

Cultural Diversity Report 2015 **University of Maryland, College Park Narrative (See Appendix for Tables)**

I. 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; of sexual, religious, and ability minorities; and of women. We also 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 2013-14 marked the fourth 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 university's first Chief Diversity Officer (CDO) and Associate Vice President, Dr. Kumea Shorter-Gooden, head of the Office of Diversity & Inclusion (ODI), is charged with implementation of the plan. A university-wide Diversity Advisory Council, which includes undergraduate and graduate students, staff (exempt and non-exempt), and faculty meets quarterly and provides advice and guidance to the CDO in the implementation of the Strategic Plan.

In 2013-14, per the diversity strategic plan, Diversity Officers were named in each Division and College. Their role is to work with the Dean or Vice President, as well as the broader constituency in the Division/College, to develop and implement annual diversity and inclusion goals for the Division/College. Goals for 2014-15 were articulated by the end of FY14. The Chief Diversity Officer convenes the Diversity Officers, and in 2013-14, a retreat and other on-boarding activities helped to develop the knowledge, skills and capacity of the group.

To evaluate our progress with respect to cultural diversity, we rely on numerical data on representation, retention, graduation, and promotion/tenure rates. Additionally, we use climate data. In Spring 2011 and again in Spring 2013, the campus's NSF-funded ADVANCE Program

for Inclusive Excellence conducted a biennial Work Environment Survey for Tenure-Track/Tenured Faculty, which provided information on the experiences of women faculty and faculty of color. We are currently considering an engagement/climate survey of all faculty and staff.

We are demonstrating success in a number of areas: The University is one of the nation's most diverse campuses. U.S. students of color comprised 40% of our undergraduate population in Fall 2013; twenty-one percent of undergraduates were U.S. underrepresented ethnic minority students, i.e. Black/African American, Hispanic, American Indian/Alaskan Native, or Native Hawaiian/Pacific Islander. In Fall 2013, 20% of our graduate students were U.S. students of color (see Appendix Tables 1 and 2). Maryland's rise in academic stature has gone hand-in-hand with, and has been accelerated by, its increasingly diverse community of students, faculty, and staff.

Another example of our success is that the University is one of the top producers of minority STEM degrees at both the undergraduate and graduate levels. In 2014, *Diverse Issues in Higher Education* ranked UMD among the top 20 universities in awarding the following: undergraduate degrees to African-Americans and Asian-Americans in Biology and Biomedical Sciences; bachelor's and master's degrees to African-Americans in Engineering; doctoral degrees to Asian Americans in Physical Sciences and Computer and Information Sciences. (See detail in Appendix.)

Additionally, we are continuing efforts to close the achievement gap between the undergraduate student body as a whole and Hispanic, African-American, and low-resource students. The gap in the six-year graduation rate of Hispanics fell from 9.9% (entering class of 2005) to 4.7% (entering class of 2008). Over the same period the graduation gap among African-American students fell from 8.5% to 7.2% and it fell from 5.8% to 3.6% for low-resource students.

II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students, Administrative Staff, and Faculty

UMCP is committed to fostering an inclusive community and aggressively recruiting diverse and underrepresented individuals to our student population, administrative staff, and faculty. Following we detail our major initiatives in each of these areas.

Traditionally Underrepresented Students

To increase the number of students of color who choose to apply and ultimately to enroll at the University, the Office of Undergraduate Admissions continues the use of a multi-tiered and creative strategy that focuses on: (1) outreach (for example, hosting a College Access Conference, the creation and successful implementation of the Maryland Ascent Program); (2) recruitment (for example, expanding international recruitment efforts, holding recruitment program sessions and tours in Spanish); (3) strategies to monitor and review applications from underrepresented students; and (4) yield strategies (for example, an overnight program that targets underrepresented students who have been admitted). All Admissions staff participate in these efforts. This year, in recognition of the critical importance of elevating the focus on diversity efforts in our office and in our outreach, the position of Assistant Director of

Admissions and Diversity Initiatives has been elevated to Associate Director of Admissions and Diversity Initiatives.

The **Academic Achievement Programs (AAP)** is comprised of five programs: two state-funded programs, Intensive Educational Development program and the Summer Transitional Program and three federally funded TRIO programs--Student Support Services, Educational Opportunity Center (EOC) and the Ronald E. McNair Post-Baccalaureate Achievement Program. All AAP programs work in collaboration to support the University's goal to enroll, retain, and graduate more students from a variety of backgrounds by focusing efforts on low-income and first-generation students. Academic Achievement Programs deliver rigorous educational experiences and academic support services to support retention, graduation, career readiness and post-baccalaureate degree attainment. Since 2009, AAP has maintained an average first-year retention rate of 97%; AAP students' six-year graduation rate is 73.7% for the 2008 cohort. AAP has launched several initiatives including its Academic Societies, Mocktail event, and Reach Up-Reach Out to reconnect and engage upper class students, develop students' leadership, and promote graduate school enrollment and career readiness. Every year the Educational Opportunity Center serves 1,000 adult students in Prince George's County; Student Support Services program serves 450 students on campus, and 125 new students are admitted each year. Approximately 50% of the students are Black, 24% are Hispanics, 11% are White, and 11% are Asian. The AAP-McNair program serves 43 McNair Scholars each year and places 65% of the graduates in graduate/doctoral programs each year. This past year the University of Maryland's 15th National Conference hosted 185 McNair Scholars from across the US and provided a national graduate college fair with more than 50 nationally ranked graduate schools in attendance.

The **Office of Multi-Ethnic Student Education (OMSE)** serves undergraduate students with academic support programs in order to increase rates of matriculation, retention, graduation, and overall GPA. The majority of the students are American Indian, Asian American, African American, Hispanic, and multi-racial. Students made over 4,804 visits to OMSE during FY14. Core programs are:

The College Success Scholars (CSS) program provided structured personal, academic and professional support to 161 African American and Hispanic/Latino males in FY 14, in order to ensure their full engagement in all aspects of university life, with an emphasis on retention and graduation. CSS offered a 6-week summer bridge program, weekly 3 to 5-hour study sessions; study groups; math and science review sessions; workshops on college success, diversity and leadership; and one-on-one tutorial sessions. The scholars were mentored and supported by upper-class students who served as team leaders. All 44 first-year 2013 Scholars were retained to Fall 2014, for a 100% one-year retention rate. A Parents' Advisory Group met regularly and was actively engaged in supporting the goals of the program.

A Tutorial Program covers key undergraduate courses in writing, mathematics, biology, chemistry and economics, offering review sessions that cover STEM-related courses and courses with high rates of D, F and W grades. During FY14, the tutorial program provided 1659 hours of service to 1,798 students, most of whom were first-year or sophomores, and who identified as African American (30%), Hispanic/Latino (13%), two or more races (10%), and Asian (2%).

In addition, OMSE Check Up provided academic assistance, personal advice and tutorial referrals for 134 students in FY14.

In FY14 Sister2Sister supported the personal, professional, and academic goals of 42 undergraduate women of diverse ethnicities. This program provided on- and off-campus professional and academic resources, service-learning opportunities, and study sessions.

The OMSE Academic Excellence Society, which recognizes, fosters, and rewards academic excellence among multi-ethnic students with a 3.5 GPA or higher, inducted 213 students in FY14.

OMSE served over 1000 pre-college students in FY14 through K-12 pipeline programs, including the Native American Indian Pow Wow, Prince Georges County ESOL Middle School College Access Day, and the “I Can Do That” Project. In addition, OMSE hosted over 300 students for informational panels and tours at the request of the Office of University Admissions.

Additionally, OMSE hosted its first Conference on Racial Identity Development, attended by 137 students, faculty, staff, and guests, with presentations and workshops by national scholars, such as Drs. Marybeth Gasman, William Cross, Rita Hardiman, Bernardo Ferdman, Perry Horse, Barbara Love, and the University of Maryland’s own Janelle Wong.

The **University of Maryland Incentive Awards Program (UMIAP)** recognizes young people from Baltimore City and Prince George’s County high schools who have faced adverse life circumstances and prevailed. Its purpose is to promote achievement, community involvement and leadership among students who have demonstrated uncommon persistence, maturity and solid academic performance. Through a combination of financial aid resources and scholarships, the students’ tuition, fees, room and board are supported for four years. Throughout the four years, students attend regular community meetings and individual meetings with staff members, and participate in community service projects, retreats, and social excursions. UMIAP staff provide ongoing personal, academic and professional coaching, and faculty/staff mentors and peer mentors are assigned to each student to offer guidance and support. Eighteen students are in each UMIAP cohort.

The **Student Success Initiative (SSI)** was developed through the Office of the Vice President of Student Affairs and is comprised of three distinct but overlapping strategies, all of which are meant to foster a culture of academic excellence and professional success amongst Black male undergraduates at Maryland.

Virtual community development-UMSuccess is a dynamic interactive social website and student organization that also has an associated Facebook page, Tumblr page, and Twitter account. Each platform is meant to provide images and stories of students achieving at Maryland, provide essential student resources and supports, and foster stronger sense of community.

Face-to-face community development occurs through--

- The Student Empowerment Project (STEP) is comprised of Black male student leaders

from across the University who have devoted themselves to promoting the message of academic excellence and professional success.

- Financially Awareness for \$mart Terps (FAST) is a student group that is committed to increasing the financial acumen of students at Maryland.

Direct Student Outreach -- SSI uses institutional data to identify students who are in need of support and seeks to make personalized direct contact with them, encouraging them to remain in school while offering students assistance in three key areas -- academic, financial aid, and mental health. SSI refers identified students to established partners within the three key areas and within the student's home college for additional support.

Traditionally Underrepresented Faculty and Administrative Staff

The NSF-funded **ADVANCE** Program for Inclusive Excellence, which was in the fourth of five years in FY14, has achieved specific goals toward increasing the representation and retention of women faculty at University of Maryland. First, ADVANCE has implemented peer networks among faculty, led by expert facilitators, to decrease isolation and provide strategic career information. These peer networks include Keeping Our Faculties for pre-tenure assistant professors; Advancing Faculty Diversity for assistant and associate professor male and female faculty of color; Advancing Together for associate professors; Advancing Professional Track Faculty for non-tenure track women and men; and ADVANCE Professors, full professor women faculty who mentor junior faculty in their colleges. Second, ADVANCE launched the service dashboard as part of the larger faculty dashboard with the goal of making campus service activity data more transparent. Third, ADVANCE has supported promotion and tenure policy reform by advocating the integration of work-life balance and interdisciplinary scholarship. In order to continue operation and development of these initiatives, program leadership is working to institutionalize ADVANCE at the end of the grant in summer, 2015, for another five years.

III. 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. These initiatives are detailed below:

Cultural Training Programs for Faculty and Staff

The **Teaching and Learning Transformation Center (TLTC)** is the entry point on campus to support excellence in teaching and learning for faculty and graduate student teaching assistants and instructors. The TLTC offers a range of activities and services including numerous workshops and learning communities. Promotion of diversity and inclusion efforts are an important aspect of improving teaching excellence and education on campus. Toward that end, the TLTC and the Graduate Student Government initiated the Inclusion and Diversity Workshop Series in Spring 2013. The series has continued since then, including 4-6 workshops per academic year on topics of inclusion and diversity in teaching and learning targeted at faculty

and graduate student instructors.

The **Office of Diversity & Inclusion (ODI)** offered over 30 workshops and trainings to staff and faculty in various campus units in the areas of Cross-cultural Communication, Diverse and Inclusive Workplaces, Difficult and Crucial Conversations, Conflict Management, among others. Moreover, in FY14 the Chief Diversity Officer conducted 2-hour sessions on "Creating Inclusive Departments" in the four biggest Colleges with the Dean, Department Chairs, and Center and Institute Directors. The aim is to enhance awareness and understanding of implicit bias and microaggressions and the role of faculty administrators in fostering healthy, inclusive teams. The rest of the Colleges participated in 2014-15.

Curricular Initiatives – General Education

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 courses (UP), or one UP and one Cultural Competence course. The definitions are below:

Understanding Plural Societies courses recognize that life in a globally competitive society of the 21st century requires an ability to comprehend both theoretical and practical dimensions of human difference. From that perspective, Understanding Plural Societies is the centerpiece of the University's Diversity requirement. Courses in this category speak to both the foundations—cultural, material, psychological, historical, social, and biological—of human difference and the operation or function of plural societies.

Cultural Competence courses provide opportunities to gain an increased understanding of cultures and cultural practices, while learning to communicate effectively across cultural differences in a diverse society and world. This diversity category reflects a developmental, on-going process through which students learn about the lived experiences of individuals as members of socio-cultural groups and the complex interactions between groups. Cultural Competence courses emphasize acquisition of new knowledge, thoughtful consideration of issues of equity and justice, critical thinking, self-reflection, empathy, engaged global citizenship, and the development of skills necessary to work effectively with individuals, groups, and teams from diverse identities and perspectives.

The Office of Diversity & Inclusion offers a significant number of the existing Cultural Competence courses. In FY14, in an ongoing collaboration between the Office of Diversity & Inclusion and the College of Education, 18 Intergroup Dialogue courses, with 245 students, were held. Intergroup Dialogue courses provide sustained interaction in order to build necessary skills to communicate across identity differences. These rigorous credit-bearing courses focus on cross-cultural knowledge/communication, critical thinking, conflict resolution, and community building across difference. Dialogue topics included: race, gender, sexuality, socioeconomic status, immigration, and faith/spirituality.

In 2013-14, the Office of Diversity & Inclusion launched the Cultural Competence Course Development Project (CCCDP) in order to increase the number of Cultural Competence courses

available to undergraduates. Working with Undergraduate Studies, ODI invited faculty to apply to participate. Twenty-one faculty were selected from an array of Colleges and Departments. Most of them focused on reworking an existing course to meet the criteria for Cultural Competence, with the goal of securing approval for their course in 2014-15. A day-long workshop and resources were provided to the faculty to transform their courses. The faculty cohort continues to meet in 2014-15.

Curricular Initiatives – Formal Academic Programs

In addition to General Education, the University has a multitude of formal academic programs that address aspects of cultural diversity. A number of these programs address populations – such as African Americans, women, Asian Americans, Latinas/Latinos, and the Jewish and LGBT communities – that have been excluded from full participation in American society. These programs provide learning experiences for individuals who are not part of these identified populations and others who are interested in gaining greater knowledge of their own culture and history:

The **Department of African American Studies** offers a bachelor's degree in African American Studies, with specializations in cultural social studies or in public policy, an undergraduate certificate in African American Studies, and a post-baccalaureate certificate in African-American Studies. The **Department of Women's Studies** offers Women's Studies degree programs at the bachelor, master, and doctoral levels, as well as an undergraduate certificate and post-baccalaureate certificate. The range of programs for undergraduates and for graduate students highlights the intersections of race, class, gender, and other dimensions of difference. **Asian American Studies** is an interdisciplinary program that examines the histories, communities, and cultures of Asian Americans as both distinctive from and connected to the broader themes of diversity, ethnicity, race, gender, and migration in the Americas. The program offers an undergraduate certificate and an undergraduate minor for students. The **U.S. Latina/o Studies Program** offers a minor in U.S. Latina/o Studies, and centers its intellectual and public service activities on Latina/o issues within the historical, contemporary, and regional Latino settlement communities in the United States. The program is interdisciplinary in scope and research, and it is community-oriented. The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Studies Program** offers an undergraduate certificate and a minor. In addition to courses and programs of study, their annual lecture series is a showcase of leading figures in LGBT and sexuality studies, speaking on subjects as diverse as transgender history, LGBT law and politics, and the complex interrelationships of religion, race, and sexuality.

The **Jewish Studies Program/Meyerhoff Center** offers undergraduate and graduate degree programs, and encourages research and provides instruction about the history and culture of the Jewish people from earliest times to the present day. Every semester between 500 and 600 students enroll in Jewish Studies courses. The **Department of American Studies** offers degree programs at the bachelor's, master's and doctoral levels. The department explores the cultures of everyday life as well as the cultural constructions of identity and difference through the areas of ethnography and life writing, literature and society, material culture, popular culture and media studies, cultural landscapes, race and intersectionality, foodways, and body and sexuality. The **School of Music** has a graduate program in Ethnomusicology which explores musical

cultures from around the globe. In addition to offering academic courses and programs, the School also sponsors performances, including ensembles in World Music, such as an African Drum Ensemble, Gamelan Saraswati (focusing on the music of Bali), a Japanese Koto Ensemble, and a Korean Percussion ensemble. The **Latin American Studies Center** in the College of Arts and Humanities offers courses on Latin America and the Caribbean and houses the Undergraduate Certificate in Latin American Studies. The Center also sponsors study abroad courses (in Argentina, Brazil, Ecuador, as well as Central America and the Caribbean), and has a rich research and conference agenda on a range of subjects, including Latin American culture, democracy, governance, civil society, literature, and ethnicity.

The **School of Languages, Literatures, and Cultures (SLLC)** within the College of Arts and Humanities offers a range of programs and courses framing the study of diversity. It offers formal courses (language training, linguistics, translation, and literary-cultural studies) and academic programs in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Persian, Portuguese, Romance Languages, Russian, and Spanish, as well as training in second language acquisition. The self-instructional foreign languages program (FOLA) provides additional language training in Turkish and Urdu. In addition, SLLC is the home of two institutes. The goal of the **Center for East Asian Studies** is to expand the University's East Asian curriculum, library resources, and teaching materials. The **Department of Classics** offers a minor in Greek Language and Culture that includes a track in modern Greek language and culture. The **Roshan Cultural Heritage Institute, Center for Persian Studies** is the first academic center focused on the Persian-speaking cultures in Iran, Afghanistan, and Central Asia, as well as the Persian-speaking diaspora communities around the globe. The **Department of Counseling, Higher Education and Special Education** offers bachelor, master, and doctoral programs in Special Education and also offers a Certificate of Advanced Study in Special Education. The department also partners with the **Department of Human Development and Quantitative Methodology** to offer a bachelor program in Early Childhood and Early Childhood Special Education. The **Department of Teaching and Learning, Policy and Leadership** offers teacher preparation programs at the Master's level with areas of concentration in World Language Education and Teaching English as a Second Language. The department also offers a post-baccalaureate certificate in World Language Education.

The **Global Studies Minor Program** helps participants understand how and why interactions across national and ethnic borders are shaped by language, culture, politics, economic development, and conflict. Interdisciplinary minors that belong to the program include International Development and Conflict Management, International Engineering, Global Poverty, and Global Terrorism. **Education Abroad** offers students a wide variety of credit-bearing international programs, ranging in length from one week to one academic year. Students are strongly encouraged to pursue study abroad opportunities in countries outside Western Europe and Australia. It is expected that we will continue to exceed national averages for participation in study abroad among African-American, Asian and Hispanic students.

The **David C. Driskell Center** for the Study of the Visual Arts and Culture of African Americans and the African Diaspora honors the legacy of David C. Driskell - Distinguished University Professor Emeritus of Art, Artist, Art Historian, Collector, and Curator - by preserving the rich heritage of African American visual art and culture. The Driskell Center is

committed to collecting and documenting the contribution of African American artists and presenting African American art, nationally and internationally. The Center thrives to educate future generations about African American art by providing work opportunities for students, employing about 15 students, on average, each semester.

Co-Curricular Programming for Students

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 offices, organizations, and programs for students. Staff and faculty sometimes participate and benefit as well.

The **Nyumburu Cultural Center** offers academic, social, and cultural support and programs for Black/African American, African, and Caribbean students of the African diaspora. Within its mission, Nyumburu embraces cultural pluralism that fosters inclusiveness for the entire campus community of students, faculty, and staff. Initiatives are primarily designed to develop students' knowledge and leadership. Nyumburu does this by sponsoring events, by providing space for gathering and connecting, and by sponsoring numerous student organizations, including the Black Student Union, Caribbean Students Association, African Students Association, National Association for the Advancement of Colored People (NAACP), the National Council of Negro Women (NCNW) and Greek fraternal/sorority and student organizations. The core Nyumburu programs are the following:

The Black Male Initiative Program (BMI) promotes scholarship, brotherhood, retention, and overall graduation of Black/African American males. Two-hour monthly meetings, voluntary weekly study halls, fundraising activities for scholarships, and Movie Nights address academic concerns and challenges, as well as nonacademic issues related to culture, finances, career aspirations, recreation, spirituality, and mental health. Six BMI Meetings were held during academic year 2013-14 with an average attendance of 19 Black/African American males. African-American faculty, administrators, alumni, and community members attend the monthly student meetings to provide guidance and support.

Sisterhood Of Unity & Love (SOUL) aims to provide a safe environment for women of color to engage in self-exploration, by convening two meetings a month and a monthly shut-in for undergraduate females. SOUL meetings facilitate discussion on sensitive and relevant topics affecting women of color. At the shut-ins, members participate in bonding activities to create a sense of sisterhood, watch popular films that depict women of color, and engage in group discussions. During 2013-14, SOUL held 12 meetings and 6 shut-ins. The attendance at SOUL events ranged from 15 to 35 students. During the 2013-2014 academic year, 20 SOUL members along with UMCP male students attended a culminating leadership WETATi (Women Empowered to Achieve the Impossible) Conference.

The Nyumburu Leadership Series is designed to provide students with experiential learning opportunities coupled with theoretical and critical discourse that engages students in formulating their own leadership philosophies. Workshops are held one Saturday each month throughout the academic year. The theme for the 2013-2014 Leadership Series was "Activism and Organizing in the 21st Century". Students were exposed to a range of information, news and perspectives

aimed at heightening their overall understanding of community activism and what it means to be civically engaged as a citizen of the world. Films and documentaries were used throughout the sessions. Approximately 16 students attended each Leadership Series session.

Multicultural Involvement and Community Advocacy (MICA) is a unit within the Adele H. Stamp Student Union—Center for Campus Life. It promotes the intellectual, personal and social development of all students by creating opportunities for them to explore issues pertaining to diversity and multiculturalism within the context of higher education and the broader U.S. society. MICA offers programs and services that are designed to foster the exploration of identity, build inclusive communities among students from diverse backgrounds and assist them with developing knowledge and skills for creating positive social change locally, nationally and globally. MICA encourages students to participate in both culturally specific and cross-cultural involvement and leadership experiences.

During the 2013-2014 academic year, MICA outreached to or supported 105 cultural student organizations campus-wide. Direct advising services were provided to 80 student organizations: 22 Asian Pacific American (APA), 27 Black, 12 Latina/o, 1 LGBT(including 11 small groups), 1 American Indian, 1 Multiracial/Biracial student organization, 13 Cross-cultural, and 3 Interfaith.

MICA staff conducted over 400 student advising sessions in FY14. Of these 400 sessions, approximately 135 hours were spent on personal advising, 207 hours were spent on organizational advising and 22 on organizational consulting for a total of 364 hours. Over 50% of the personal advising sessions focused on academic issues; 42 % dealt with personal development issues; 38% percent focused on helping students identify opportunities for involvement on campus or in the local community, and roughly 13% focused on other issues associated with social integration on campus.

MICA staff convened 147 one-on-one meetings with student organization leaders, attended 36 student organization executive board meetings and 29 full body organizational meetings. A total of 6 student organization retreats /workshops were led by MICA staff. In partnership with the Leadership and Community Service Learning Office in the Stamp and the College of Education, MICA staff taught six identity-based diversity and leadership classes during the 2013-2014 academic year.

MICA's efforts supporting history/heritage theme celebration months resulted in 32 events for APA Heritage Month , 36 for Black History Month, 49 for Latino Heritage Month, 57 for Pride Month, 4 American Indian Heritage Month, and 4 for Mixed Madness Month (multiracial/biracial). The Interfaith Involvement area held the first Interfaith Week and held 5 programs. In total 187 programs were offered during FY14 which reached over 5,000 students, faculty, staff and visitors on the UMD campus.

The **Lesbian, Gay, Bisexual, and Transgender (LGBT) Equity Center** works for a vision of UMCP as a fully equitable community that empowers innovators and agents of social justice for lesbian, gay, bisexual, transgender, and queer people. Through its campus leadership, the Equity Center's collaborative work led to the recognition of UMCP by the Huffington Post and Campus Pride as one of the top LGBT-friendly campuses in the United States for the third year. The

Center pays particular attention to intersectional work with students of color and units that serve students of color.

Programs to build cultural competency for all members of the campus include Rainbow Terrapin Network (290 people completed membership training), Workplace Inclusion Training (159 individuals participated), and Speakers Bureau (a peer education program reaching over 1,000 students).

Programs for LGBTQ students create cohorts and mentors, develop leaders, and affirm communities. For 2013-2014, they included Queer Camp, a weekend retreat with 24 student participants, and Lavender Graduation with 48 graduates recognized.

Academic courses offered through the LGBT Studies Program include LGBT People and Communication, and Internships in LGBT Community Organizations.

For 2013-14, **UMCP's Department of Campus Safety** reports 7 campus hate-based crimes and bias-motivated incidents, which involved bias based on race (4 incidents), sexual orientation (3 incidents), and religion (2 incidents). (Two of the incidents involved two areas of bias.) The types of incident were as follows: vandalism (3 incidents), written intimidation (3 incidents), and assault (1 incident).

IV. Other Central Diversity Initiatives

In Spring 2014, the Office of Diversity & Inclusion (ODI) provided a third cycle of diversity and inclusion grants, called “Moving Maryland Forward,” which provides up to \$15,000 for academic or administrative units or registered student groups to implement a project that aligns with one or more of the goals of the Strategic Plan for Diversity. Out of 12 applicants, 8 projects were funded for 2014-15. The funded programs include a joint partnership between the College of Education on the UM campus and the Schools of Social Work and Law at UMB to provide an innovative alternative option for juvenile justice placement sites; two grants focusing on the needs of students with disabilities by creating a “TerpAccess” Disability Network and an emerging minor in Disability Studies; a retention program focused on the needs of Veterans that connects them with student life options as well as recreation services; and a large scale project connecting the University with the surrounding communities of Riverdale Park and Hyattsville by creating a theatre and arts experience with the oral histories of The SHOP, a barbershop and beauty salon serving African American and Latinos in Hyattsville, MD. The grant program aims to engage the broad campus community around issues of equity, diversity, and inclusion; to acknowledge the different needs, challenges, and opportunities in different parts of the university; and to garner buy-in and ownership with regards to the University's diversity agenda.

In FY 2013, ODI launched a university-wide communications campaign – “Rise Above” Isms – aimed at engaging students, staff and faculty in “rising above” racism, sexism, stereotypes, etc., and instead, embracing respect, diversity and community. In connection with this campaign, micro-grants of up to \$750 are offered for programming that directly engages participants in examining their identity and/or their assumptions and biases in a structured and safe setting.

Since its inception, there have been 26 applications, and 18 proposals have been funded. These events include a Women's Empowerment Conference at the Smith School of Business, supporting a dialogue event sponsored by the NAACP, an event focusing on disability awareness around the experience of having Aphasia, and a "colorism" conversation sponsored by the Caribbean Students Association.

In November 2013, ODI launched the first annual "Rise Above" Isms Week -- a week of events aimed at engaging students, staff and faculty in examining biases and stereotypes, in fostering awareness and knowledge about differences in power, privilege and opportunity, and in enhancing skills in communicating and working effectively with people who are very different. Several hundred campus community members participated in events that included an evening vigil, a town hall on "isms", and a panel presentation on race and the criminal justice system.

The University has four President's Commissions (on Disability Issues, Ethnic Minority Issues, LGBT Issues, and Women's Issues) that work to enrich the campus and to foster a fruitful work and learning environment by advocating for inclusive practices. To this end, they address the concerns of their constituency on the campus by: 1) investigating and studying issues related to equity and full inclusion; 2) communicating and collaborating with other campus units; 3) educating the broader campus community; 4) advocating on behalf of the constituency; 5) recommending policies and programs; 6) advising the President on issues of concern; and 7) celebrating campus champions. The Commissions generally meet monthly and the four Chairs serve on the University-wide Diversity Advisory Council and work collaboratively with the Chief Diversity Officer.

APPENDIX

UMCP continues to be successful in the area of degree production among minorities in STEM-related fields.

Selected Degree Production: National Ranking statistics for 2014

Rank	Discipline	Degree level	Demographic group
3 rd	in Biological & Biomedical sciences	baccalaureate	African-American
11 th	in Biological & Biomedical sciences	baccalaureate	Asian-American
12 th	in Engineering	baccalaureate	African-American
6 th	in Engineering	masters	African-American
11 th	in Physical Sciences	doctoral	Asian-American
3 rd	in Computer & Information Sciences	doctoral	Asian-American

(source: Diverse Issues in Higher Education)

Table 1. UNDERGRADUATE STUDENTS

Term	Fall 2008			
	Female N	Male N	Total N	pct
American Indian:U.S.	44	38	82	0.3%
Asian:U.S.	1,794	2,063	3,857	14.6%
Black or African American:U.S.	1,989	1,481	3,470	13.1%
Foreign	266	282	548	2.1%
Hispanic:U.S.	861	697	1,558	5.9%
Unknown:U.S.	972	897	1,869	7.1%
White:U.S.	6,774	8,317	15,091	57.0%
Total	12,700	13,775	26,475	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	18	17	35	0.1%	17	16	33	0.1%	19	17	36	0.1%
Asian:U.S.	1,789	2,168	3,957	14.9%	1,844	2,273	4,117	15.4%	1,932	2,367	4,299	15.9%
Black or African American:U.S.	1,806	1,414	3,220	12.1%	1,862	1,464	3,326	12.5%	1,892	1,555	3,447	12.7%
Foreign	401	398	799	3.0%	411	448	859	3.2%	487	535	1,022	3.8%
Hispanic:U.S.	1,124	978	2,102	7.9%	1,217	1,118	2,335	8.8%	1,312	1,178	2,490	9.2%
Native Hawaiian or Other Pacific Islander:U.S.	14	13	27	0.1%	10	11	21	0.1%	10	11	21	0.1%
Two or More:U.S.	462	389	851	3.2%	499	457	956	3.6%	571	502	1,073	4.0%
Unknown:U.S.	413	450	863	3.3%	397	388	785	2.9%	282	300	582	2.2%
White:U.S.	6,470	8,214	14,684	55.3%	6,178	8,048	14,226	53.4%	6,074	8,012	14,086	52.1%
Total	12,497	14,041	26,538	100.0%	12,435	14,223	26,658	100.0%	12,579	14,477	27,056	100.0%

Table 2. GRADUATE STUDENTS

Term	Fall 2008			
	Female N	Male N	Total N	pct
American Indian:U.S.	13	12	25	0.20%
Asian:U.S.	404	411	815	7.70%
Black or African American:U.S.	522	313	835	7.90%
Foreign	985	1,526	2,511	23.90%
Hispanic:U.S.	182	151	333	3.20%
Unknown:U.S.	299	279	578	5.50%
White:U.S.	2,661	2,767	5,428	51.60%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	9	9	18	0.20%	9	5	14	0.10%	0.20%	0.00%	11	0.10%
Asian:U.S.	376	387	763	7.10%	370	351	721	6.80%	6.70%	6.50%	696	6.60%
Black or African American:U.S.	423	329	752	7.00%	430	348	778	7.30%	8.50%	6.00%	759	7.20%
Foreign	1,372	1,782	3,154	29.40%	1,497	1,797	3,294	31.00%	28.70%	33.40%	3,291	31.20%
Hispanic:U.S.	198	193	391	3.70%	192	203	395	3.70%	4.30%	3.80%	424	4.00%
Native Hawaiian or Other Pacific Islander:U.S.	6	8	14	0.10%	3	4	7	0.10%	0.10%	0.10%	8	0.10%
Two or More:U.S.	89	80	169	1.60%	102	81	183	1.70%	2.00%	1.30%	169	1.60%
Unknown:U.S.	230	232	462	4.30%	246	264	510	4.80%	5.50%	6.30%	628	6.00%
White:U.S.	2,360	2,627	4,987	46.60%	2,276	2,436	4,712	44.40%	44.10%	42.60%	4,568	43.30%
Total	5,063	5,647	10,710	100.00%	5,125	5,489	10,614	100.00%	100.00%	100.00%	10,554	100.00%

Table 3. TENURED TRACK FACULTY

Term	Fall 2008			
	Female N	Male N	Total N	pct
Asian/Pacific Islander:U.S.	47	123	170	11.00%
Black/African American:U.S.	38	40	78	5.10%
Foreign	24	42	66	4.30%
Hispanic:U.S.	21	31	52	3.40%
Not Reported:U.S.	12	26	38	2.50%
White:U.S.	322	813	1,135	73.70%
Total	464	1,075	1,539	100.00%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.		1	1	0.1%		1	1	0.1%		1	1	0.1%
Asian:U.S.	64	136	200	13.5%	64	144	208	14.1%	65	144	209	14.1%
Black or African American:U.S.	32	39	71	4.8%	32	33	65	4.4%	32	33	65	4.4%
Foreign	15	35	50	3.4%	11	36	47	3.2%	17	36	53	3.6%
Hispanic:U.S.	27	33	60	4.0%	26	31	57	3.9%	27	32	59	4.0%
Native Hawaiian or Other Pacific Islander:U.S.					1		1	0.1%	2		2	0.1%
Two or More:U.S.	2	4	6	0.4%	2	5	7	0.5%	3	3	6	0.4%
Unknown:U.S.	27	44	71	4.8%	38	55	93	6.3%	42	58	100	6.8%
White:U.S.	284	740	1,024	69.0%	285	713	998	67.6%	277	708	985	66.6%
Total	451	1,032	1,483	100.0%	459	1,018	1,477	100.0%	465	1,015	1,480	100.0%

Table 4. NON-TENURED TRACK
FACULTY

Term	Fall 2008			
	Female N	Male N	Total N	pct
Amer Indian/Alaska Nat:U.S.		1	1	0.0%
Asian/Pacific Islander:U.S.	70	118	188	7.9%
Black/African American:U.S.	74	42	116	4.9%
Foreign	89	303	392	16.5%
Hispanic:U.S.	26	25	51	2.1%
Not Reported:U.S.	51	47	98	4.1%
White:U.S.	690	846	1,536	64.5%
Total	1,000	1,382	2,382	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct	Female N	Male N	Total N	pct
American Indian or Alaska Native:U.S.	1	4	5	0.2%	1	3	4	0.1%	1	2	3	0.1%
Asian:U.S.	93	175	268	9.9%	91	170	261	9.5%	94	185	279	10.0%
Black or African American:U.S.	65	37	102	3.8%	70	44	114	4.2%	72	51	123	4.4%
Foreign	139	327	466	17.3%	126	285	411	15.0%	114	308	422	15.2%
Hispanic:U.S.	32	39	71	2.6%	34	49	83	3.0%	35	51	86	3.1%
Native Hawaiian or Other Pacific Islander:U.S.		2	2	0.1%		1	1	0.0%		2	2	0.1%
Two or More:U.S.	9	8	17	0.6%	7	9	16	0.6%	5	6	11	0.4%
Unknown:U.S.	97	138	235	8.7%	140	171	311	11.4%	146	182	328	11.8%
White:U.S.	641	888	1,529	56.7%	670	869	1,539	56.2%	672	859	1,531	55.0%
Total	1,077	1,618	2,695	100.0%	1,139	1,601	2,740	100.0%	1,139	1,646	2,785	100.0%

Table 5. STAFF

Term	Fall 2008			
	Female N	Male N	Total N	Total pct
Amer Indian/Alaska Nat:U.S.	7	11	18	0.4%
Asian/Pacific Islander:U.S.	229	165	394	7.7%
Black/African American:U.S.	756	584	1,340	26.2%
Foreign	36	15	51	1.0%
Hispanic:U.S.	267	119	386	7.5%
Not Reported:U.S.	85	72	157	3.1%
White:U.S.	1,504	1,267	2,771	54.2%
Total	2,884	2,233	5,117	100.0%

Term	Fall 2012				Fall 2013				Fall 2014			
	Female N	Male N	Total N	Total pct	Female N	Male N	Total N	Total pct	Female N	Male N	Total N	Total pct
American Indian or Alaska Native:U.S.	8	9	17	0.3%	9	8	17	0.3%	6	9	15	0.3%
Asian:U.S.	236	169	405	7.4%	233	168	401	7.3%	239	181	420	7.4%
Black or African American:U.S.	729	586	1,315	24.1%	722	565	1,287	23.3%	752	567	1,319	23.2%
Foreign	42	16	58	1.1%	44	19	63	1.1%	47	16	63	1.1%
Hispanic:U.S.	311	161	472	8.6%	325	168	493	8.9%	342	176	518	9.1%
Native Hawaiian or Other Pacific Islander:U.S.		5	5	0.1%	3	5	8	0.1%	5	6	11	0.2%
Two or More:U.S.	26	14	40	0.7%	31	11	42	0.8%	41	15	56	1.0%
Unknown:U.S.	158	122	280	5.1%	196	167	363	6.6%	239	212	451	7.9%
White:U.S.	1,525	1,343	2,868	52.5%	1,500	1,344	2,844	51.5%	1,516	1,327	2,843	49.9%
Total	3,035	2,425	5,460	100.0%	3,063	2,455	5,518	100.0%	3,187	2,509	5,696	100.0%