

Equity, Diversity, & Inclusion at the University of Maryland

Self-Study Report

This study provides an overview of the current state of equity, diversity, and inclusion (EDI) at the University of Maryland in College Park. It is supported by the Report of the Joint President/Senate Task Force on Inclusion and Respect, a Preliminary Report of the UMD Campus Climate Study conducted in February 2018, a Report on Diversity Assets at UMD, a Human Resources Strategist Report on the current needs of the Office of Diversity and Inclusion (ODI) at UMD, and the proposed FY19 base budget for ODI.

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Background

The University of Maryland College Park was founded in 1856 as the Maryland Agricultural College. Like other institutions of higher learning at the time, it was created to benefit the sons of landowners. As Maryland was a slave state, many of those landowners also owned slaves. Indeed, of the twenty-four original trustees, sixteen were slave owners (Steven, 2011). The student body began to become a bit more diverse in the 1870s with the admission of male international students primarily from Latin and South America. One of the most notable early international students was Pyon Su, class of 1891. He was the first Korean to receive a degree from any American college or university. Non-black women were first admitted in 1916 concurrent with the institution's renaming as Maryland State College. In 1920, the college became part of the existing University of Maryland. The first black students were admitted in 1951 despite the "separate but equal" stance of then President Harry Clifton "Curley" Byrd (president, 1936-1954).¹ The first African American member of faculty, M. Lucia James, began in 1955 and continued working with classes until her death in 1977 (umdarchives, 2015).

Desegregation did not begin in earnest until 1977 when a federal appeals court ordered Maryland colleges to speed up the process (Barnes, 1977). Though more slowly than we would wish, the University continues to become a more diverse and inclusive institution. We have sought to transform the campus into a national leader on issues of EDI. Evidence of our national stature was manifested in 1998 with the publication of the *Diversity Blueprint: A Planning Manual for Colleges and Universities*, published by the University of Maryland with the Association for Colleges and Universities (Office of Human Relations Programs, University of Maryland, College Park, 1998). More recently, UMD received the 2015 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, and for over five years running, we have been recognized by Campus Pride as among the "best of the best" LGBTQ-friendly campuses (Seabolt, 2015).

Leadership

Many dedicated members of the campus community have guided the progress of EDI. The most notable have been four exceptional leaders beginning with Dr. John Slaughter (chancellor, 1982-88). Slaughter was one of the first African American chancellors of a major state university. He challenged the campus to become a "model multiracial, multicultural, and multigenerational academic community" (Holter, 1983). Under his leadership, the university moved from being an institution focused on compliance to an academic community that proactively addressed diversity.

¹ The football stadium at College Park was named for Byrd when it was built in 1950. His name was stripped from the stadium in 2015 to remove one of the most prominent symbols of a painful aspect of campus history. President Loh explained that the effort was not intended to "purge history," but to find a "principled compromise." Byrd's name is now memorialized in one of the campus libraries (Wenger, 2015).

Among his many accomplishments, Dr. William E. Kirwan (president, 1988-98) led the institution's defense to a legal challenge of the university's Banneker scholarship, a program designed to enroll academically talented African American students. While the court eventually ruled against the race-exclusive nature of the scholarship, the university's defense was a first step in developing the now wide-spread use of the diversity rationale to advance affirmative action goals in higher education (Synnott, 2005).

Dr. C. D. Mote, Jr. (president, 1998-2010) built on earlier accomplishments and expanded on the focus of our commitment to diversity. He sponsored programs that reach into Maryland communities with large numbers of disadvantaged students and created pipelines for these students to obtain an affordable college education. Graduation rates of students from all racial/ethnic backgrounds grew with substantial progress in closing the achievement gap. He championed the rights of LGBT people with aggressive support for domestic partner benefits, and established family-friendly policies and programs to help faculty, staff, and students balance academic, work, and family responsibilities ("Dr. C.D. 'Dan' Mote, Jr.," 2016).

Dr. Wallace D. Loh (president 2010-present) continues in the tradition established by his three immediate predecessors. During his tenure, the first strategic plan for diversity was adopted, the position of chief diversity officer (CDO) was created, and diversity officers were established in each of the colleges and divisions. On July 6, 2017, Loh announced that the position of CDO would become a vice president. "A VP for Diversity and Inclusion indicates a major institutional commitment of effort and resources..." (Loh, 2017b). In an interview with the Baltimore Sun, Loh spoke of \$3.8 million for new diversity measures (Campbell, 2018).

Offices that Promote EDI

A variety of units promoting EDI have been established over the years. The first unit with a broad, campus-wide, multidimensional mission for EDI was the Office of Human Relations Programs (1971). It has evolved over time and is now the Office of Diversity & Inclusion (ODI). Today, ODI is considered a department with three sub-departments. They include the Nyumburu Cultural Center (1971), the LGBT Equity Center (1998), and Diversity Training and Education (2017). Diversity Training and Education (DTE) evolved from an interim version of what was the Office of Human Relations Programs and the current ODI.

Other important units focused on diversity with campus-wide responsibilities have included the Office of Multi-Ethnic Student Education (1971), Accessibility & Disability Service (1977), the Maryland Incentive Awards Program (2000), and the Multicultural Involvement and Community Advocacy Office (2006). As the dates suggest, each of these units was established in response to concerns raised at the time of their founding, but there was no overarching vision or plan into which they fit. They were also scattered into different administrative structures within the university. Today, the Office of Multi-Ethnic Student Education (OMSE) and the Maryland Incentive Awards Program (IAP) are located in the Office of Undergraduate Studies. Accessibility & Disability Service (ADS) is part of the Counseling Center. The Multicultural Involvement and Community Advocacy Office (MICA) is within the Stamp Student Union. While collaboration

between units is encouraged, accountability and reporting flows to the heads of the units where these various offices are located in the institution. These units are all mentioned in the 2010 diversity strategic plan (Diversity Plan Steering Committee, 2010).

In addition to these units, others may not have a specific focus on diversity, yet they serve a high proportion of students of color, economically disadvantaged students, and others with identities protected by law and university policy. This would include units such as Academic Achievement Programs in the Office of Undergraduate Studies. Many of these are cited in the Report on Diversity Assets at UMD.

Most recently, students have called for an indigenous cultural center, a Latinx cultural center, and an increase in the number of designated prayer spaces on campus for Muslim students (Hughes, 2016). An increase in resources for additional identity groups is not new. This is particularly true for a Latinx center, community resources for people with disabilities that go beyond compliance, and a Women's center.² Given the highly decentralized nature of existing resources, it is difficult to know where any new resources should be placed or even who should be responsible for attending to these needs or overseeing accountability assessments to measure impact and progress to broader institutional goals and objectives.

Within the colleges and divisions, there is a multitude of additional units and other ongoing efforts in support of EDI. Many of these are detailed in the Report on Diversity & Inclusion Assets at UMD. Like the campus-wide efforts, these were typically created in response to local specific needs with accountability and reporting within their respective colleges and divisions. Collaborations vary widely and may include the involvement of campus-wide units, but collaborations across major organizational boundaries is less frequent.

Diversity in the Curriculum

Interdisciplinary programs have been part of the university since at least 1945 when the American Studies program began. Other academic programs focused on social identities have been established over time. They include African American Studies (1969), Women's Studies (1977), Jewish Studies (1980), Latin American Studies (1989), Asian American Studies (2000), Lesbian, Gay, Bisexual, and Transgender Studies (2002), Persian Studies (2004), and U.S. Latino Studies (2007). These programs and the courses they offer are indispensable for any comprehensive academic institution and UMD's offerings are highly regarded.

These areas of scholarship are interdisciplinary by their nature and frequently involve a small cadre of core faculty within a specific department along with many more affiliate faculty from other departments. Courses taught by affiliate faculty tend to be cross-listed with the program

² Luke Jensen has been aware of these efforts over the last twenty years. In particular, requests for support of Latinx students and students with disabilities were submitted to the Moving Maryland Forward Grant Program while he was chair. Some of the proposals were not funded primarily because there was no logical "home" for the resources.

and the academic home of the faculty member. Affiliate faculty may also play a role in any conferences, symposia, lecture series, etc. These collaborations are concentrated in the colleges of Arts and Humanities, and Behavioral and Social Sciences. There are few structural organizational incentives or supports specifically designed to foster collaborations that extend beyond their academic home, and in some ways the decentralized framework of the institution may be prohibitive of such collaborative partnerships.

Undergraduate students have had a General Education diversity requirement since 1990. Today, the requirement consists of six credit hours. Students must complete two Understanding Plural Societies courses (3-6 credits), or one Understanding Plural Societies course (3 credits) and one Cultural Competence course (1-3 credits). In cultural competence courses, students are required to think about their own culture and how it compares with others, and they must negotiate across cultural difference. Plural societies courses are more about systems and structures. It could all be very theoretical or completely historical. For example, Classics course, CLAS311 Inventing Ancient Greek Culture, is an understanding plural societies course.

Current Context

[Diversity plan](#)

The University published its first strategic plan for diversity in 2010 (Diversity Plan Steering Committee, 2010). The core of the plan included a set of recommendations in six categories. They were a) leadership, b) climate, c) recruitment and retention, d) education, e) research and scholarship, and f) community engagement (see Appendices for a copy of the 2010 Diversity Plan). The Diversity Plan triggered the creation of the position of CDO, but the first hire was made as an associate vice president reporting directly to the provost rather than the recommendation of the 2010 Diversity Plan for the CDO to be a vice president reporting directly to the president (p. 14). President Loh has recently announced the elevation of the CDO to the level of vice president along with new resources to support the Office of Diversity and Inclusion.

Kumea Shorter-Gooden was appointed as the first CDO in 2012 and served until January 2017. Dr. Shorter-Gooden was instrumental in the creation of diversity officers in each of the colleges and divisions as called for in the plan (p. 15). This important achievement began the process of building a more robust infrastructure to address issues of diversity and inclusion.

Responsibilities for implementation as outlined in the plan were pushed from the CDO, provost, and president, to the separate colleges and divisions. Diversity officers regularly provided goals and plans for implementation of the plan within their separate units, but there was no annual progress report posted on the university website, and the individual reports from the colleges and divisions were not shared publicly (pp. 27-28).

Shorter-Gooden resigned in January 2017. Cynthia Edmunds became the interim CDO in January until Roger L. Worthington was appointed beginning on July 6, 2017.

Troubling campus incidents

In recent years, a number of troubling campus incidents have occurred with a negative impact on campus climate. They include a 2015 racist, sexist email by a member of a fraternity on campus. The email became public. The administration expressed indignation and anger over the language while stressing free speech rights. Many students felt frustrated. They believed that condemning speech without also punishing those who expressed it did not go far enough (New, 2015).

In May 2016, there was an incident involving the University of Maryland Police that played out against the national discussion on police violence against African Americans. On May 21, campus police received a call about a party at an apartment complex on campus. The 911 callers reported a potential fight and underage drinking. It was later determined that the call was retaliation by non-UMD students who had been denied entry into the party. At the scene, the two officers initially spoke with people in the parking lot who pointed them to the party claiming there were weapons inside. When they arrived at the party, the hosts assured the officers that there was no fight and there were no weapons. The situation escalated to the point that the police used pepper spray. The Prince George's County Fire and EMS Department arrived on the scene and they attempted to treat partygoers who came into contact with the spray. The police felt that crowd control around those being treated was becoming difficult. Once again, they used pepper spray to disburse the crowd. Chief David Mitchell later stated that the use of pepper spray did not adhere to department standards and added, "We should have handled the situation with more diplomacy" (Thomas, 2016).

The number and intensity of incidents grew rapidly after the 2016 presidential election. Posters promoting a white supremacist group appeared on campus in December (Moyer, 2016). Alarmed at this development and the outcome of the election, a coalition of 25 student groups came together as ProtectUMD. They presented a list of 64 demands to the university (Hughes, 2016). While President Loh responded by praising the students' engagement and passion, he noted that work was already underway to advance progress on some of the demands whereas other demands were dismissed as misguided and inappropriate for campus action. Some students found his reaction inadequate (Loh, 2017a).

On April 27, 2017, a noose was found in one of the fraternity houses on campus (Wells, 2017). Reports mention that it was found by a black chef in the kitchen of the house. The news sparked a student march and sit-in protest (Limon, 2017). Frustration among students on campus were raised because the perpetrator(s) was/were never charged with a criminal act or violation of the conduct policy, and the fraternity was never sanctioned either.

About 3:00 a.m. on May 20, 2017, 2nd Lieutenant Richard Collins III was murdered on our campus. Lt. Collins was about to graduate from Bowie State University, an Historically Black College or University (HBCU) about 12 miles from College Park. He was visiting friends at UMD and was waiting for an Uber when he was attacked. Sean Urbanski, a student at UMD, was charged with the murder, which was elevated to a hate-crime charge three months later. News

of the murder shocked and traumatized the campus and made national headlines (“Opinion | A Murder at College Park,” 2017).

Many saw the murder as indicative of the campus climate. For example, students, especially students of color, took a slogan that had been associated with UMD Athletics, “Fear the Turtle,” and voiced their experiences on Twitter. “I had straight As in HS but more than once YT [white] classmates have told me I am only here bc of affirmative action #FearTheTurtle.” “Turned away from a frat party because I’m Black #FearTheTurtle.” “When your story of sexual assault is not taken seriously #FearTheTurtle.” And so on (Higginbotham, Byrne, & Donlan, 2018).

Against this backdrop, during the first week of classes in the fall of 2017, an email exchange became public between a professor teaching a mock trial class and one of his coaches. The coach sent an email to the instructor (who also happened to be her father) to inquire about whether to admit one or more Latino students into the mock trial class following auditions, stating, “There were three (obviously) Latino students who came; 1 was mediocre, two were pretty bad...but we have almost no Latino students on the team. If I were to rank purely on performance, I would probably only take one of them. Should I take 2? All three? None have mock trial experience” (Silverman, 2017). The email was accidentally sent to all students in the class, and one of the students (who had been identified as “mediocre”) posted the email to Twitter, resulting in an uproar on campus, in part because it occurred during the first week of classes of the semester that followed the murder of 2nd Lt. Collins (which occurred the previous May). The instructor and the coach were both asked to step down from teaching the course. However, there was extensive media coverage of the incident, some of which included OP-ED articles defending (or criticizing) the actions and reputations of the coach and instructor as “affirmative action.”

Also, during the Fall 2017 semester, the Diamondback student newspaper published an article quoting the Title IX Coordinator and the UMPD as providing two different numbers for reports of hate-bias incidents on campus (27 from the Office of Civil Rights and Sexual Misconduct but only 15 from UMPD). Strategic Communications attempted to explain the discrepancy in a statement issued to the Diamondback and the campus, stating that the two offices had different criteria for taking reports. The issue came quickly following the release of a new hate-bias protocol and the announcement of a search for a new program manager for hate-bias response by the Office of Diversity and Inclusion.

[Actions following the murder of 2nd Lieutenant Richard Collins III](#)

When Lt. Collins was murdered, an active search for a new permanent CDO was well underway. Given the now more urgent need, President Loh and Provost Rankin made a special plea for Roger Worthington to accept the job, promising to elevate the position to the rank of Vice President (Loh, 2017b). Professor Worthington was chair of the Department of Counseling, Higher Education and Special Education in the College of Education. A nationally recognized scholar on diversity in higher education and a former CDO at the University of Missouri, he had deep expertise and experience as both a scholar and a practitioner. He had been co-chair of the

search committee and issued several conditions before considering the request. Ultimately, he accepted and became Interim Associate Provost and CDO on July 6, 2017. On September 7, 2017, he spoke of the urgency of the work, citing the murder of Lt. Collins and a white supremacist rally at the University of Virginia. He outlined ten concrete early steps needed to strategically and methodically assess and improve EDI at UMD (Worthington, 2017).

Substantial progress has been made with Worthington's outline. The list and the April 2016 state of each follow.

- Joint Task Force on Inclusion and Respect – the final report became public on April 17, 2018 (included in the materials for the site visit team) and recommendations to be presented to the University Senate on April 24, 2018.
- Rapid-response campus team to assist victims of hate and bias on campus – the membership of the team has been established; the leader of this team, Program Manager for Hate/Bias Response, a newly created position, to begin on April 20, 2018.
- New UMD Student Leadership Council for Diversity, Equity, and Inclusion – first meeting was held November 16, 2017; subsequent meetings have been delayed.
- Reinvigoration of the President's Commission on Disability, Ethnic Minority, LGBT, and Women's Issues – convening of the respective chairs occurred in the Fall 2017, and meetings with two Commissions (Racial-Ethnic and Disability) also occurred in the fall.
- Dialogue and discourse on diversity and inclusion – a consultant was contracted to meet with campus leaders of dialogue programs at UMD and has submitted a draft proposal for the a new Campus-wide Difficult Dialogues Initiative; resources have been set aside in ODI to provide funding for the new initiative once it has been announced.
- New Center for Diversity and Inclusion in Higher Education (CDIHE) – established in the summer of 2017 under the leadership of Roger Worthington as the executive director and Candace Moore as the director; two post-docs have been hired along with staffing support from CHSE and two part-time graduate assistants; the CDIHE has convened a national thought leaders conference in January and begun planning to co-host a conference in October with the Difficult Dialogues National Resource Center.
- Campus-wide external benchmarking and review of diversity and inclusion programs, activities, and resources – site visit April 25-27, 2018, with final report expected in May.
- Campus Climate Study – data collection in February of 2018 with a preliminary report of findings now available (included in the external review materials) and a final report expected in June.
- Revision of Diversity Strategic Plan – to be informed by the Joint Task Force, the external review, the campus climate study, along with additional campus voices; scheduled for 2018-19 academic calendar year.
- Black History and the University of Maryland: A Campus Landmark Walking Tour – self-guided version went live online in February at <http://umd.edu/blackhistorytour>; in-person, guided tours available beginning on April 28, 2018. Developed in collaboration with Dr. Kim Nickerson.

It is important to underscore that these steps are not an end product. Rather, they are intended to provide data and recommendations for moving forward.

ODI was and is seen as a central organizing unit for issues of EDI for the entire campus. As the data and recommendations come in from a variety of sources (e.g., Climate Study, Joint Task Force Report, HR Strategist Report, External Review Report), ODI will need to expand dramatically to undertake the many new responsibilities coming on top of existing ones. At its height, there were at least eight full-time positions plus graduate assistants and occasional contractual employees. Yet in August 2017, the unit had only two full-time staff, the CDO and an Executive Administrative Assistant, and a small cadre of graduate assistants, a couple contractual employees, and additional staff on overloads or administrative adjustments. We began our work by backfilling existing positions, a task that remains incomplete.

President Loh recognized almost immediately that additional resources would be needed if UMD was to adequately address the many issues of EDI that were raised in the wake of the murder. Initially, he committed \$100,000 to ODI to begin working toward a campus-wide response. In January, he spoke of \$3.8 million set aside for new diversity measures in an interview with the Baltimore Sun (Campbell, 2018).

Overview of Self-study Process

The need for campus-wide external benchmarking and review of diversity and inclusion programs was publicly stated in an email by Worthington to the entire campus on September 7, 2017 (Worthington, 2017). In order to complete a self-study in a timely manner, we decided to begin with the map of Diversity, Inclusion, Equity and Social Justice Assets created by Kevin Allison the previous spring. Allison was an American Council on Education (ACE) Fellow working with President Loh. The map came at the request of Cynthia Edmunds, Interim CDO from January through July 5, 2017. It was the first attempt, at least in recent years, to provide an overview of these assets across campus. We understood Allison's map as an excellent effort. It may not have captured everything, but it did include the major elements.

The map is organized thematically rather than where the various assets are physically located within the university. Identifying organizational location was the first task. We next determined which units should supply additional information. These included academic programs, research units, student support and services, community engagement, and a few others. We did not include some of the of the safety and governance units such as the Department of Public Safety and the ombuds officers. Having identified the units and programs, we then determined the information that would be useful and should be readily available or easily obtained.

On February 2, the requests for information were sent to nearly sixty (60) different campus units, with a deadline of February 23 to submit the data. Given the type of information, we felt a short turnaround was reasonable. It would also encourage brevity.

Most reports arrived on time, several required an extra effort to obtain, and a few never responded. The reports vary considerably in the amount of data and the level of detail. Assisted by three graduate students, we summarized the reports. We attempted to impose some degree of uniformity, but the variety from one report to the next caused variations in the summaries. Allison's map, the organizational structure showing the institutional home for each asset, the assets arranged thematically, and the summaries of the reports are found in the appendix, Report on Diversity Assets at UMD.

The report of the Joint President/Senate Task Force on Inclusion and Respect is complete and will be presented to the University Senate on April 24. Given the visibility of their work and the importance to EDI associated with their recommendations, their report is also included in the appendix.

The third item in the appendix is a preliminary analysis of the data collected in a climate survey deployed earlier in the 2018 spring semester. It is followed by a report from our human resources consultant with information on backfilling positions and projecting needed new positions. Finally, ODI's budget request for fiscal year 2019 (beginning on July 1, 2018) is included.

In sum, the materials for the external review team includes the following:

1. Overview and brief analysis
2. Report on Diversity Assets at UMD
3. Report of the Joint President/Senate Task Force on Inclusion and Respect
4. Preliminary Report on the climate survey conducted during the spring 2018 semester
5. Report from human resources strategist

Brief Analysis

The Report on Diversity Assets at UMD was produced by Kevin Allison from Virginia Commonwealth University during his ACE Fellowship with President Loh during the 2016-17. It was the first and most comprehensive attempt to map our campus diversity assets in the history of the institution. This self-study report, building on the work of Dr. Allison, takes the work to another stage in the process of our campus-level review of EDI efforts at UMD. The report submitted by the external review team will then advance the work to yet another level by offering conclusions and recommendations based on a comprehensive review of EDI assets never before attempted in this institution.

In collecting data from the various EDI assets, we were struck by the variety of assets and their wide distribution within the institution. The quality of many diversity assets is made evident in the individual reports, while others are already highly respected and known to be valuable to the university by their reputation. Even so, the perspective gained from this exercise is only the beginning of any comprehensive understanding of EDI work at UMD. Simply gaining an overview of these efforts is a formidable task. When individuals who are actually engaged in EDI

work at UMD struggle to gain a comprehensive understanding of what we have and what we do, it is no wonder that others are unaware and do not know where to turn to learn more. Other reports underscore the general issue of “not knowing.”

The missions of EDI units run the gamut. Those with the broadest responsibilities tend to be located in the Office of the Provost, in the Office of Undergraduate Studies, and in the Division of Student Affairs. Those in the colleges tend to be generally aligned with fields of study included within their particular college.

There are extremely few articulations of how EDI units relate to one another, or an overarching mission or vision of the university. This theme was also articulated in the recently released Joint President/Senate Task Force Report:

- Diversity programming is not comprehensive and does not have a broad overarching vision.
- 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.

One is struck by missing data regarding programming. Both traditional academic programs and so-called nonacademic EDI units and initiatives were asked to provide the name and a brief description of each of their programs. We also asked for the goals or objectives of each and the number of participants. For the nonacademic EDI units, we also asked for key indicators of success. Sometimes, a goal or objective could be gleaned from the description. Numbers were reported sporadically. Relatively few provided key indicators of success. There are many possible reasons why a unit failed to report these data. One could fairly conclude that such data were either not easily assembled, or they simply didn't exist. The sheer number of reports coupled with our aggressive timeline precluded returning to the various units for clarification.

One cannot fairly ascertain from the report summaries precisely which units did not supply all the requested data. For example, the Office of Civil Rights and Sexual Misconduct, and the Lesbian, Gay, Bisexual, and Transgender Equity Center both provided very long and detailed responses. These data were omitted in the process of summarizing due to the exceptional length of their reports. While essential in evaluating the individual units, omitting that data in these cases seemed reasonable for this report due to the overall paucity of these data and the consequent inability to provide any global analysis.

The reports provide an impressive list of key collaborations with off campus entities. UMD is connected to a wide variety of community and scholarly organizations with both our academic and nonacademic EDI units. Collaborations within the university are fairly predictable. Academic units included in this study appear to be dependent on traditional units for affiliate faculty and cross listing of courses. They are concentrated in two of the colleges. Collaborations across major organizational boundaries are less frequent. Nonacademic units also collaborate in fairly predictable ways. Research centers collaborate with related academic units. There is at

least one exceptional example of wide ranging collaboration in this category, the Consortium on Race, Gender and Ethnicity (CRGE). While CRGE is exceptional in the breadth of collaborations, it could be predicted given the interdisciplinary mission of CRGE. Overall, research units appear to be a bit less siloed than academic units, yet still relatively insular.

Collaborations of other types of nonacademic units are also somewhat predictable. There are many examples of EDI units collaborating primarily with other EDI units. One notable exception is the Lesbian, Gay, Bisexual, and Transgender Equity Center which has established liaisons with units as diverse as the University Career Center and The President's Promise, and the Department of Resident Life. These established relationships may explain why Campus Pride highly rates UMD for being among the most LGBTQ+ friendly institutions of higher learning in the United States (Seabolt, 2015).

Surprisingly, there are instances where a lack of collaboration is indicated. For example, there are three (3) different initiatives in support of black male students. They are in the Nyumburu Cultural Center (NYUM) reporting to ODI, the Office of Multi-Ethnic Student Education (OMSE) reporting to Undergraduate Studies (but which formerly reported to ODI until 2017), and the Student Success Initiative within the Office of the Vice President for Student Affairs. NYUM did not cite OMSE or the Student Success Initiative under collaborations. OMSE did not provide any information on collaborations. We are left to wonder if the different programs work in concert or in competition with one another.

Similarly, there are a handful of dialogue programs on campus, including Common Ground (Resident Life), Words of Engagement Intergroup Dialogue Program (WEIDP; Office of Diversity and Inclusion), in addition to a dialogue program run by the Clarice Performing Arts Center, and others. These programs were developed in different units across campus, for different purposes, to serve different constituents, and operate from differing conceptual frameworks, but pursue similar goals, but in the absence of collaborative partnerships and without recognizable communication between the organizers. The Office of Diversity and Inclusion has begun working toward the establishment of a campus-wide dialogue initiative that could bring together these disparate programs under the framework of a Campus-wide Difficult Dialogues Initiative. Under this conceptual framework there will be an effort to build collaborative partnerships that have the capacity to broaden the scope of work on dialogues across campus and increase the impact—building an initiative that will be greater than the sum of its parts. The need for this initiative has also been highlighted by one of the findings and one of the recommendations of the Joint President/Senate Task Force Report:

- 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.
- 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)

During the 2017-2018 academic year, courses fulfilling the Cultural Competence requirement were offered by twenty-four different programs with unique prefixes (e.g., ENGL for English, AASP for African American Studies, etc.). Understanding Plural Societies were offered by thirty-eight programs. These are programs rather than departments as one department may have more than one program (e.g., Women’s Studies, [WMST] and Lesbian, Gay, Bisexual, and Transgender Studies [LGBT] are both programs in the Department of Women’s Studies). As mentioned above, many of these courses are cross-listed. For example, courses in African American, Asian American, and LGBT literatures appear as both English courses and courses within the programs focused on those particular groups. Typically, the home for the course is in the more traditional academic unit, in this case English.

Data from Testudo, UMD’s online schedule of classes, collected in February 2017, show the following number of seats available, the number assigned, and fill rate for all general education courses offered during the 2017-2018 academic year (minus summer courses). For cross-listed courses, each seat is counted only once.

All Diversity General Education Courses, 2017-2018

Fall 2017	offered	issued	fill rate
Cultural Competency Courses	921	773	83.93%
Understanding Plural Societies Courses	7,767	6,524	84.00%

Winter 2018	offered	issued	fill rate
Cultural Competency Courses	175	110	62.86%
Understanding Plural Societies Courses	1,104	664	60.14%

Spring 2018	offered	issued	fill rate
Cultural Competency Courses	875	747	85.37%
Understanding Plural Societies Courses	6,780	6,298	92.89%

While the fill rate may indicate sufficient seats for the diversity requirement, a deeper analysis would likely show that the summary numbers alone do not tell the whole story. Also, the impact of this requirement on a broader diversity agenda would also require a deeper analysis. They undoubtedly support a sense of belonging for students with the relevant social identity, but they may have limited impact on students without those identities. For example, an LGBTQ+ student may find a home and develop academic interests in LGBT Studies and never venture into any of the other academic programs focused on diversity. Some have called for the general education requirement to “teach tolerance” (de Silva, 2017). In other words, with an increased level of scrutiny regarding the frequency of hate-bias incidents and dissatisfaction with the campus response to them, there have been a number of proposals to directly tailor the diversity requirements in the undergraduate general education curriculum to foster greater

competencies (awareness, knowledge and skills) to interact with others without bias and discrimination (intentional or unintentional).

While the Office of Undergraduate Studies is responsible for the General Education Program, responsibility for the development of specific courses is diffused throughout departments, programs, and individual faculty members. In 2014 and 2016, the Office of Undergraduate Studies and ODI worked together to provide incentives for two cohorts of faculty to develop new courses to fulfill the cultural competencies requirement in an effort to expand the number of courses offered to satisfy this requirement. They jointly offered seminars on the development of the courses with economic incentives to complete the process—from successfully developing a course to receiving approval to fulfill the cultural competence requirement to offering the course and completing an evaluation once the course was completed. The program was short-lived, in part because the senior administrator who initiated the program left her position, and in part due to challenges related to the administration, funding and resources to support the program.

For nonacademic units, we requested data on two key resources, space allocation and budget totals for fiscal year 2018. For space allocation, the majority did not report on square footage. Exceptions include those who occupy a whole building, such as NYUM and the Center for Young Children (CYC). Other exceptions are more difficult to explain. When reported, space allocation does not appear to be generous and is frequently tight. Two examples of especially small allocations given the nature of the units are ODI and Academic Achievement Programs (AAP).

Reports on budgets reveal that some units have significant resources derived primarily from outside the university. The most dramatic examples include the Center for International Development & Conflict Management (CIDCM) with about 97% of their budget from outside sources, the Maryland Population Research Center (MPRC) with about 93.5% from outside sources, and the Center for Minorities in Engineering (CMSE) with either 87.5% or 82% from outside depending on how one calculates additional support from their dean. These centers all received research funding and are located within colleges. Reports from nonacademic units, especially those with a broad EDI mission, have little or no funding from outside the university. Their budgets are typically small in relation to their functions. ODI has proposed an organizational plan to hire a development officer within our office to pursue external funding from donors, foundations, and other sources. The Nyumburu Cultural Center (part of ODI) has also proposed to hire a staff member with primary responsibilities for alumni relations and donor development, but at this time the search has not been approved.

Conclusions

UMD has many outstanding units focused on EDI, yet it is difficult to know who is doing what. The old adage seems applicable: “The left hand doesn’t know what the right hand is doing.” The formidable task of gathering data on EDI units speaks to the need for better information sharing. This issue is also evident in the other studies provided. We do not have a particularly

coherent approach nor are we very good about sharing information. From the Joint President/Senate Task Force Report:

- There is substantial concern with the way the administration communicates with audiences and the tone it sets when hate/bias incidents occur on campus.
- 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.

The scattered locations of EDI units and the lack of any articulation of how units relate to the university's overarching EDI mission or goals indicate problems associated with decentralization, fragmentation, and silos. One can point to outstanding EDI units, but we are left wondering how or if they add up to any cohesive university vision. Their scattered nature indicates no consistent reporting or accountability. Until recently, ODI has provided mostly symbolic leadership for EDI efforts on campus, with limited funding and diminished capacity due to be short-staffed—nevertheless, the commitment from President Loh to infuse new resources may help to elevate the level of the office beyond symbolism to a fully functional campus-wide division with the capacity to increase the scope and impact of EDI services, form collaborative partnerships through a network of EDI units on campus, and provide a centralized location for the communication of EDI activities, events, programs, and initiatives at UMD.

With so little reporting on goals or objectives of programs, key indicators of success, and number of participants, it is impossible to begin assessing with any precision the collective value of these programs or units. We simply do not know the outcomes for individuals who participate in most of these programs, or their collective impact in advancing EDI at UMD as a whole.

EDI assets associated with specific research tend to be amply funded from outside sources. Assets with a broad EDI mission tend to have little to no outside sources of income and, given their mission, they are under resourced by the university. This breeds a competitive culture and can easily lead to a zero-sum game for adequate funding.

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