

COLLEGE OF SOUTHERN MARYLAND

ANNUAL CULTURAL DIVERSITY REPORT

October 6, 2020

INTRODUCTION

The College of Southern Maryland's (CSM's) commitment to diversity is embedded in our mission, as an open-admissions, comprehensive regional community college, to strengthen the economic vitality of our diverse and changing region and to enhance the lives of all within it. We pursue this mission with fervor and are pleased to report, in accordance with §11-406 of the Education Article, our progress in implementing a program of cultural diversity during Fiscal Year 2020.

Notwithstanding this year's challenges, most notably the COVID-19 global pandemic, CSM enjoyed many successes in our efforts to promote cultural diversity and institutional equity. We completed the first of a three-year commitment to Achieving the Dream (ATD), an initiative to implement and scale cutting-edge reforms to improve student success, with equity as a core lens and strategy. We filled our vacant chief diversity officer position, the Executive Director of Equity and Inclusive Diversity. And when the COVID-19 pandemic forced all of our operations online, we mobilized student and employee support recovery task forces to supply resources that increased equity in access to learning and work. Meanwhile, we authored a "CSM New Deal," a comprehensive educational initiative to accelerate the retooling of the Southern Maryland workforce and create pathways to economic equity for all learners. For our successes in achieving outstanding outcomes for our diverse students, employees, and community members, the Aspen Institute awarded CSM the Aspen Prize for Community College Excellence, Top 150 Community Colleges, in 2019 and 2020.

This Cultural Diversity Report documents our successes, specifically, in achieving five objectives identified by the Maryland Higher Education Commission (MHEC):

1. To develop and implement a board-approved plan to improve cultural diversity, as required by Education Article 11-406.
2. To increase the numerical representation of traditionally underrepresented groups among (1) students, (2) administrative staff, and (3) faculty.
3. To create positive interactions and cultural awareness among students, faculty, and staff on campus.
4. To identify and document the strategy that has proven most successful in increasing the diversity of faculty and staff.
5. To document the campus process for reporting hate-based crimes, consistent with federal requirements.

I. Plan for a Program of Cultural Diversity

At the beginning of this reporting year, CSM continued to implement the cultural diversity plan approved by our Board of Trustees in 2015. In May 2020, the Board approved a new plan that transparently aligns our cultural diversity program with our 2018-2021 Institutional Strategic Plan (ISP) and with our participation, through 2021, in Achieving the Dream (ATD).

Four key objectives of CSM's 2018-2021 Institutional Strategic Plan (ISP) form the foundation of CSM's *2020-2021 Plan for Cultural Diversity and Institutional Equity* ("CDIE Plan"). These Cultural Diversity and Institutional Equity (CDIE) objectives are presented here with the ISP goals and strategies they support:

CDIE Plan Objectives	CSM ISP Goals & Strategies
CDIE Obj. 1: Identify equity benchmarks for student progress and completion rates, and devise and implement strategies for achieving them.	ISP GOAL 1: CSM will improve student progress and completion. Strategy: Identify critical measures for student progress and completion and develop reporting protocols.
CDIE Obj. 2: Respond to demographic changes in each county, and devise and implement strategies for achieving equity in student access to, and success in, CSM's innovative programs.	ISP GOAL 2: CSM will provide targeted programming to meet regional needs. Strategy: Determine strategic purpose for each campus based on county economic and workforce needs.
CDIE Obj. 3: Refine strategies for sustaining equitable representation of faculty and staff from underrepresented groups so that CSM's workforce reaps the benefits of diverse experiences and perspectives.	ISP GOAL 3: CSM will function as one regional college. Strategy: Build a culture of collaboration and learning.
CDIE Obj. 4: Increase employee participation in cultural diversity and equity professional development and programming.	ISP GOAL 3: CSM will function as one regional college. Strategy: Build a culture of collaboration and learning.

Similarly to the way in which the CDIE objectives are transparently aligned with (indeed integrated into) CSM's Institutional Strategic Plan, the 20 actions the CDIE Plan prescribes to achieve the objectives are coordinated intentionally with our Achieving the Dream (ATD) work. ATD offers a capacity-building framework that allows colleges to pinpoint strengths and areas for improvement across seven institutional capacities, including equity. CSM's decision to join ATD was informed by our determination to achieve greater institutional equity, along with cultural diversity.

Accordingly, the four CDIE objectives are formulated in terms of CSM's commitment to equity, and the 20 actions enumerated to achieve them entail College-wide, data-informed efforts that simultaneously promote cultural diversity. For example, among the six actions prescribed to achieve CDIE Objective 1 (to identify and achieve equity benchmarks for student progress and completion), the plan calls for identifying and closing enrollment equity gaps, i.e., *increasing the numerical representation of underrepresented students at CSM*. The plan stipulates further that we must devise new retention and completion strategies to achieve CDIE Objective 1. We know that cultivating a sense of belonging is an essential, even primary strategy that entails *creating positive interactions and cultural awareness among students, faculty, and staff*.

CSM's commitment to equity compels us to focus our concern beyond students' college enrollment generally to their enrollment specifically in high opportunity programs. Among the five actions specified to achieve CDIE Objective 2 (to implement strategies for achieving equity in student access to and success in innovative programs), the plan calls for identifying and closing enrollment equity gaps in targeted programs addressing Southern Maryland's workforce needs, i.e., *increasing the numerical representation of traditionally underrepresented students in those programs*. Retention strategies at the program level are also prescribed, again requiring us to *cultivate positive interactions and cultural awareness among faculty, staff, and students*.

CDIE Objectives 3 and 4 focus on recruiting, retaining, and training a diverse faculty and staff. The six actions under CDIE Objective 3 include implementing CSM's annual Affirmative Action Programs (AAPs) for minorities, women, employees with disabilities, and veterans, that ensure all qualified employees and prospective employees are considered and treated in a nondiscriminatory manner with respect to all employment decisions. The AAPs include an audit and reporting system that uses metrics and other information to measure the effectiveness of our programs. Other actions under CDIE Objective 3 instruct us to respond to annual AAP audits by analyzing disparities they disclose and devising and implementing strategies to mitigate them. CDIE Objective 4 calls for the design and implementation of a diversity, equity, and inclusion (DEI) curriculum for all employees that promotes their attainment of a set of DEI competencies. Those competencies are aligned with professional standards of the American Association of Community Colleges and focus squarely upon cultivating employees' cultural competency and equity-mindedness.

This CDIE Plan also reflects CSM's awareness of the disparate impact of the COVID-19 global pandemic on Southern Maryland's lower-income and other underserved families and describes how we will sustain our commitment to equity and inclusive diversity as we adapt and transform our delivery model in response to the crisis. CDIE Objectives 1 and 2 prescribe actions to ensure students have access to technology, support services, and other resources (e.g., food and incidentals) essential for academic success. CDIE Objective 3 instructs us to ensure faculty and staff also have access to technology and other resources essential for remote working.

We will monitor and evaluate our progress toward achieving the objectives of this CDIE Plan via four core mechanisms. First, the Equity Dashboard developed under the Plan will track, on an

ongoing basis, our progress in closing equity gaps in student representation, progress, and completion. Second, as an Achieving the Dream Network college, and to advance goals for equity and social mobility, CSM must report data using metrics that answer critical questions about the progress and completion of our lower-income and other underrepresented students. Third, again, CSM's Affirmative Action Programs include an annual audit and reporting system. And fourth, CSM's annual Yearly Game Plan and Year-End Reflection processes, coordinated by the College Assessment Team, requires all divisions to report progress toward achieving CSM's Institutional Strategic Plan (ISP) goals and objectives. Inasmuch as CDIE Objectives are ISP objectives, the Executive Director of Equity and Inclusive Diversity must evaluate and report CDIE Plan progress annually as part of this College-wide assessment process.

II. Efforts to increase the numerical representation of traditionally underrepresented students, administrative staff, and faculty.

A. Student Recruitment and Retention

CSM works proactively, College-wide, to increase our student body diversity and ensure a supportive environment for students of all backgrounds. Each year we attract a student population that is more ethnically and racially diverse than the Southern Maryland population, with the largest increases recently in African-American and Hispanic/Latinx enrollment. Our fall 2019 minority credit student enrollment was 45.3%, compared to a 40.3% minority service area population. We have experienced year-over-year growth in racial and ethnic diversity since fall 2015 (when minority enrollment was 42%). We have had similar growth in minority continuing education student enrollment, from 30.6% in fall 2015 to 33.6% in fall 2019.¹

Our fall 2019 credit student enrollment was 9,831. Of that number, 26.3% were Black/African-American, 7.3% were Hispanic/Latinx, 6.4% multiracial, 3.7% Asian, 0.7% international, 0.5% American Indian/Alaskan Native, 0.3% Native Hawaiian, and 53.4% White. The percentage receiving Pell grants was 17.8%. About 30% of credit students are first-generation.

Committed to sustaining robust representation and persistence of underrepresented students, in our first year of Achieving the Dream (ATD) participation we began data-informed redesigns of student services, activities, and programs. We assessed equity gaps for credit and noncredit students through ATD and through actions prescribed by our CDIE Plan.

1. Student Recruitment

- a. Student Equity and Success's (SES's) Admissions Department recruits students by hosting events on-campus and virtually, and by attending regional events and meetings to reach traditionally underrepresented students. A partial list of recruitment activities includes:
 - College Fair Participation: Staff attended fairs in Southern Maryland and recruited underrepresented students by providing enrollment, financial aid, four-year transfer, and career information; the Charles County Scholarship Fair to share information about the

¹ College of Southern Maryland 2020 MHEC Performance Accountability Report.

FAFSA, our foundation scholarships, enrollment process, and our programs; the Frost School in Rockville, which educates students with emotional disturbances or disabilities; the Senator Nathaniel Exum Youth Day and College Fair in Annapolis, which focuses on encouraging minorities to pursue higher education; and the St. Mary's County NAACP College Fair.

- Public School Partnerships: (1) Financial aid presentations, one-on-one admissions assistance, and FAFSA support for Chesapeake College Plan in Calvert County, which works with underrepresented public school students. (2) Tours and information sessions for underrepresented students from District of Columbia public schools. (3) Our “Destination College” program for 5th graders from Title I elementary schools in Calvert and Charles Counties. (4) “Try College for a Day,” a collaborative effort with Calvert, Charles, and St. Mary's counties that provides a college experience for students with disabilities.
 - Targeted Community Outreach: (1) Calvert, St. Mary's, and Charles County Detention Centers re-entry events for inmates, promoting both credit and non-credit coursework including Workforce Development. (2) The “Mission of Mercy” event to share educational information with citizens of underrepresented groups receiving free dental and other services. (3) Charles and Calvert County Department of Social Services events to share college information with mothers picking up their WIC benefits. (4) Presentations to non-traditional and underserved students finishing GED coursework to encourage them to pursue college and apply for a \$500 scholarship.
- b. The Division of Academic Affairs has two major grants to attract underrepresented students interested in STEM disciplines.
- NSF Advanced Technological Education (ATE) Grant for Cyber Business: This program ensures that CSM recruits, retains, and graduates students from groups underrepresented in the cybersecurity profession and that we do so in a climate of connectedness and inclusivity. Recruitment efforts are diversity-focused and impact 40 students. The project implements practices shown by research to be effective, contributing to the understanding of curricular and co-curricular activities that affect recruitment, retention, student success, academic and career pathways, and degree attainment in cybersecurity. The project contributes to growing Southern Maryland's cybersecurity workforce and to increasing its diversity.
 - NSF S-STEM Scholarship: The NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) support the retention and graduation of 52 high-achieving, low-income students with demonstrated financial need for the duration of their two-year associate's degree program. Students receive of support services aimed at increasing persistence and assisting graduates in transitioning to further education or regional employment in STEM professions.

2. Student Retention

Promoting student persistence to completion is a College-wide effort. Here is a partial list of initiatives to increase underrepresented student retention:

- First-Year Seminar (FYS): CSM's FYS continues to address proactively the academic, social integration, and overall success challenges of first-year students, including by addressing issues of equity and strengthening cultural competence. In its second year, the overall fall-to-fall retention rate, fall 2018-fall 2019, for students who successfully completed the FYS was 56.6%. For African American students, it was 49.6%.
- Disability Support Services (DSS): DSS staff on three CSM campuses provide support to students with disabilities in all aspects of college life and encourage their persistence to completion. Services include assistive technology, classroom aids like interpreters and notetakers, and help with strategies for dealing with everyday issues in college. DSS also hosts a number of events, such as the "Transition Expo" and "Parents Information Night." They advise the student advocacy group, Empowering Students to Achieve (ESTA) and are supported by a College-wide ADA Committee.
- The Men of Excellence Mentoring Program: Men of Excellence is a College-wide initiative to improve the recruitment, success, retention, graduation, and transfer rates of African-American men who enter CSM as first-time, full- or part-time students. Students map their academic, personal, and professional goals and develop leadership acumen. In FY'20, 92 men enrolled, compared to 55 in FY '19, a 67% increase. Students participated in the Maryland Men of Color Summit, HBCU Virtual Campus Tour, and excursions, such as to the National Museum of African-American History. Guest speakers included Dr. Turner Coggins, Professor of Biological and Physical Sciences. When CSM entered remote operations, Men of Excellence pivoted to weekly virtual meetings to offer the men sustained support and community.
- Veterans Affairs: CSM was awarded the MF '19-20 Award and designated a Military Friendly School by VIQTORY, a service-disabled, veteran-owned organization. CSM staff support veterans and military-dependent students in getting the most of the veterans benefits available to them. The office hosts guest speakers, and this year began hosting the Mobile Vet Center from the Department of Veterans Affairs, which offers free counseling services and other resources to veterans.
- Counseling Services: At CSM traditionally underrepresented students are the predominant users of Counseling Services. In addition to private counseling, Counseling Services offers workshops and programs, such as "Stress Break," "Connect Café," "Health Tips for Today's Man of Excellence," "National Coming Out Day," "All About Consent and Healthy Relationships," "Young Adulting 101 for College Students," and "Depression 101: Everything You Wanted to Know But Were Afraid to Ask." Counselors continue to provide virtual programs in partnership with Student Life.
- Student Support Recovery Task Force (COVID-Response): In March 2020, CSM leadership appointed a team to develop a prioritized support plan for assisting students

with basic living needs, advising, technology, and other resources to support their persistence through the crisis. The CSM Foundation raised \$26,000 for the Hawk Emergency Fund. Task force members phoned and emailed 502 respondents to a Student Needs Survey and distributed Hawk Emergency and CARES Act funds to students with high financial need. Staff followed with a phone campaign to reach students, especially Pell-eligible students, to encourage them to register for summer and fall courses. Admissions and Financial Aid called all students who might qualify for the Maryland Community College Campaign and encouraged them to finalize the document request from the Maryland Higher Education Commission.

B. Administrative Staff and Faculty Recruitment and Retention

CSM persists in its intentional efforts to recruit and retain a diverse faculty and staff, and we continue to see success. Our MHEC Performance Accountability Report data show steady year-over-year growth in our percentage of full-time minority faculty: currently 25.7% compared to 23.5% in fall 2016. The percentage of full-time minority administrative staff has also increased steadily overall: currently 31.5% compared to 27.8% in fall 2016. In fall 2019, the demographic composition of CSM's full- and part-time employee force of 1,198 was 3.8% Hispanic, 0.3% American Indian/Alaskan Native, 3.1% Asian, 23.9% Black/African-American, 65.4% White, 1.8% multiracial, 0.7% international, and 1.2% unknown. The number identified as female was 62.7%, and male 37.3%.

The Human Resources Department implements CSM's annual Affirmative Action Programs (AAPs) for minorities, women, employees with disabilities, and protected veterans to ensure all qualified employees and prospective employees are treated in a nondiscriminatory manner in all employment decisions: advertising, recruitment, hiring, compensation, promotion, demotion, selection for training, transfer, and termination. Our September 2020 AAP Report provides employee data for the period October 1, 2018, through September 30, 2019, and covers 477 full-time employees, including 147 minorities (30.82%), 312 women (65.41%), and one individual with a known disability (< 1%). Of CSM's 55 departments, 35 include minorities (63.64%), 54 include women (98.18%), and one includes an individual with a known disability (1.81%).

Our annual audit compared:

- The representation of minorities and women in all job groups with their representation among those identified, in an availability analysis, as available internally and externally for employment in the job group. Where actual representation was less than the calculated availability, we determined whether the difference was greater than reasonably expected.
- Our utilization of individuals with known disabilities with the utilization goal identified by Office of Federal Contract Compliance Programs (OFCCP) in effect at the start of this AAP year (7%).

- The representation of protected veterans to our hiring benchmark, in accordance with the national percentage of veterans in the civilian labor force as published on the OFCCP website. Our benchmark in FY '20 was 5.9 percent.²

1. Minorities and Women

An analysis of CSM's workforce job group composition revealed that in the majority of the workforce, employment levels of women and minorities are representative of our recruiting population. In only one area, Financial Operations, was there a statistically significant difference between incumbency and estimated availability. When the percentage of minorities or women employed in a particular job group is less than would reasonably be expected given their availability percentage in that job group, CSM has established an annual percentage placement goal at least equal to the availability figure derived for women or minorities, as appropriate, for that job group.³

The college deploys outreach efforts to rectify areas of underutilization. For example, we have expanded our recruitment resources list to include more sources targeted to specific racial, ethnic, and gender groups. We continue to advertise in publications and on websites such as *Diverse Issues in Higher Education*, the National Association of Hispanic Nurses, and the National Black Nurses Association. We send notices of vacant positions to local organizations and community agencies known to specialize in placing or developing training programs for protected individuals. When appropriate, we invite community service and other outreach partners to tour offices and discuss the college, job recruitment needs, selection process, and other details related to recruitment and placement. When the college recruits at colleges and universities, we incorporate efforts to reach underrepresented students.

Human Resources and the Executive Director of Equity and Inclusive Diversity work closely with search committee chairs to ensure diverse pools of candidates and finalists for employment,

² In all employment decisions, the college makes selections in a nondiscriminatory manner. The purpose of establishing hiring benchmarks is to provide a quantifiable method by which to measure progress toward achieving equal employment opportunity for protected veterans. Hiring benchmarks are not quotas that must be met, nor are they a ceiling or a floor for the employment of particular groups. They do not provide a justification to extend a preference to any individual, select an individual, or adversely affect an individual's employment status, on the basis of that individual's sex, gender identity, sexual orientation, race, color, religious creed, national origin, physical or mental disability, protected veteran status, or any other characteristic protected by law. Hiring benchmarks do not create set-asides for specific groups, nor are they intended to achieve proportional representation or equal results. They are not used to supersede merit selection principles, nor do they require the college to hire a person who lacks qualifications to perform the job successfully or hire a less qualified person in preference to a more qualified one.

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and oversee hiring decisions to ensure fairness, equity, and commitment to the College's mission and values, including diversity, equity, and inclusion.

With respect to hiring, compensation, promotion, and termination, third-party analyses indicate that CSM's processes are conducted and decisions made in a non-discriminatory manner. There were 39 new employees hired during the AAP data period, including 17 minorities (44%) and 18 women (46%). Of the 25 employees promoted during the AAP data period, seven were minorities (28%) and 18 were women (72%). Of 24 employees terminated, 9 were minorities (37.5%) and 14 were women (58.33%).

2. Individuals with Disabilities

CSM reviews employment practices annually to determine whether our personnel programs are designed to effectively recruit and advance in employment qualified individuals with disabilities. While third-party analysis revealed no deficiencies in our current employment practices with respect to applicants and employees with disabilities, our utilization of individuals with known disabilities does fall below the utilization goal of 7% identified by Office of Federal Contract Compliance Programs. We therefore engage in outreach, positive recruitment, and external dissemination programs to augment our existing affirmative efforts and encourage applicants to self-identify to ensure employees receive reasonable accommodations when they need them, as well as to complete accurate comparative utilization analysis.

3. Veterans

CSM also reviews employment practices to determine whether our personnel programs are designed to recruit and advance veterans effectively. Although third-party analysis revealed no deficiencies in our current employment practices with respect to applicants and employees who are veterans, we did not achieve our hiring benchmark of 5.9% during the reporting period. We continue to augment our outreach strategies, which include identifying sending notices of vacant positions to local organizations and community agencies known to specialize in placing and developing training programs for veterans, such as the Department of Veterans Affairs regional office and veterans' employment representatives in regional job services offices.

III. Efforts to Promote Positive Interactions and Cultural Awareness

Increasing cultural awareness, strengthening cultural competency, and promoting equity-mindedness are College-wide endeavors at CSM, essential to the fulfillment of our mission.

A. Curricular and Co-Curricular Programs

1. Cultural and Global Awareness General Education Requirement: All CSM students must complete a 3-credit course designated as fulfilling the general education requirement in Cultural and Global Awareness. Courses in this category examine multicultural societies or peoples and help engender a richer understanding of the diverse life experiences of societal groups. Societal groups include but are not limited to race, class, gender, ethnicity, language,

and religion. Students gain increased understanding of cultures while learning to communicate effectively across cultural differences.

2. Equity and Inclusive Diversity Office Programs (Re-established in January 2020):
 - Re-Collections: “African-American Encounters with the ‘Undemocratic’” (Black History celebration with the Southern Maryland Studies Center) – February 2020
 - Re-Collections: “To Revive and Flourish” (Irish-American Heritage celebration with the Southern Maryland Studies Center) – March 2020, cancelled due to COVID-19
 - Re-Collections: “Women’s Work in Southern Maryland” (Women’s History celebration with the Southern Maryland Studies Center) – March 2020, cancelled due to COVID-19
 - How Racial Injustice Affects Us All (with Student Life and Athletics) – June 2020

3. Student Life and Athletics Programs:
 - Celebrate Hispanic Heritage Month – October 2019
 - National Coming Out Day – October 11
 - Native American Heritage Celebration – November 2019
 - Student Government Association Annual Holiday Party Displays Celebrating Diverse Holiday Traditions – December 2019
 - Student Government Association Bus Trip to the National Museum of African American History and Culture (NMAAHC) and the Dr. Martin Luther King, Jr. Memorial in Washington, DC – February 2020
 - Around the World in 90 Minutes – March 2020
 - Irish-American Heritage Celebration – March 2020

B. Professional Learning and Programs for Faculty and Staff

1. Organizational Development and Learning Institute (ODLI): ODLI supports employee excellence, makes organizational and professional effectiveness a priority, and promotes a culture of collaboration and learning. Diversity, equity, and inclusion courses offered in FY ’20 include:
 - Title IX: Mosaic - Prevent Sexual Violence Together ****Required Annually****
 - Work Place Harassment Fundamentals
 - ADA Quick Tips for Faculty
 - Recognize & Manage Student Mental Health
 - Managing Personality Disorders in the Classroom
 - Lunch & Learns: HR-to-You Sessions
 - Choosing Civility

- Cultural Competency Basics
 - American Disabilities Act (ADA)
 - Title VII of the Civil Rights Act of 1964
 - Sexual Harassment
 - Title VII, Title IX, ADEA
 - Family Medical Leave Act (FMLA)
2. Faculty Diversity Institute: A faculty committee hosts two day-long seminars for faculty each academic year, in January and in May. The seminars center upon two texts related to cultivating inclusive classrooms and increasing understanding of diversity on campus. In January 2020, the group discussed Ibram X. Kendi's *How to Be an Anti-Racist*.
 3. New Faculty First Year Seminar Program: The Division of Academic Affairs welcomes new full-time faculty to CSM by offering a year-long seminar program addressing issues of pedagogy and facilitated by faculty colleagues. New faculty are paired with faculty mentors who are in disciplines outside their own division. Topics this year included "Diversity and the College Experience."
 4. Global Initiatives Committee: The Global Initiative Committee provides leadership and coordination in the college's efforts to create a global education program that is community based. Each year the committee sponsors events to celebrate International Education Week, an "Earth Day Celebration and Excursion," and other events.

IV. Strategy Most Successful in Increasing Faculty and Staff Diversity

CSM's search committee training has been the single most effective strategy for increasing faculty and staff diversity. Two dedicated Human Resources professionals and the Executive Director of Equity and Inclusive Diversity work closely and strategically with hiring managers and search committees to ensure diverse pools of candidates and finalists and to ensure fairness, equity, and commitment to the College's mission and values.

CSM adopted a new online application system in FY '20: NEOGOV. Human Resources staff conducted multiple one-on-one trainings last year with hiring managers to teach them how to access and utilize this new system. All application and tracking forms are now automated in NEOGOV, providing easy access to documents, filters, and analytics for hiring managers and search committee members.

Human Resources also offers training modules on equitable hiring processes. Hiring managers and search committees learn how to work with HR to craft job postings that attract quality diverse candidates. They also learn techniques for optimizing the interview process, including designing appropriate interview questions and equitable on-campus experiences.

Our MHEC Performance Accountability Report data documents CSM's growth in percentages of full-time minority faculty and staff:

	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Percent minorities (non-white) of full-time faculty	23.5%	24.0%	25.4%	25.6%
Percent minorities (non-white) of full-time administrative and professional staff	27.8%	28.4%	32.9%	31.5%

V. Process for Reporting Hate-Based Crimes

Hate-based incidents are reported to CSM's Public Safety and Preparedness Department and assessed immediately to determine whether or not Timely Warnings or emergency notifications must be issued. All incidents involving students are also reported to the Student Conduct Officer and the Executive Director of Equity and Inclusion. Those involving employees are reported to Human Resources and the Executive Director of Equity and Inclusion. When hate-based incidents are crimes, they are reported to local law enforcement agencies.

Anyone may contact the Public Safety and Preparedness Department on CSM's three main campuses, by phone or in-person, to report incidents of concern. Callers may remain anonymous. Anonymous incidents may also be reported using the college student safety app, NowForce.

Hate-based crimes are formally investigated when reports are made and are conducted in conjunction with police investigations. CSM imposes sanctions for hate-based crimes, which violate CSM's policies and standards of conduct.

The Public Safety and Preparedness Department prepares CSM's Annual Security Report to comply with the Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act, using information maintained by Public Safety, information provided by other college offices such as Student Conduct and Campus Security Authorities, and information provided by local law enforcement agencies surrounding each of the campuses. The report provides statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned, leased, or controlled by CSM. It also includes institutional policies concerning campus security, such as policies regarding sexual assault, alcohol and other drugs.

A daily crime log is maintained and posted in the Public Safety and Preparedness offices of all CSM campuses. Resulting statistics are published in the Annual Campus Security Report. The College distributes a notice of availability of this Annual Security Report by October 1st of each year to every member of the college community. Anyone, including prospective students and employees, may obtain a paper copy of this report by contacting the Public Safety and Preparedness Department at 301-934-7888, by visiting <http://ready.csmd.edu/>, or by visiting the CSM main website at <http://www.csmd.edu/>.