century-long history of offering numerous majors in the liberal arts tradition. Hood's dedicated faculty and small classes contribute to an exceptional learning experience. The U.S. News & World Report college guide has given high marks to Hood for quality and affordability, calling it a great college at a great price, and The Princeton Review has consistently named Hood one of the best colleges in the Mid-Atlantic.

### Johns Hopkins University



3400 North Charles Street  
Baltimore, MD 21218  
410-516-8000  
www.jhu.edu  
Ronald Daniels  
President

Johns Hopkins was the first research university in the U.S., founded both to educate students and to advance human knowledge through discovery and scholarship. Today, the University includes 10 academic and research divisions, and numerous centers, institutes, and affiliated entities. Johns Hopkins is known internationally for excellence in education, research, and health care. For more than 30 years, it has topped the nation in spending on scientific and medical research, now attracting more than \$2 billion in grants annually.

### Loyola University Maryland



4501 North Charles Street  
Baltimore, MD 21210  
410-617-2000  
www.loyola.edu  
Terrence Sawyer  
President

Loyola University Maryland has a national reputation for excellence in the Jesuit tradition of the liberal arts at the undergraduate level and extensive professional programs at the graduate level. Loyola comprises three distinct schools: Loyola College, home to the University's arts and sciences programs; the Sellinger School of Business and Management; and the School of Education. A Loyola education prepares students to learn, lead, and serve in a diverse and changing world.

### Maryland Institute College of Art



1300 Mount Royal Avenue  
Baltimore, MD 21217  
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www.mica.edu  
Samuel Hoi  
President

Maryland Institute College of Art (MICA) is the oldest continually degree-granting college of art and design in the nation, enrolling nearly 2,200 undergraduate, graduate, and continuing studies students from 49 states and 65 countries in studio, seminar, and online-based programs. With programs consistently ranked in the top ten by U.S. News & World Report, MICA is pioneering creative, interdisciplinary approaches to innovation, research, and community and social engagement.

### McDaniel College



2 College Hill  
Westminster, MD 21157  
410-848-7000  
www.mcdaniel.edu  
Julia Jasken  
President

McDaniel College, founded in 1867 and nationally recognized in the book *Colleges that Change Lives*, is a four-year, independent college of the liberal arts and sciences offering more than 70 undergraduate programs of study, including dual and student-designed majors, plus 25 highly regarded graduate programs. A diverse, student-centered community, its personalized interdisciplinary global curriculum, and student-faculty collaboration develop the unique potential in every student.



### Mount St. Mary's University



16300 Old Emmitsburg Road  
Emmitsburg, MD 21727  
301-447-6122  
www.msmary.edu  
Timothy Trainor  
President

Mount St. Mary's University is the second-oldest Catholic university in the U.S. From conducting professional-level research in the sciences to a robust honors program, students acquire solid intellectual competencies and hands-on experiences. Consistently one of the top 25 colleges and universities in the region as chosen by U.S. News & World Report, the Mount is also listed in the Newman Guide to Choosing a Catholic College as one of the top Catholic universities in the country.

### Notre Dame of Maryland University



4701 North Charles Street  
Baltimore, MD 21210  
410-435-0100  
www.ndm.edu  
Marylou Yam  
President

Founded as a Catholic liberal arts college for women, Notre Dame of Maryland University now enrolls both women and men at its main campus in Baltimore and at satellite centers throughout Maryland. In addition to its flagship Women's College, the University offers coeducational programs in its College of Adult Undergraduate Studies, College of Graduate Studies, and English Language Institute. Students may study in the Schools of Arts, Sciences & Business, Education, Nursing, and Pharmacy.

### St. John's College



60 College Avenue  
Annapolis, MD 21401  
410-263-2371  
www.sjc.edu  
Nora Demleitner  
President

At St. John's College, students pursue an interdisciplinary curriculum based on the foundational works of Western civilization in small, discussion-based classes. They explore many disciplines, including math, political philosophy, the sciences, theology, literature, history, language, and music. This independent, coeducational college offers graduate programs based on these same principles. St. John's, the third oldest college in the country, has graduates who excel in a wide range of careers around the world.

### Stevenson University



1525 Greenspring Valley  
Road Stevenson, MD 21153  
410-486-7000  
www.stevenson.edu  
Elliot Hirshman  
President

Stevenson University provides a career-focused undergraduate education for traditional students, as well as graduate and bachelor's programs for working adults. Based in Stevenson and Owings Mills, the University offers education that extends beyond the campus, as students gain valuable experience in the working world by participating in internships, paid cooperative education programs, service learning, and study-abroad programs. Stevenson is the only university to offer the distinctive Career Architecture<sup>SM</sup> process.

### Washington Adventist University



7600 Flower Avenue  
Takoma Park, MD 20912  
301-891-4000  
www.wau.edu  
Weymouth Spence  
President

Washington Adventist University is the only four-year institution with a campus in Montgomery County. The University plays a unique role in serving the area's high percentage of immigrant students and has been recognized as one of the most diverse institutions in the nation, with students of color making up 68% of total enrollment. The School of Graduate and Professional Studies provides opportunities for working adults to earn a bachelor's or master's degree in a variety of fields.

### Washington College



300 Washington Avenue  
Chestertown, MD 21620  
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www.washcoll.edu  
Michael J. Sosulski  
President

Founded in 1782, Washington College was the first college chartered in the new nation. Ranked consistently among Kiplinger's top 100 liberal arts colleges for economic value and academic quality, the College emphasizes hands-on, multidisciplinary learning with top programs in environmental science, psychology, biology, English, and history. Its affordability initiatives include: Dam the Debt, reducing graduating seniors' federal debt by over 10 percent; Saver's Scholarship, matching up to \$2,500 of the amount students paid for tuition from a 529 or Educational Savings Account; and FixedFor4, which locks tuition for a student's four years.

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