

**2015-2016 Programs of Cultural Diversity Report
University of Maryland, College Park**

Narrative Statements for Tables

Narrative for Table 1: Institutional Plan to Improve Cultural Diversity

As stated in the UMCP's Strategic Plan, *Transforming Maryland: Higher Expectations*, endorsed by the University Senate on May 6, 2008, and adopted by former President Mote on May 21, 2008 (http://www.umd.edu/strat_plan/stratplan.cfm), "the University of Maryland has embraced diversity as a central driver in all its activities and has supported and promoted pioneering scholarship of diversity in academic programs." The Strategic Plan further states, "Our diversity is fundamental to our excellence and has enriched our intellectual community. The University's capacity to educate students for work and life in the 21st century and to be a leader in research and scholarship is greatly enhanced by a community that reflects the nation and world." President Wallace Loh affirmed this commitment in stating, "The University of Maryland has long promoted diversity as a core value. We recognize a diverse educational community as one of our greatest strengths."

For us, "cultural diversity" means attention to underrepresented racial and ethnic groups, as well as other cultural and identity groups who have been marginalized. Thus, we work to enhance the equity and inclusion of those who are economically disadvantaged or first-generation; of sexual, religious, and ability minorities; and of women. In spring 2015, we began a Task Force on Undocumented Students in order to develop a better understanding of undocumented students at UMCP and how we can better serve them. We recognize that identities intersect and that underrepresented minorities are members of multiple identity groups; thus, we take a holistic approach in addressing barriers and enhancing inclusion.

Academic year 2014-15 marked the fifth year of the 10-year strategic plan for diversity--*Transforming Maryland: Expectations for Excellence in Diversity and Inclusiveness, the Strategic Plan for Diversity at the University of Maryland* (http://www.provost.umd.edu/Documents/Strategic_Plan_for_Diversity.pdf). The plan sets forth goals and strategies in six core areas: Leadership; Climate; Recruitment and Retention (of outstanding faculty, staff and students); Education; Research and Scholarship; and Community Engagement. The plan has 13 goals. Two broad recruitment and retention goals are presented in Table 1, as they have specific quantitative metrics. The other 11 goals are descriptive and are addressed in Tables 2 and 3.

In spring 2015, the Chief Diversity Officer (Kumea Shorter-Gooden) convened a Task Force on the diversity strategic plan, in order to determine—at the five-year mid-way point—what we've achieved, where we've fallen short, and how to better direct our resources and energies over the next five years. The report of the Task Force will be completed in spring 2016.

Two indicators of our success to-date: In 2015, UMCP was a recipient of *Insight into Diversity's* Higher Education Excellence in Diversity (HEED) Award, and for the fourth year in a row, UMCP was designated a Top LGBT-Friendly Campus by Campus Pride and the Huffington Post.

Narrative for Table 2: How Institution Addresses Cultural Diversity among its Students, Faculty and Staff

A strong infrastructure for diversity and inclusion (Column D) provides the foundation for numerous initiatives and programs that address recruitment and retention of underrepresented students, staff and faculty (Column A); programs to promote positive cultural interactions and awareness among students, faculty, and staff (Column B); cultural sensitivity (Column C); and other targeted programs to advance cultural diversity goals (Column E).

One major campus-wide initiative in Fall 2014 was the annual Rise Above -isms Week, that included an event sponsored by the Provost with the Deans and Vice Presidents where Robert Fuller, physicist and former president of Oberlin College, discussed rankism, its relationship to all other “-isms”, and how we can defeat it.

Narrative for Table 3: Efforts to Create Positive Interactions and Cultural Awareness

We are committed to fostering dialogue and collaboration among people of different backgrounds, orientations, and perspectives and ensuring the respectful treatment of all. We have a number of initiatives designed to promote faculty and staff cultural awareness, curricular diversity, and cultural diversity in co-curricular programming.

In fall 2012, a new General Education program began with a more expansive definition of the diversity requirement and a change from one required course to two. Students must take either two Understanding Plural Society (UP) courses, which focus on gaining cultural knowledge, or one UP course and one Cultural Competence course, which focus on developing cultural awareness and skills.

To promote diversity outside the classroom, to promote equity at all levels, and to advance a climate of inclusiveness, the University has developed a network of programs, events and activities for students. Staff and faculty sometimes participate and benefit as well. (See Column C).

In addition, we offer a robust set of diversity and inclusion training opportunities for faculty and staff (Column A).

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Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 1						
<i>Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan</i>						
<i>University of Maryland-College Park</i>						
A	B	C	D	E	F	G
Diversity Plan	Goals and Timeline	Implementation Strategies	Areas of Emphasis/Targeted Services for Specific Populations	Evaluation of Program	Goal Progress Compared to Base Year: 2009-2010	Areas of Needed Improvements
Y=Yes/N=No	A. Cite # of goals (inclusive year(s))B. Cite goals that are the focus of this report	Cite relevant strategies used for students, faculty, and staff	State specific area institution uses for each targeted population	Y or N Annual/biennial	Improved Goal # by % or Static	Name specific areas in need of improvement
Y	A. 13 Goals 2010-2020 The university will recruit, promote and work to retain a diverse faculty and staff	Family-friendly policies, e.g. parental leave; ADVANCE peer networks for women and faculty of color, surveys and feedback to Colleges; sessions on Creating Inclusive Departments; Equity Administrators support and monitor searches	Recruitment and retention of a diverse faculty	Y(annual)	Percentage of T/T-T Black faculty from 4.8% to 4.1%: Percentage of T/T-T Hispanic faculty from 3.3% to 3.8%; Disparities in retention/promotion of Black and Hispanic faculty; Percentage of T/T-T women from 31% to 32%; Women now tenured at same rate as men, when they go up, but more leave early	Continued attention to support for retention and promotion and to building departmental cultures of inclusion; Aggressive focus on hiring Black faculty
Y	B. The university will recruit, retain, and graduate a diverse student body	Outreach programs; Pipeline programs; Targeted recruitment of low-income and first-generation students; Holistic admissions process; Retention programs providing academic and cultural support	Recruitment and retention of a diverse student body	Y(annual)	From 18.9 to 22.2% underrepresented minority undergrads; From 57.9 to 51.7% White undergrads; From 10.8 to 14.2% underrepresented minority grad students; From 51.7% to 41.6% White grad students; Achievement gap for Black, Hispanic and low-income students has decreased	Continue to aggressively recruit underrepresented minority undergrads and grad students
Legend						
Y = Yes						
N= No						

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 2				
<i>Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff</i>				
<i>University of Maryland-College Park</i>				
<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>
Recruitment and Retention of Underrepresented Students, Faculty, and Staff	Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff	Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff	Uses Administrative Structures, Offices, Councils, and Diversity Officers	Uses Targeted Programs and Services to Achieve Cultural Diversity Goals
Office of Undergraduate Admissions outreach, monitoring and yield strategies aimed at underrepresented minority students, including those from Spanish-speaking families	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)	Office of Diversity & Inclusion diversity and inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	Chief Diversity Officer and the Office of Diversity & Inclusion	See list of programs in Column A
Academic Achievement Programs, including Intensive Educational Development program, Summer Transitional Program, Student Support Services, Educational Opportunity Center, and McNair Post-Baccalaureate Achievement Program--aimed at recruitment and retention of low-income and first-generation students	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)	Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff and faculty	ADVANCE Program for Inclusive Excellence	Moving Maryland Forward Grant Program – provides up to \$15,000 for units to do year-long pilot project that addresses goal in strategic plan for diversity
Nyumburu Cultural Center’s Black Male Initiative strengthens and empowers Black males, to support retention	Community and Service Learning and the Voices of Social Change speaker series (IW)	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course	Diversity Advisory Council	
Nyumburu Cultural Center’s Sisterhood of Unity & Love (SOUL) strengthens and empowers Black women, to support retention	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)		Equity, Diversity and Inclusion Committee of the University Senate	
Office of Multi-ethnic Student Education (OMSE) College Success Scholars program – aimed at retention of Black and Latino men	Office of Diversity & Inclusion’s annual Rise Above -isms Week, with focus on an array of “isms”, e.g. racism, heterosexism, nativism, ableism and rankism (IW)		One Diversity Officer in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Tutorial Program for STEM-related courses with high D, F and W grades – aimed at retention of students of color	Rise Above -isms Mini-Grants of up to \$750 for student organizations to develop programs that foster exploration of identity and dialogue across difference (IW)		Equity Council, comprised of Equity Administrator(s) in each Division and College	
Office of Multi-ethnic Student Education (OMSE) Academic Excellence Society fosters and recognizes academic excellence by students of color—aimed at retention	Rise Above –Ableism semester-long initiative, with events, speakers and communications campaign (IW)		4 President’s Commissions on Disability Issues, Ethnic Minority Issues, LGBT	
University of MD Incentive Awards Program supports the recruitment and retention of economically disadvantaged students from Baltimore City and Prince Georges County	African American Studies Department Town Halls on Ferguson (IW)		Many Divisions and Colleges have Diversity Committees	
Student Success Initiative provides a network of support and outreach to Black male students, including direct outreach to students who are experiencing academic or financial difficulties	Black Lives Matter speakers and events (IW)			
NSF-funded ADVANCE Program for Inclusive Excellence focuses on the retention and advancement of women and faculty of color through peer networks, data collection and policy initiatives	Baha’i Chair for World Peace speaker series on Structural Racism (IW)			
Equity Administrators provide support and monitoring of all faculty and staff searches in order to ensure a diverse candidate pool and a fair, inclusive and equitable search and selection process	Critical Race Initiative in the Department of Sociology’s annual Parren Mitchell Symposium (IW)			

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 3		
<i>Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff</i>		
<i>University of Maryland-College Park</i>		
<i>A</i>	<i>B</i>	<i>C</i>
Provides Cultural Diversity Instruction & Training of Students Faculty and Staff	Provides Curricular Initiatives that Promote Cultural Diversity in Classroom	Provides Co-Curricular Programs and Events for Students
Office of Diversity & Inclusion training with faculty, staff and students, including sessions with Deans and Department Chairs on Creating Inclusive Departments and Implicit Bias	General Education Diversity Requirement of 2 courses and at least 4 units	Nyumburu Cultural Center (Black cultural center), including sponsorship of Leadership Series (T)
Office of Civil Rights and Sexual Misconduct training on Title IX and sexual misconduct with staff, faculty and students	Teaching and Learning Transformation Center's (TLTC) inclusive teaching workshops with faculty and graduate assistants	Multicultural Involvement and Community Advocacy (MICA), including work with more than 100 cultural student organizations and celebration of history/heritage theme months (T)
Office of Diversity & Inclusion's Cultural Competence Course Development Project, fostering faculty development of undergraduate courses that qualify as Cultural Competence Diversity courses	Words of Engagement Intergroup Dialogues engage students in difficult dialogues about race, gender, sexual orientation, etc. in a credit-bearing course that helps to fulfill the General Education Diversity requirement	Community and Service Learning and the Voices of Social Change speaker series (IW)
	Programs and courses in African American Studies, Women's Studies, Asian American Studies, U.S. Latino/a Studies, LGBT Studies, Jewish Studies, Latin American Studies, Persian Studies, Global Studies, and Education Abroad	Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center, including intersectional programming that addresses LGBT students of color (T)
		Office of Diversity & Inclusion's annual Rise Above -isms Week, with focus on an array of "isms", e.g. racism, heterosexism, nativism, ableism and rankism (IW)
Legend		
Y = Yes		
N = No		

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity-Table 4	
<i>Institution has a Process for Reporting Campus-Based Hate Crimes</i>	
<i>University of Maryland-College Park</i>	
Yes	
Legend	
Y = Yes	
N = No	

University of Maryland-College Park

Table 5

Undergraduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																
-	American Indian:U.S.	43	29	72	0.3%												
-	Asian:U.S.	1,895	2,146	4,041	15.2%												
-	Black or African American:U.S.	1,863	1,436	3,299	12.4%												
-	Foreign	287	311	598	2.3%												
-	Hispanic:U.S.	909	728	1,637	6.2%												
-	Unknown:U.S.	768	755	1,523	5.7%												
-	White:U.S.	6,818	8,554	15,372	57.9%												
White:U.S.	-					6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%	6,123	8,052	14,175	51.7%
Black or African American:U.S.	-					1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%	1,921	1,578	3,499	12.8%
Asian:U.S.	-					1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%	1,940	2,512	4,452	16.2%
American Indian or Alaska Native:U.S.	-					17	16	33	0.1%	19	17	36	0.1%	16	20	36	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					10	11	21	0.1%	10	11	21	0.1%	9	11	20	0.1%
Hispanic:U.S.	-					1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%	1,317	1,245	2,562	9.3%
Unknown:U.S.	-					397	388	785	2.9%	282	300	582	2.2%	224	242	466	1.7%
Two or More:U.S.	-					499	457	956	3.6%	571	502	1,073	4.0%	556	558	1,114	4.1%
Foreign	-					411	448	859	3.2%	487	535	1,022	3.8%	532	587	1,119	4.1%
Total		12,583	13,959	26,542	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%	12,638	14,805	27,443	100.0%

University of Maryland-College Park

Table 5

Graduate Students		Fall 2009				Fall 2013				Fall 2014				Fall 2015			
		Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%	Female	Male	Total	%
New Categories	Old Categories																
-	American Indian:U.S.	12	13	25	0.2%												
-	Asian:U.S.	424	438	862	8.1%												
-	Black or African American:U.S.	458	325	783	7.4%												
-	Foreign	1,021	1,518	2,539	23.8%												
-	Hispanic:U.S.	182	157	339	3.2%												
-	Unknown:U.S.	295	302	597	5.6%												
-	White:U.S.	2,709	2,799	5,508	51.7%												
White:U.S.	-					2,276	2,436	4,712	44.4%	2,204	2,364	4,568	43.3%	2,207	2,247	4,454	41.6%
Black or African American:U.S.	-					430	348	778	7.3%	425	334	759	7.2%	465	338	803	7.5%
Asian:U.S.	-					370	351	721	6.8%	333	363	696	6.6%	365	339	704	6.6%
American Indian or Alaska Native:U.S.	-					9	5	14	0.1%	9	2	11	0.1%	7	4	11	0.1%
Native Hawaiian or Other Pacific Islander:U.S.	-					3	4	7	0.1%	3	5	8	0.1%	3	3	6	0.1%
Hispanic:U.S.	-					192	203	395	3.7%	215	209	424	4.0%	211	203	414	3.9%
Unknown:U.S.	-					246	264	510	4.8%	277	351	628	6.0%	309	392	701	6.6%
Two or More:U.S.	-					102	81	183	1.7%	98	71	169	1.6%	111	81	192	1.8%
Foreign	-					1,497	1,797	3,294	31.0%	1,437	1,854	3,291	31.2%	1,463	1,949	3,412	31.9%
Total		5,101	5,552	10,653	100.0%	5,125	5,489	10,614	100.0%	5,001	5,553	10,554	100.0%	5,141	5,556	10,697	100.0%

University of Maryland-College Park

Table 6

Faculty

		Fall 2009			
		Male	Female	Total	%
Tenured/On-Track	Race/ Citizenship (old)				
	Amer Indian/Alaska Nat:U.S.	2		2	0.1%
	Asian/Pacific Islander:U.S.	126	51	177	12.0%
	Black/African American:U.S.	35	35	70	4.8%
	Foreign	36	20	56	3.8%
	Hispanic:U.S.	28	21	49	3.3%
	Not Reported:U.S.	30	14	44	3.0%
	White:U.S.	765	309	1,074	73.0%
	Total	1,022	450	1,472	100.0%
Not on Track	Race/ Citizenship				
	Amer Indian/Alaska Nat:U.S.		2	2	0.1%
	Asian/Pacific Islander:U.S.	138	70	208	8.2%
	Black/African American:U.S.	45	74	119	4.7%
	Foreign	309	93	402	15.9%
	Hispanic:U.S.	25	24	49	1.9%
	Not Reported:U.S.	62	55	117	4.6%
	White:U.S.	899	728	1,627	64.5%
	Total	1,478	1,046	2,524	100.0%

University of Maryland-College Park

Table 6

Faculty

		Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
Tenured/On-Track	Race/Ethnicity (new)												
	Native:U.S.	1		1	0.1%	1		1	0.1%	1		1	0.1%
	Asian:U.S.	144	64	208	14.1%	144	65	209	14.1%	146	66	212	14.5%
	Black or African American:U.S.	33	32	65	4.4%	33	32	65	4.4%	31	29	60	4.1%
	Foreign	36	11	47	3.2%	36	17	53	3.6%	34	14	48	3.3%
	Hispanic:U.S.	31	26	57	3.9%	32	27	59	4.0%	29	27	56	3.8%
	Native Hawaiian or Other Pacific Islander:U.S.		1	1	0.1%		2	2	0.1%		2	2	0.1%
	Two or More:U.S.	5	2	7	0.5%	3	3	6	0.4%	3	5	8	0.5%
	Unknown:U.S.	55	38	93	6.3%	58	42	100	6.8%	58	41	99	6.8%
	White:U.S.	713	285	998	67.6%	708	277	985	66.6%	692	280	972	66.7%
	Total	1,018	459	1,477	100.0%	1,015	465	1,480	100.0%	994	464	1,458	100.0%
Not on Track	Race/Ethnicity (new)												
	Native:U.S.	3	1	4	0.1%	2	1	3	0.1%	2	1	3	0.1%
	Asian:U.S.	170	91	261	9.5%	185	94	279	10.0%	191	95	286	10.0%
	Black or African American:U.S.	44	70	114	4.2%	51	72	123	4.4%	53	90	143	5.0%
	Foreign	285	126	411	15.0%	308	114	422	15.2%	324	137	461	16.2%
	Hispanic:U.S.	49	34	83	3.0%	51	35	86	3.1%	52	41	93	3.3%
	Native Hawaiian or Other Pacific Islander:U.S.	1		1	0.0%	2		2	0.1%	1		1	0.0%
	Two or More:U.S.	9	7	16	0.6%	6	5	11	0.4%	9	9	18	0.6%
	Unknown:U.S.	171	140	311	11.4%	182	146	328	11.8%	178	135	313	11.0%
	White:U.S.	869	670	1,539	56.2%	859	672	1,531	55.0%	880	653	1,533	53.8%
	Total	1,601	1,139	2,740	100.0%	1,646	1,139	2,785	100.0%	1,690	1,161	2,851	100.0%

University of Maryland-College Park

Table 7

STAFF

Staff	Race/Citizenship (old)	Fall 2009			
		Male	Female	Total	%
	Amer Indian/Alaska Nat:U.S.	10	7	17	0.3%
	Asian/Pacific Islander:U.S.	171	232	403	7.9%
	Black/African American:U.S.	566	724	1,290	25.2%
	Foreign	24	34	58	1.1%
	Hispanic:U.S.	126	276	402	7.8%
	Not Reported:U.S.	76	88	164	3.2%
	White:U.S.	1,295	1,500	2,795	54.5%
	Total	2,268	2,861	5,129	100.0%

Staff	Race/Ethnicity (new)	Fall 2013				Fall 2014				Fall 2015			
		Male	Female	Total	%	Male	Female	Total	%	Male	Female	Total	%
	American Indian or Alaska Native:U.S.	8	9	17	0.2%	9	6	15	0.2%	8	5	13	0.2%
	Asian:U.S.	168	233	401	6.1%	181	239	420	6.0%	184	232	416	6.3%
	Black or African American:U.S.	565	722	1,287	15.2%	567	752	1,319	15.3%	556	733	1,289	15.3%
	Foreign	19	44	63	16.0%	16	47	63	16.4%	13	45	58	17.0%
	Hispanic:U.S.	168	325	493	6.3%	176	342	518	6.4%	175	344	519	6.6%
	Native Hawaiian or Other Pacific Islander:U.S.	5	3	8	0.1%	6	5	11	0.1%	5	4	9	0.1%
	Two or More:U.S.	11	31	42	0.7%	15	41	56	0.8%	19	41	60	0.9%
	Unknown:U.S.	167	196	363	9.0%	212	239	451	9.6%	223	205	428	9.2%
	White:U.S.	1,344	1,500	2,844	46.3%	1,327	1,516	2,843	45.1%	1,287	1,436	2,723	44.3%
	Total	2,455	3,063	5,518	100.0%	2,509	3,187	5,696	100.0%	2,470	3,045	5,515	100.0%

excludes grad asst per memo instructions