

Social Equity in the Academy:
State Policy and Diversity in Higher Education

Warren Errol Haynes

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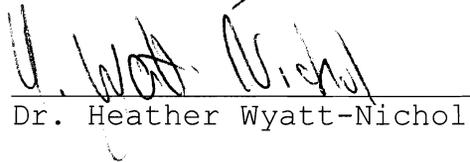
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Submitted to
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by

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ABSTRACT

Social Equity in the Academy: State Policy and Diversity in Higher Education

Warren Errol Haynes

This study examines the implementation of Senate Bill (SB) 438 and House Bill (HB) 905, Institutions of Higher Education - Plans for Programs of Cultural Diversity in its first and earliest stages. The central research question guiding this study is: How does policy implementation theory illuminate the challenges of managing the implementation of new higher education social equity and diversity mandates in Maryland? Employing a qualitative research approach, this study gave voice to the participants and revealed that the implementation of unfunded social equity and diversity mandates in times of severe economic stress requires varied policy implementation approaches. The implementation mode utilized by each participant depended upon the institutional culture, resources, structure and demographics.

Recommendations are offered for practitioners, scholars, and legislators and for further research possibilities. Given that there are multiple factors that affect policy implementation and acknowledging that these vary across college and university type, the recommendations put forth should be considered for their appropriateness on an individual basis.

ABBREVIATIONS

AO - Affinity/Advocacy Organization

HB - House Bill

HBCU - Historically Black College and University

HBI - Historically Black Institution

HE - Higher Education Institution

L - Legislator

LBGT - Lesbian Gay Transgender

MACC - Maryland Association of Community Colleges

MICUA - Maryland Independent College and University
Association

PWI - Predominately White Institution

SA - State Agency

SB - Senate Bill

TWI - Traditionally White Institution

USM - University System of Maryland

DEFINITIONS

Social Equity: - 1) The fair, just, and equitable management of all institutions serving the public directly or by contract, and the fair and equitable distribution of public services, and *implementation* of public policy, and the commitment to promote fairness, justice, and equity in the formation of public policy (National Academy of Public Administration, Standing Panel on Social Equity, 2000). 2) The fourth pillar of public administration, along with economy, efficiency and effectiveness (National Academy of Public Administration, Strategic Plan, 2005).

Diversity: - 1) Differing cultures, languages, ethnicities, races, sexual orientations, religious sects, abilities, classes, ages, and national origins of individuals in an institution, workplace or community (The Diversity Dictionary, 1996) and (Rice, 2010 p. 96). 2) A compelling state interest (Shafritz, 2004 p. 95). 3_a) Primary dimension- Those immutable human differences that are inborn and/or exert an important impact on our early socialization and ongoing impact on our lives 3_b) Secondary dimension - Characteristics that we can change. These include educational background, geographic location, income, marital status, military experiences, religious beliefs and work experience (Loden and Rosener, 1991, p. 18)

Implementation: - The process of putting a government program into effect; it is the total process of translating a legal mandate, whether an executive order, or an enacted statute, into appropriate program directives and structures that provide services or create goods. *Implementation*, the doing part is an inherently political process. Architects often say that "God is in the details." So is *implementation*. Its essence is in the details. A law is passed, but the process of putting it into effect requires

countless small decisions that necessarily alter it but seldom intentionally distort it. However, substantial FRICTION can occur. *Implementation* is political in a very fundamental sense in that the resulting activities shape who gets what, when, and how from government (Shafritz, 2004 p. 151).

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CHAPTER 1: INTRODUCTION

When we look at the solutions that innumerable commissions have proposed, we realize that they do not quite mean "equity" and that they have seldom asked for "equity". What they mean, what they prescribe, is something that resembles equity but never reaches it: something close enough to equity to silence the criticism by approximating justice, but far enough from equity to guarantee the benefits enjoyed by privilege. The differences are justified by telling us that equity must always be "approximate" and cannot possibly be perfect. But the imperfection falls in almost every case to the advantage of the privileged.

-Jonathan Kozol

This chapter provides an introduction to the study. Chapter Two provides a review of the literature relevant to this study. In Chapter Three the details of the qualitative methodology for this study are discussed. Chapter Four presents the findings and Chapter Five offers a conclusion, and five recommendations.

In select realms, postsecondary education has become a highly diverse enterprise (Hurtado, Milem, Clayton, Pedersen and Allen, 1998). According to Jones (2010), diversity is a significant component of higher education's continuing response to its two greatest adversaries: ignorance and barriers to access. While the challenge of diversity still remains, the [American] workforce is

changing demographically and there is a need for organizations to address these changes (Mathews, 1998). Although, colleges and universities in the United States have significantly changed in demography, cultural and international diversity in the last century, in others spheres of the academy diversity is scarce and the state of affairs warrant an increased representative bureaucracy¹. Few would deny that members of less privileged social structure groups are under-represented in most contemporary democracies (Young, 2002). For example, in the Chronicle of Higher Education's Almanac Issue 2010-11, data suggests that white males make up 85.7% of the nation's full professors and 83.5% of the Executive, administrative and managerial level employees in American college and university settings (Miller, 2010). In addition, Fain (2010) states that diversity remains fleeting on College's Governing Boards and that College trustees remain overwhelmingly white, male, and over 50. A 2010 report from the Association of Governing Boards of Universities and Colleges suggests that women and minorities have gained little ground in the six years since the association's last

¹This phrase, originated by J. Donald Kingsley in Representative Bureaucracy (1944), asserts that all social groups have a right to participate in and thereby add value to their governing institutions. In recent years, the concept has developed a normative overlay-that all social groups should occupy bureaucratic positions in direct proportion to their numbers in the general population (Shafritz, 2004).

survey. White males account for 74.3 percent of the trustee spots at public institutions and 87.5 percent at private institutions, compared with 77.7 percent and 88.1 percent, respectively, in 2004 (Association of Governing boards of University and Colleges, 2010).

According to the National Center for Educational Statistics (2009), there were 520,202 international students pursuing postsecondary education in the United States in the 2007-08 academic year. The American Council on Education notes that between 1993 and 2003, college enrollment of African American, Native American, and Hispanic students rose by 42.7, 38.7 and 68.8 percent respectively (Borden and Brown, 2003). Data from the United States Department of Education (2009) shows that in Fall 2007, minorities made up approximately 17 percent of U.S. faculty. Of that population, seven percent of the faculty were Black, 6 percent were Asian/Pacific, 4 percent Hispanic, and 1 percent were American Indian/Alaska Native. About four-fifths of the faculty was White, with 43 percent being White males and 36 percent being White females. The American Association of University Professors reported that, in school year 2005-2006, women accounted for 39 percent of full-time faculty while men accounted for 61

percent (West and Curtis, 2006). In other realms of the academy, minorities made up roughly 18 percent of executive, administrative, and management staff in 2007 and about 33 percent nonprofessional staff. The proportion of minority staff at public 4-year colleges was (23 percent), private 4-year colleges (22 percent), and public 2-year colleges (22 percent) were similar, with the proportion at private 2-year colleges (27 percent) being slightly higher (National Center for Educational Statistics, 2009). The data suggests that individuals from diverse social class structures (Oldfield, 2010), people of color, women, lesbians, gays, bisexuals, transgender (Johnson, 2008), and people with disabilities, international students, staff and faculty among others are participating in the country's society in more extensive and varied ways (Sedlacek and Duffy, 2008). As an increasingly diverse world and society is producing more diversity in higher education, campuses must not only reflect this diversity on college/university websites, brochures, campus visits and marketing campaigns but should creatively address diversity in university admission, staff recruitment and retention, curricular (Wyatt-Nichol and Antwi-Boasiako, 2008), and extracurricular policies and activities.

Historically, at both the state and the national levels of government, legislation and litigation have been the principal vehicles diverse populations and their allies have employed to aid in the promotion of diversity, equity, and inclusion. For example, The Coalition for Equity and Excellence in Maryland Higher Education, Inc. has filed a complaint in the U.S. District Court of Maryland alleging that the State of Maryland throughout its history and up to the present day, has maintained a racially segregated system of higher education and has systematically and purposefully engaged in a pattern and practice of racial discrimination that has prevented Historically Black Colleges and Universities (HBCU's) from achieving parity with their Traditionally White (TWI) institution counterparts (Civil No. MJG-06-2273). In *Diversity and Public Administration: Theory, Issues and Perspectives* 2nd Edition, Rivera and Ward (2010, p. 81) pose the following question: Is institutional racism a forgotten factor in public administration? The authors go on to note that the subject of racism itself is seldom addressed in public administration research. Subsequently, public policy and government administration are challenged to address both the conflict and creative potentials of cultural diversity, given the increasingly high social and economic value

placed on higher education as the pathway to social, economic and global progress and success for Americans. For example, In the January 27, 2010 State of the Union Address, President Obama said "In the 21st century, the best anti-poverty program around is a world-class education" (Obama, 2010). Alternatively, Oldfield (2010) suggests that formal education also has a role in perpetuating socioeconomic inequalities. Hinton (2010) notes that higher education in the United States was transported from Europe and was a system that served to control which social classes had access to knowledge and the opportunity to contribute to the generation of knowledge. The author also states that many institutions seek diversity out of a sense of duty, compliance, or guilt and that historically; higher education is securely grounded in granting limited and exclusive access to the system.

Although the federal government has long had a role in funding higher education, authority for operating the nation's postsecondary institutions primarily rests with state government. The United States Constitution prescribes no direct role for the federal government in higher education (Shaw and Heller, 2007). By virtue of the tenth

amendment, which states, "*The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people,*" authority over all levels of education are delegated to the states as an implied power (U.S. Government Printing Office, 2006). The U.S. Constitution substantially leaves to the State the responsibility for education from pre-K thru post-doctoral levels. Consequently, the centrality of the State on the issue of social equity and higher education is an essential focal point for the analysis of diversity-oriented policy debate and strategy. Indeed, historically, states have been the principal battlegrounds for monumental diversity conflicts. In Maryland, the case of *Raymond A. Pearson v. Donald G. Murray* in 1936 (169 MD., 478) would presage monumental Supreme Court cases such as *McLaurin v. Oklahoma State Regents* in 1950 (339 U.S., 637) and *Sweatt v. Painter* in Texas (339 U.S., 629) all arose at the state level. In each instance the compatibility of state and federal constitutional issues in addressing 14th amendment rights was paramount.

In addition, the theoretical and conceptual significance of social equity as both an ethical principle and a policy

goal in the public sector is of great policy and administrative consequence. Given the respective roles of the legislative, executive and judicial branches of government in federal and state government, each has made an occasional but profound contribution to the evolution of diversity and social equity policies. Congress has enacted civil rights, voting rights, equal pay mandates and ADA policies. Presidents and Governors have issued executive orders or pursued key administrative initiatives for diversity. Courts have occasionally issued opinions that have applied constitutional principles to conflicts over social equity.

The state legislature in Maryland, known as the General Assembly, is the principal institution for the enactment of state policy mandates. Because Maryland is a strong-Governor state, the Governor has the major role in the formulation of the state budget. However, the General Assembly has oversight responsibility for all state administrative agencies. In 2008, a more recent example of the key role of the Maryland General Assembly was reflected

in the enactment of Senate Bill (SB) 438 and House Bill (HB) 905². <http://mlis.state.md.us/2008rs/billfile/SB0438.htm>.

Senate Bill 438 and House Bill 905: A Synopsis

Background

The introduction of Senate Bill 438 and House Bill 905 were prompted by two campus incidents. The first incident occurred at Johns Hopkins University located in Baltimore, Maryland. The second incident occurred at the University of Maryland - College Park (UMCP) located in Prince Georges County, Maryland.

Johns Hopkins University

On Saturday October 28, 2006, Sigma Chi Fraternity at the Johns Hopkins University advertised and sponsored a "Halloween in the Hood" party which encouraged guests to wear what the sponsors described as "regional clothing from our locale" with jewelry including "bling bling ice ice, grills and hoochie hops". Among its decorations outside of the party site was a plastic skeleton dressed in pirate

²The formal statutory name and reference number for Senate Bill 438 and House Bill 905 is: Education Article, Annotated Code of Maryland, § 11-406.

garb hanging from a rope noose. Many in the campus community deemed the event offensive. The following Monday, members of the Black Student Union protested, saying the appearance of the image and the language on the invitation highlighted racial tensions at Hopkins and strained relations between the university and the surrounding community (Redden, 2006). As a result, the President of Johns Hopkins University (William R. Brody - past president) announced a number of new initiatives to address tolerance, including the adoption of a set of principles on equity, civility and respect detailing expectations for treatment of students, faculty and staff and the establishment of a university-wide commission to make recommendations for the implementation of the principles. Other initiatives included increased diversity training for students and employees and the development of new courses and workshops to increase students' exposure to historical and contemporary understandings of racism (Johns Hopkins University, 2006).

University of Maryland - College Park

On Friday, September 7, 2007, the Department of Public Safety at the University of Maryland-College Park reported an alleged hate crime incident of a noose hanging from a

tree outside of the Nyumburu Cultural Center which houses the Black Student Union. The incident sparked campus-wide conversation about the atmosphere on the campus. Brandon Richardson a cabinet member of the Black Student Union (during that era) stated "There is a history of racism at the university, but it never went this far" Thereafter, University President C.D. Mote, Jr. (past president) sent out an email apologizing to the students and talked about how lynching was a dark past in American history (Cranmore, 2008). Dr. Bonnie Thorton Dill, professor and chair of the Women's Studies Department at the University of Maryland noted that students do talk about incidents that they experience in classrooms, in the dorms, and on the campus that may be subtle forms of what people might call every day racism as well as less subtle forms of every day racism. Dr. Ron Walters, professor emeritus of Government and Politics at the University of Maryland stated that the noose was an instrument that symbolized lynching which historically was used to intimidate and oppress persons of color (National Public Radio, 2007). As a result of the events described above, Senate Bill 438 was introduced by members of the Maryland General Assembly and cross filed with House Bill 905.

Institutions of Higher Education -
Plans for Programs of Cultural Diversity

Senate Bill 438 and House Bill 905 address cultural diversity programs in Maryland higher education institutions. The bills require both public and non-public institutions of higher education to report to the Maryland Higher Education Commission³ (MHEC) regarding their plans to promote and enhance cultural diversity and require that MHEC, in turn, submit a statewide report to the General Assembly annually (Attorney General of Maryland - Office of Counsel to the General Assembly, 2008).

The legislation requires that a plan be developed by each institution of higher education to enhance cultural diversity programming and sensitivity through the instruction and training of students, faculty, and staff. In addition, the plan must include *implementation*

³As written, SB 438 will require a nonpublic institution of higher education eligible for State Aid under §17-103 of the Education Article to submit a report on the institution's programs to promote and enhance cultural diversity on its campus. Each public institution of higher education shall develop and implement a plan for a program of cultural diversity. If a plan already exists, the institution shall develop and implement a plan for improving the program. Nonpublic institutions shall submit their plan to the Maryland Higher Education Commission through the Maryland Independent College and University Association and public institutions of higher education will submit their plan to the Maryland Higher Education Commission through their respective governing board (Maryland Higher Education Commission, 2008).

strategies and timetables for meeting goals and a summary of the resources needed "to effectively recruit and retain a culturally diverse student body (Department of Legislative Services - Maryland General Assembly, 2008). The bills were passed on the third reading by the Senate and House on March 30, 2008 and approved by the Governor on May 22, 2008. Senate Bill 438 and House Bill 905 took effect on July 1, 2008.

Statement of the Problem

Given the enactment of these statutes, the question is how their unfunded mandates will be effectively implemented by the Maryland Higher Education Commission (MHEC) and the culturally diverse two-year community colleges, four-year public (Historically Black and Traditionally White) and four-year independent private institutions of higher education in the State of Maryland.

An extensive body of literature on policy implementation has developed since the publication of Pressman and Wildavsky's Implementation in 1973. Much of the work is concentrated in the realm of public services such as health care, the criminal justice system, and K-12 education.

Implementation research in higher education remains largely disconnected from this literature (Shaw and Heller, 2007). As Gornitzka, Kyvik, and Stensaker (2002) point out, policy implementation in the arena of higher education merits substantial attention. Policies emerging at both the state and federal level have a direct impact on this country's colleges and universities, and yet we know little about how such policies are diffused across states and implemented by the institutions falling under their mandates.

The Research Question Guiding This Study

To shed light on the dynamics of implementing policy in such a controversial and complex policy area such as social equity, the research question to be addressed in this study is: How does policy implementation theory illuminate the challenges of managing the implementation of new higher education social equity and diversity mandates⁴ in Maryland?

⁴As instruments of the state, social policies are predicated on the assumption that the government can remedy perceived problems. Government representatives craft policies in keeping with the state's corrective role, refashioning approaches to provide what policy makers consider the most effective and efficient processes toward intended policy goals (Stein, 2004).

Purpose of the Study

There are many states that continually struggle with the issue of cultural diversity, equity, and inclusion. In a mathematical sense, diversity can be viewed as Addition and Multiplication rather than Subtraction and Division (Henderson, n.d.). "Educational institutions are the microcosms of culture and the society that supports them" (Utah Valley State College, 2009). Diversity is not an add on, but really is core to the academic mission of institutions that thrive on having diverse points of view, divergent backgrounds, and different ethnic heritages coming together. Progress needs to be made in this area (Pelton, 2010). The purpose of this research project will be to examine first stage implementation in the execution of Senate Bill (SB) 438 and House Bill (HB) 905 in the State of Maryland. This dissertation will offer a critical examination of how one system sought to implement a state policy in the earlier stages of implementation and how that policy has had significant implications for both the effective long-term actualization of the policy and the efficacy of the policy system as a whole.

Significance of the Study

Implementation, the doing part of public administration is an inherently political process (Shafritz, 2004). The significance of this study is two-fold. First, this study seeks to contribute to the policy implementation literature and education policy debate(s) currently taking place regarding cultural diversity in postsecondary institutions. Second, this study can be utilized by policymakers, scholars and practitioners to examine the capacity of American colleges and universities to implement policy-driven diversity programs that are mandated by the State, particularly under current conditions of severe economic and fiscal constraints.

Limitations

Policy implementation is a dynamic and interactive process. It centers on bargaining among competing interests. States differ greatly in their organizational capacities. A state's own ability to effectuate preferences occurs unevenly across the country, and this variation can help account for differences in implementation (Googin, Bowman, Lester, and O'Toole, 1990 p. 119). This research study was

confined to the State of Maryland. The purposeful and selective nature of the qualitative design reduces the possibility of being able to effectively generalize the findings of this study to other states or to any discernable national trends. The single State scope limits the ability of the study to be replicated, consequently decreasing the external validity of the study. While generalization might not be achievable, extrapolation or transferability of the findings from one specific case to another is possible (Lincoln and Guba, 1985). The case study methodology will attempt to overcome this limitation by providing a complete description of the case and drawing conclusions from within its richly textured context and boundaries. The results and conclusions must be weighed within context in order to draw out meaningful extrapolations to other case situations.

CHAPTER 2: LITERATURE REVIEW

Viewing a topic through a narrow lens, or excluding it, limits how problems are defined and the range of possible options students, faculty and practitioners might consider under the social equity rubric.

-Kenneth Oldfield

This study examines how policy implementation theory illuminates the challenges of managing the implementation of new higher education social equity and diversity mandates in Maryland particularly in the first or early stages of implementation. To guide this study, a conceptual framework is developed from a synthesis of diversity literature, social equity theory, policy implementation theory, and case study methodology literature.

The literature review was conducted by consulting relevant peer-reviewed and academic journals, books, dissertations and other documents. In this dissertation, the review of the literature is divided into *four* sections: (1) Policy-Driven Diversity (2) Social Equity (3) Implementation and (4) Case Study Methodology.

SECTION I

Policy-Driven Diversity

Since the Civil Rights Act of 1964, many legal requirements have been established to ensure equal employment opportunities for all of the members of society, leading to unprecedentedly high diversity or heterogeneity demographic characteristics of the American workforce. One of the hotly debated legal remedies to racism and discrimination in higher education (as well as in all of American society) has been Affirmative Action legislation (Robinson, 1997). To some, the irony here is that diversity has always been the ultimate goal of affirmative action. According to Riccucci (2002), diversity evolved from equal employment opportunity (EEO) and affirmative action [and] the topic of diversity has been at the top of public policy analysts' and public administrators' agendas for several years. In the Harvard Business Review, Roosevelt Thomas (1990) posed the question: If Diversity is what makes America different then why don't we turn it to our advantage?

In these times of political polarization and economic uncertainty, it is convenient to make diversity a

scapegoat, to render it passé, and to state that universities and their students have moved on to the next "fad". Jones (2010) states that diversity professionals wish it were true that the dream has been achieved and that it is time to change the ideological window display. The reality is that we are far away from equity in the American Academy. Today, affirmative action programs are increasingly being challenged in institutions of higher education. Efforts in California (Proposition 209) to reverse Affirmative Action legislation is one such example. Reverse discrimination is now being cited as a side effect of these antidiscrimination efforts. There are, nonetheless, large camps of supporters on both sides of the affirmative action argument which will likely continue into the unforeseen future. In *Grutter v. Bollinger*, 539 U.S. (2003), and *Gratz v. Bollinger* 539 U.S. (2003), the United States Supreme Court handed down two landmark decisions that ruled in favor of affirmative action and diversity. This ruling in part permitted the use of race as a compelling State interest in diversifying America's colleges and universities (Cowan, 2006).

Numerous misconceptions about affirmative action in higher education may also contribute to the current flurry of

actions to abolish policies to correct the underrepresentation of diverse populations in higher education. According to Milem (2000), a number of myths about affirmative action are responsible for the underrepresentation of diverse populations in colleges and universities. Smith (2000) urges higher education institutions to get beyond the myth, and adopt new strategies if they are truly serious about significantly increasing the numbers in postsecondary institutions.

When one thinks of affirming diversity, concepts such as equal employment opportunity (EEO) and affirmative action arise. Although diversity has evolved from these concepts, it is significantly different. Equal educational opportunity in higher education and equal employment opportunity are inextricably intertwined. Historically, college educated underrepresented and minority populations rarely received the employment status and compensation commensurate with equally educated whites. But, without higher education, underrepresented and minority populations most certainly would not have fared as well as they have compared to underrepresented and minority populations with a high school education or less. Wise (1990), states that a key question in assessing equity within government is the

extent to which leadership positions are equally distributed among members of different groups.

Diversity, Higher Education and the Workforce

For about a decade, Dickinson State University located in southwestern North Dakota has been trolling globally to boost enrollment, and the number of international students has helped Dickinson State set an enrollment record. But some Dickinson State students say the record hasn't come easy, and complain about diversity overload

([http://www.diverseeducation.com/artman/publish/printer 10869.shtml](http://www.diverseeducation.com/artman/publish/printer_10869.shtml)). Dickinson President Lee Vickers (now retired) said that the institution wouldn't be doing its job if it didn't prepare students for a global workforce. "Our goal is to bring the world to North Dakota," Vickers said. "As you diversify a campus, it means change, and change is more difficult for some than others."

For more than three decades, many of America's colleges and universities have made determined efforts to create racially diverse campuses (Kezar and Eckel, 2005). For higher education leadership, diversity is not a choice: it is a practical imperative. With the changing demographics of student populations and the emergence by 2060 of a

"minority majority" country, faculty and staff on university and college campuses must reflect the increasingly diverse nature of the United States population; homogeneity is not an alternative (Evans and Chun, 2007).

According to a 2003 report issued by the U.S. Equal Opportunity Commission, non-whites occupy just 13.8 percent of top managerial and supervisory policy-making positions in the U.S. federal government. Increasing diversity among the public service workforce is an essential ingredient for a properly functioning government (Forde, 2008). Efforts have been made in the Federal Government to address a changing workforce. Naff and Kellough (2001), stated that the increased entry of minorities and women into the American labor force in the 1980s and 1990s signaled a need for employers to change management practices and workplace norms that had been developed when the workforce in general, and upper management in particular, were dominated by white men. It was argued that organizations should take steps to ensure that their work environments were open to people from diverse backgrounds so that they would be able to attract and retain capable employees.

As stated by the United States Census Bureau (2000), Hispanics are officially the largest minority group in the United States followed by African Americans. There are also increasing numbers of individuals from other nationalities who represent a mosaic of colors, languages, cultural values, and ethnic traditions. This situation will pose tremendous challenges that require the creation of a diverse and more efficient public service workforce (Rice, 2005). Naff and Kellough (2001) note that little has been written about the nature and scope of [government] agencies' diversity programs but that efforts to implement these kinds of organizational changes eventually became known as "diversity management" programs or initiatives.

Some of the challenges that changing demographics will pose are discussed in the *Workforce 2020* report published by the Hudson Institute. The report indicates that there will be major changes in the workforce. For example, 84 percent of new entrants into the workforce will be women and men of color, white women, and foreign nationals (Judy and D'Amico, 1999). These demographic changes suggest that public sector organizations must be prepared to develop more inclusive work cultures that have a better understanding of the many ways people are different from

one another and/or the organizations' traditional employees. Jensen and Katz (1996) note that attention is also required for other diversity factors such as the college one attended, varied communication and management styles, and problem-solving approaches. These trends and others make managing diversity a critical competency for today's organizations (Shafritz, Ott, and Jang, 2005).

SECTION II

Social Equity

There is still on-going debate on how best to operationalize social equity. Oldfield, Chandler, and Johnson (2006), suggest that it is time to assess academic public administration's social equity performance to verify that the field's efforts remain relevant. According to John Rawls (1971), a society should be judged by the welfare of those who are at the bottom. Surveying the Rawlsian criterion, Gupta (2011, p. 108) denotes that fairness should be determined by the absolute level of well-being of the community's least fortunate ones. Commenting on John Rawls' A Theory of Justice, Svava and Brunet (204, p.101), state that to achieve fairness, the first principle is that each person is guaranteed equal basic liberties consistent

with an extensive system of liberty for all. The second principle, the difference principle, requires social and economic inequalities to be managed so that they are of greatest benefit to the least advantaged. Unequal treatment should be intended to promote a fairer distribution of resources in society by benefiting those who are disadvantaged most. In *The Idea of Justice* Amartya Sen (2009) advances a theory of justice by absorbing divergent points of view on the subject. Oldfield (2003, p. 446) notes that the U.S. public administration academic discipline "has taken a narrow view of which groups are disadvantaged. Gooden (2008), states that the national promotion of social equity is the cornerstone of living in a democratic society.

Growing out of the New Public Administration movement of the late 1960s, social equity has been an enduring and significant theme in public administration. H. George Frederickson, one of the most prominent social equity scholars - indeed, perhaps one its major architects⁵ in the field - referred to social equity as the "third pillar" of public administration (Frederickson, 2010). In defining

⁵ See also, Frank Marini, Ed., *Toward a New Public Administration: The Minnowbrook Perspective*, 1971 and Dwight Waldo, Ed., *Public Administration in a Time of Turbulence*, 1971. In addition, see also the essay by Phillip J. Rutledge on Social Equity as well as Paula McLain and Albert Karnings, *Urban Minority Public Administrators*, 1988.

social equity, Frederickson stated that "the procedures of representative democracy presently operate in a way that either fails or only gradually attempts to reverse systematic discrimination against disadvantaged populations. Social equity, then, includes activities designed to enhance the political power and economic well-being of minorities (Frederickson, 1971). Viewed collectively, social equity can thus be construed as the democratic constitutional values of fairness, justice, equal opportunity, and equality (Rosenbloom, 1977). It embodies a host of concepts, legal tools, and public policies, including, from the perspective of employment, equal employment opportunity, affirmative action, and diversity initiatives (Riccucci, 2009).

In a democracy, education is believed to be the great potential equalizer in achieving one's goals in life (Valverde, 2003). Throughout the years, federal and state agencies have struggled over the most appropriate way to address de facto systems of higher education. Although states have always maintained education as part of their responsibility, the federal government had assumed a good deal of responsibility for providing leadership for public

policy to promote equity in education (Hurtado, Milem, Pedersen, and Allen, 1999).

Assessing social equity in public higher education must take into account whether members of the varied racial, ethnic and other groups are equally distributed among upper-level policy making positions as well as in the colleges and universities in a given state. Although the American population is becoming more diverse, and colleges are seeking to enroll and hire faculty members from more varied backgrounds, senior leadership at most post-secondary institutions remain quite homogeneous (Guy and Newman, 2004). If the goal of social equity is to be legitimately pursued, then changes to organizational structure and culture are paramount because they will likely produce changes in the quality and direction of their policies.

Many jurisdictions are struggling with the issue of equity. The Standing Panel on Social Equity in Governance (National Academy of Public Administration, 2009) notes that, the public administrator has a major responsibility to infuse social equity in all that she or he does; if not for the enlightened individual administrator, equity may be shunted

aside and those who are served by its principles will suffer. They go on to say that, the investigative and management strategies available to the administrator who is interested in assuring equity are many:

- Procedural Fairness - under which due process, equal protection, hiring, promotion, awarding of contracts are all guaranteed.
- Distributional Equity - which assures equal access, targeted intervention, and commitment of resources to achieve fair results.
- Process Equity - that guarantees consistency in the level of service delivery regardless of distributional criteria used, and
- Outcomes Disparities - that probe reasons why disparities may still exist as a result of policies and programs that may in fact meet all input criteria.

Over the years the phrase "social equality" has come to encompass the many complex issues associated with fairness, justice and equality in public administration (Frederickson, n.d.). The day-to-day practices of street-level public servants are all about the search for fairness, equity and justice. The inadequate and

inequitable opportunities offered today are among the greatest challenges facing America's schools and social institutions, and they pose a major threat to our democracy. The United States' efforts to rectify the blatant inadequacies and inequities that plague its educational system seem not to be succeeding at an acceptable pace (Belfield and Levin, 2007). Educational Excellence is undermined by discriminatory policies and practices, which rob society of opportunities to draw from the widest pool of talent available to pursue intellectual activities (Bowen, Kurzwell, and Tobin, 2005). As we go to Section III, given the social imperatives of social equity and diversity, the literature on policy implementation is essential.

SECTION III

Public Administration should be dedicated to the setting of fair and just policies in guiding their agencies and to the fair and just implementation of those policies.

-H. George Frederickson

Implementation

Implementation is a relatively young research field in public administration and public policy. Although the field of implementation research is barely 30+ years old, in over three generations of research (Goggin, 1986) implementation

has already been analyzed from many different perspectives representing varied (i.e. different) research strategies, evaluation standards, concepts, focal subject areas, and methodologies. Implementation under the best circumstances is extremely difficult (Pressman and Wildavsky, 1973 p. 13). According to Winters (2003), implementation has made an important contribution in terms of adding a public policy perspective to public administration, with a strong focus on how policies are transformed during the execution process till - and even after - the point of delivery. The study of implementation is valuable for our understanding of the complexities of policy implementation. Studies have revealed many important barriers for implementation as well as factors that may make success more likely.

Implementation research has become an established part of public policy research that focuses on different stages of the policy process, such as agenda-setting, policy formation, policy design, and evaluation (Parsons, 1995). Radin (2002) suggests that there are at least three elements involving implementation: (1) the diversity of predictable state responses to an initiative; (2) expectations about national commitment to some kind of action; and (3) the role to be played by the national

bureaucracy responsible for implementing the program. Edwards (1980) as cited by Naylor (2004) defines implementation as "the stage of policymaking between the establishment of a policy and the consequences of the policy for the people whom it affects". Bernhard (2003), states that when it comes to the implementation of public policy the "devil is in the details". Bardach (1977) notes that, conflicts in policy formation often continue in the subsequent implementation process.

Funded programs are not necessarily instruments of government control but opportunities to bargain (Ingram, 1977). In examining government aid at the local level, Pressman (1975), states that any government partner is dependent upon the actions of others to achieve its own objectives...Thus, the aid process takes the form of bargaining between partly cooperative, partly antagonistic, and mutually dependent sets of actors.

Agranoff and McGuire (2003), state that collaboration does not just happen. Like operating within the hierarchy, collaboration must be managed, albeit in a different way. O'Toole (1997) suggests that managing linkages with other organizations is qualitatively different from managing in a

single structure. Federal and state governments enable important local actions by setting policy contexts, providing important program resources, and regulating frameworks that condition local behavior. Such transactions give rise to multiple decision structures, implying additional multi-organizational arrangements (Pressman and Wildavsky, 1973).

SECTION IV

Implementation analyses have been dominated by case studies allowing the complex phenomena of implementation to be studied in detail and context. Several data sources are often applied.

- Robert Yin

Case Study Methodology

The United States General Accounting Office (1990), notes that "case study research is a method for learning about a complex instance, based on a comprehensive understanding of that instance obtained by extensive description and analysis of that instance taken as a whole and in its context." The examination of a single case provides a lens through which the examination and analysis of other cases can be compared and contrasted. Case studies do not need to have a minimum number of cases and the cases are always purposefully selected, not randomly selected. The

researcher is called upon to work with the situation that presents itself in each case. The general applicability results from the set of identifiable qualities of the case, the rigor with which the case is constructed, and procedures that satisfy methodological rigor. The requirements and inflexibility of experimental or quasi-experimental research makes case studies a viable alternative to traditional quantitative methods (Yin, 1994, 2002).

Robert Stake (1995) notes, that a case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. Stake also explains that "case study research is not sampling research. We do not study a case primarily to understand other cases. Our first obligation is to understand this one case". Yin (2003) states that one rationale for selecting a single case study rather than a multiple case study design is that the single case study is the representative or typical case. The lessons learned from these cases are assumed to be informative about the experiences of the average person or institution.

Criticism of the Case Study Methodology

Case study methodology has been criticized because of its unquantifiable nature. Nevertheless, it has been employed extensively in social science research in a variety of fields such as history, psychology, anthropology, education and public administration. It is also used as a teaching tool and is commonly taught in research methods (Yin, 1994). Glesne and Peshkin (1992) mentions that the case study does not readily lend itself to experimental designs in which reliability and validity are factors built into the constructs. However, trained qualitative researchers agree that case study methodology holds a different set of assumptions on such issues as reality and primacy of method. Another criticism of case study methodology is that its dependence on a single case renders it incapable of providing a general conclusion.

Qualitative vs. Quantitative

Robert Stake (1995), an expert on case study methodology distinguishes case study research from quantitative research by identifying three major differences between the two fields of research: (1) "the distinction between explanation and understanding as the purpose of inquiry; (2) the distinction between a personal and impersonal role

for the researcher, and (3) a distinction between knowledge discovered and knowledge constructed". He also suggests that in case studies the researcher explores in depth a program, an event, an activity, a process, of one or more individuals. The cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time.

Creswell (2003), contours that the procedures that are used in qualitative studies "rely on text and image data, have unique steps in data analysis, and draw on diverse strategies of inquiry". Boisjoly and DeMichiell (1995) states that the sole use of quantitative techniques can dim important information or impede its emergence. Sanders (1981) shares that "case studies help us to understand processes of events, projects, and programs and to discover contextual characteristics that will shed light on an issue or object".

Summary

The literature clearly indicates that the growing demographic changes in ethnic and cultural diversity within U.S. public institutions are increasing the demand for

culturally competent policy implementers and public servants (Rice, 2005). In the implementation of public policy, this requires public administrators to have "respect for, and an understanding of diverse ethnic and cultural groups, their histories, traditions, beliefs, and value systems" in the provision and delivery of public services (Bush, 2000).

Denhardt and Aristigueta (2002), states that public managers increasingly are engaging with people from many different cultures, both in this country and abroad. In doing so, these managers are coming to recognize that they need to make important adjustments in their normal way of doing things so as to operate effectively in a cross-cultural context. The capacity for doing so sometimes is called "cultural competence," a "set of congruent behaviors, attitudes, and policies that come together in a system, [in a] agency, or among professionals and enable that system, [that] agency, or those professionals to work effectively in cross cultural situations" (Cross, Katz, Miller, and Seashore 1989).

CHAPTER 3: METHODOLOGY

The qualitative researcher believes that human actions are strongly influenced by the settings in which they occur. The social scientist cannot understand human behavior without understanding the framework within which the subjects interpret their thoughts, feelings, and actions.

- McMillan and Schumacker

The purpose of this study was to examine how policy implementation theory illuminates the challenges of managing the implementation of new higher education social equity and diversity mandates in Maryland particularly in the first or early stages of implementation. This chapter describes the research methodology and design of the study. It indicates the rationale for the selection of appropriate data to address the research question and summarizes the procedures for data collection and data analysis.

The Role of the Case Study Approach

It is time for the field of public administration to take qualitative research approaches more seriously (Luton, 2010). According to Yin (2009), a case study examines a bounded system or a case over time in detail. Miles and Huberman (1984) explain that a 'case' could include a wide range of settings, a school, a program, a specific project, a network, a family, a community, and even the behavior of

an individual over time in a specific environment. Yin (2003), promoted the use of case study research when the study is "about a contemporary set of events where the investigator has little or no control". Indications that a case study design is appropriate include the following:

1. The form of the research question is asking how, why, or what.
2. The research is not requiring control over behavioral events.
3. The focus is on a contemporary set of events (Yin, 2003).

Because the study of Social Equity in the Academy: State Policy and Diversity in Higher Education meets Yin's criteria, the case study methodology will guide the identification of the facts of the case, the selection of appropriate documents, archives and materials from the General Assembly, Maryland Higher Education Commission, Maryland Independent College and University Association, Maryland Association of Community Colleges and purposefully selected colleges and universities to illuminate first-stage implementation strategies and the

descriptive analysis of these facts to establish the fundamentals of the case.

Participants

Members of the Maryland General Assembly, the Maryland Higher Education Commission (MHEC), the Maryland Independent College and University Association (MICUA), the Maryland Association of Community Colleges (MDACC) and purposefully selected Maryland postsecondary institutions were solicited to determine their⁶ interest in participating in this study. Creswell (2003), states that it is important to gain access to research sites by seeking the approval of gatekeepers. Where appropriate, a technique commonly known as snowballing was used to acquire additional participants. This process enhanced efficiency by providing the researcher with an introduction to new participants.

Data Collection Strategy

Case studies use multiple sources of data. This study will rely on information obtained from a variety sources.

Yin (2003), notes that there are six sources of evidence:

⁶ The sector participants in this study can be classified as actors. Actors are players in the "game" of politics; for purposes of analysis the word is applied to both individuals and organizations (Shafritz, 2004).

1. Documentation
2. Archival Records
3. Interviews
4. Direct observation
5. Participant observation and
6. Physical artifacts.

He also notes that the ability to use many sources of evidence is the strength of the case and that the quality of the case study is determined by the number of sources used in the case.

Initial research to gain familiarity with the case study site was conducted through virtual observation, institutional website, local and national news sources and institutional publications. This step was employed as a way of determining the ultimate sample selection of college and university campuses for more in-depth analysis. There are about forty-five (45) institutions of higher learning⁷ in the State of Maryland. The researcher utilized a sample of fourteen postsecondary institutions for this study. These fourteen included large and small, regionally distributed,

⁷For the purpose of this study, institutions of higher learning are classified as the two-year public community colleges, four-year public and four-year independent private colleges and universities in the State of Maryland.

public and private and majority and Historically Black College and University (HBCU) campuses to secure variety in the sample. Once selected, an initial meeting was held with appropriate officials at each institution. Thereafter, a document request list was provided to the official(s) at each campus and once received, critically reviewed and analyzed.

After the initial meeting, fieldwork was scheduled at each study site. On-site fieldwork began with an examination of relevant artifacts such as annual reports, financial reports, college catalogs, strategic plans and diversity reports. The length of time needed with each site depended on the availability of the interviewees and the number of documents to review. Creswell (2003), recommends spending a "prolonged time in the field" to develop an in-depth understanding of the phenomenon under study. Such knowledge of the case study institution also allows the researcher to convey details about the site and interview subjects, lending credibility to the narrative.

Questions/clarifications regarding materials were posed in order to yield a descriptive map of the case study progression through the implementation process. Semi-

structured interviews with appropriate college or university officials, and officials at MHEC, MICUA, MDACC took place during different phases of the study. Following the prescriptions of Merriam (1998) which states that the semi-structured format is appropriate for three reasons:

1. It allows the respondents to define reality in unique and personal ways.
2. It allows the researcher to respond to the observed situation at hand; and
3. It allows the researcher to react to emerging ideas on the topic and personal views of the respondent.

The open-ended nature of semi-structured interviews enabled respondents to inject their own insights.

A structured interview process with key research questions, related probes, and transition messages was utilized to ensure appropriate topics were consistently examined with each participant (Creswell, 2003). Open ended discussions (Maxwell, 1996 and Patton, 2002) and reflective listening (Marshall and Rossman, 1989) were employed.

The interviews were recorded with a Sony IC Recorder and Phillips Digital Voice Tracer LFH0882 and LFH0667

Recorder(s). Ambiguity was clarified during the interview. Each interview was transcribed within twenty-four hours to ensure accuracy.

Data Analysis Strategy

Data analysis began with a data management process. Data management in case studies is particularly important because of the vast amount of information the researcher must collect, process, and interpret (Merriam, 1998). Data was stored in the electronic database system known as NVIVO 8 manufactured by QSR International and Microsoft Office. NVIVO 8 supports theorizing by enabling the retrieval of indexed text segments, related memos, text and text searches, and through the construction of a hierarchically structured tree in order to index categories (QSR International 2009). NVIVO facilitated the analysis and narrative reporting stage and allowed the researcher to locate useful words and phrases within the large amounts of data, created alphabetic word lists, created indices and templates, attached key words to segments of text, attached codes to segments of text, and connected codes (Creswell, 1998; Tesch, 1990).

These data storage and retrieval processes facilitated a coherent description of the case study. The information was sorted according to thematic topics with the researcher developing these categories from interviewer input to ensure a case-centered process. The researcher looked for similarities and differences by analyzing the case according to thematic categories and the relationships they suggested. These themes were derived from the concepts and issues embedded in the central research question guiding this study.

Drafts of the case study results were held out to the participants to allow them to corroborate content and to improve construct validity. Glesne (1999) denotes that sharing transcripts, analytical thoughts, and/or drafts of the final report with research participants is imperative to make sure that the researcher has represented them and their ideas accurately. Sowell (2001) states that by using two or more strategies to obtain data, researchers can check their consistency or reliability and using multiple perceptions to verify meaning helps validate repeatability of an observation or interpretation. This researcher used data collected during the observation and follow-up discussions with the study participants along with the data

gathered from the interviews. According to Glesne (1999), qualitative researchers depend on a variety of methods for gathering data, and that the use of multiple data-collection methods contributes to the trustworthiness of the data.

Feedback obtained was included in the final description of the case report. Data was stored in a secure environment accessible only to me and will be destroyed one year after the successful completion of the study and the posting of the related doctoral degree.

Summary

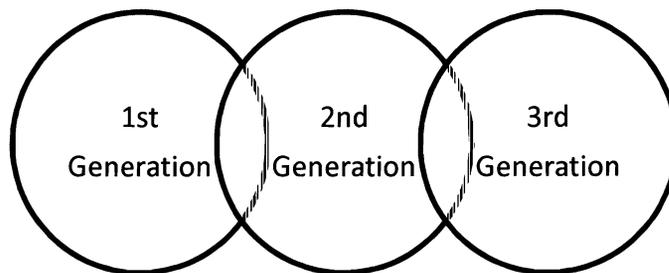
This study was largely qualitative in nature, but with some quantitative dimensions, drawing on the techniques and methods common to case study. The chief means of data collection were interviews, document analysis, and observation. A critical analysis and synthesis of the analyzed data generate the key study findings that constitute the basis for the next chapter of this study.

CHAPTER 4: FINDINGS

In a well-composed case study, readers should be given a chance to hear more than the writer's voice. A common way of doing this is to include direct quotations from the participants. Another way, and one that is very effective is presenting the multiplicity of voices as they relate to each other is to include dialogue.

- Larry S. Luton

The purpose of this study was to examine how policy implementation theory illuminates the challenges of managing the implementation of new higher education social equity and diversity mandates in Maryland particularly in the first or early stages of implementation. This chapter details the findings of the study. In addition, an analysis of the findings will be conducted using purposefully selected Implementation Analytical Frameworks. A sample of which is cited on the next page.



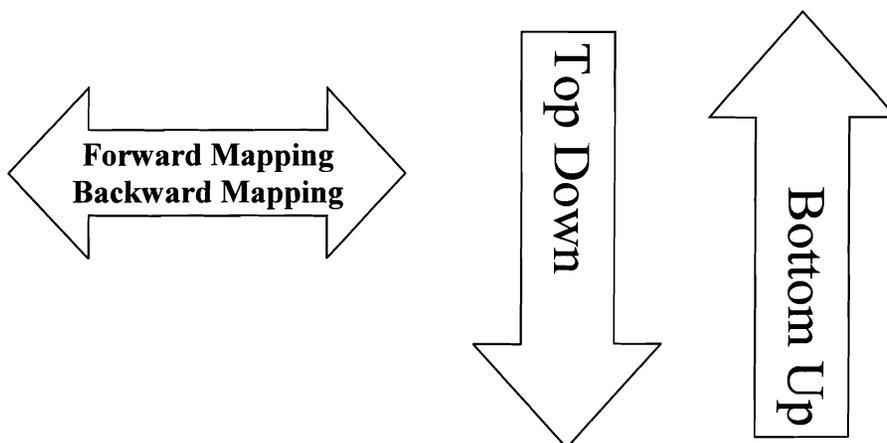
Implementation Analytical Frameworks

Model Author	Date	Key Concepts
Pressman & Wildavsky	1973	<ul style="list-style-type: none"> *Implementation shapes policy; *Continuity of leadership is important in implementation; *Simple straightforward policy is easily understood; *First to challenge classical, hierarchical model.
Berman & McLaughlin	1974	<ul style="list-style-type: none"> *Implementers are crucial actors in policy process; *Interpersonal relationships between implementers and formulators key; *Interest, commitment and support by principal actors have a major impact on the prospects of program success.
Lipsky	1976	<ul style="list-style-type: none"> *Street-level staff are critical to the implementation process; *Those at the street level often contend with unclear, unintended or unattainable policies; *Situations occur where implementers at the bottom of the hierarchy have ultimate responsibility for implementation.
Bardach	1977	<ul style="list-style-type: none"> *Government handles most difficult problems in our society; *Framework looks at implications of legal mandates on implementation; *Implementation is a game involving a host of semi-autonomous actors who are involved to protect their own interests and gain additional control; *Programs implemented in confines of what's legal.
Rein & Rabinovitz	1978	<ul style="list-style-type: none"> *Revised classical hierarchical model; *Implementation is not one-dimensional so view it as circular rather than linear; *Process dominated by legal imperatives, rational bureaucratic imperatives as well as consensual imperatives; *Do whatever is necessary to forge an agreement:
Van Meter & Van Horn	1975	<ul style="list-style-type: none"> *Implementation is a uni-directional process mandated by prior policy decisions; *Impact of personal and psychological factors on implementation; *Look at factors that impact performance, i.e., funding and economic incentives and their impact on participation; *Framework applies only to program that seek to distribute goods and services.
Mazmanian & Sabatier	1981	<ul style="list-style-type: none"> *Inadequate causal theory equals implementation failure; *Policy is the property of the policy makers at the top of the organization; *Crucial role of implementation is to identify the factors that affect the achievement of statutory objectives; *Each of the stages can have an effect on subsequent stages.
Hull & Hern	1987	<ul style="list-style-type: none"> *Identified the many actors that are affecting the problem in question and maps relationships between them.
Moe	1989	<ul style="list-style-type: none"> *Often policy opponents are able to make policy goals less clear and increase their long-term influence in the implementation process to avoid some of the effects intended by policy proponents.
Maitland	1995	<ul style="list-style-type: none"> *Examines goal ambiguity and the degree of conflict in the implementation process.
May	2003	<ul style="list-style-type: none"> *Well designed policies are necessary but not sufficient for improving implementation prospects.

By way of "thick description" (Denzin, 1989), the researcher set out to uncover the first and early stages of implementing Senate Bill 438 and House Bill 905:

Institutions of Higher Education - Plans for Programs of Cultural Diversity thereby providing an opportunity for the reader to enter into this study and better understand the reality of the research participants (i.e. respondents).

The emphasis throughout is on letting the participants speak for themselves seeing that policy implementation theory has been characterized by many different approaches representing different strategies. According to Winters (2006), during three decades of implementation research no general implementation theory has emerged. Implementation scholars conjointly disagree about the key concepts for implementation research. Throughout this study, the researcher hopes that the findings have portrayed multiple perspectives and captured some of the richness and complexity of policy implementation.



RESPONDENT (HE₁)

Respondent HE₁'s Opening Statement

My name is Jane Doe⁸ and I am the XXX here at HE₁ and full disclosure here, I have been at HE₁ for about a year uh and just to let you know prior to this, I had some contact with this project at the System Office...When we were putting this together I was working with John Doe⁹ to help develop some of that [Senate Bill 438/House Bill 905 compliance]and at that same place too, I was doing all the retention and graduation reporting so I was involved with a lot of diversity and achievement gap issues both from the System Office and this prospective. Also, at two community colleges, I did a lot of work on closing the achievement gap initiatives. So yes, I can say that I am immersed in a lot of the background of this project...How's that (?) and the Senate Bills. That's full disclosure.

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₁: If I recall correctly (I've jotted down a couple of notes) it was passed in the 2008 Session um and the bottom line, it requires all postsecondary institutions public and the privates receiving State Aide. I believe it is the requirement to produce cultural diversity reports that are approved by their Boards and send it to MHEC by X period of time. Then

⁸ Jane Doe is a pseudonym for a female gendered individual.

⁹ John Doe is a pseudonym for a male gendered individual.

MHEC then forwards it onto the Legislature Committees and that's my basic summary in a nutshell...How's that (?). Um so yes and then as I said, I was involved with John Doe in trying to pull it out of our tail in the deadlines that were required as a result of the passage of the Bill [in] 2008. We had a short turn-around time for the first year. The timeline was very quick for the first year but, I believe now it is on a more standardized cycle.

Question #2

Interviewer: How has Senate Bill (SB) 438 and House Bill (HB) 905 influenced changes in your institutions policies, practices, and procedures?

Respondent HE₁: Well I guess I'm going to hand you HE₁'s [Progress Report] and this is the 2009 Report. Uh the 2008 report let's just say, I think was a work in progress, How's that (?). I think that um the 2009 adequately reflects what the institution is doing and how um diversity is rooted in our core values. So um that again is full disclosure. I guess um I just want to start off that the institution does have a set of core values as um Dr. John Doe worked with the Strategic Planning Committee back in 2007 to develop these core values [and] they are: excellence, civility, integrity, diversity and accountability. So of course cultural diversity aligns um quite well with our diversity initiative. The concept of diversity was initially a foreign concept at an HBI [Historically Black Institution] because in my other experiences in life, it was always the TWI's [Traditionally White Institutions] that had to demonstrate that they were um

had cultural diversity or cultural awareness and that they promoted cultural awareness and it was always driven by um truthfully employees and students, so um when I came on last June and this report started to percolate that we had to produce it, um know one owned it yet and so through this cycle to create this report [the 2009 Report] you know it's one of the recommendations that we have made that someone needs to own it and/or co-ownership of some sort and we had talked about our EEO Office [Equal Employment Opportunity] owning it um in consultation with our HR Office [Human Resources]. Uh but as you will see in the Report, it's really cultural diversity...it's just something that we need to be aware of across the whole campus um so that in a way it's raised the awareness...it's made us think about what we do and also highlights some things that we may not have been highlighted in the past uh and I believe the Systems summary highlighted um our XXX Program which is about gay, lesbian and transgender awareness. I mean/I think this campus has worked hard uh at um just bringing that level of awareness to um our students or staff. Uh for us too, I think we are starting to see an increase in our Hispanic population and um not only as students but then we need to prepare our graduates to interact more with the Hispanic population. Our School of XXX have been doing a lot of work in you know increasing awareness of um those cultures even you know to the point of now having Spanish [as a requirement] um you know having um emergent or internship programs in Hispanic serving social organizations uh so that it's realizing that we need to move out of the HBI realm and increase more of our global awareness and for us there's

been more of an emphasis on Hispanic populations because ABC County and XYZ County are shifting um in that so we are seeing more students in the schools now that are um have an Hispanic background so you know we're just trying to you know prepare our students for life by trying to expose them to all these different opportunities.

Respondent HE₁'s Statement Regarding Historically Black Institutions

(HBI's): HBI's...what does it mean (?) Yeah and also you know HE₁ is struggling with how do we maintain [our HBI heritage] and we haven't come to terms with it. I will say that you know, we want to grow enrollment, we have so many competitors for our students and yet so it you know the base isn't growing [but] the Hispanic base is growing so how do we balance our mission and our heritage versus increasing the student base to be more minority serving...How's that(?). Instead of being and HBI be more of a minority serving institution...we haven't addressed that you know we talked about it, we struggled with it but it is underlying because that's how we need more bodies. We need to keep growing enrollment and you know, we have more competitors for African-Americans in the community...So.

Question #3

Interviewer: What is your institutions history on promoting cultural diversity?

Respondent HE₁: You know after 145 years of promoting cultural diversity, I mean you know, it's just something that we've done here so I mean you know it's a total different issue if you ask someone at a TWI you know what um but

were all about diversity and you will see in the Report to you know you don't see trends but um it's um if you look at HE₁ for the last I'd say fifteen (15) years um you will see this point maybe even twenty (20) years we'll say where um non African-Americans were/are very large chunk of the enrollment um and I would say that was in the mid to late eighties (80's) and how that's shifted back to being almost ninety percent (90%) of the enrollment at the undergraduate level. I mean it use to be an incredibly diverse campus and how it's evolved you know I mean it's now you know moved towards a more you know on the undergraduate level of less diverse I mean it's more African-American but on the graduate side it's still about seventy-five twenty five (75/25) so there is still that diversity and I think that it is because of our...the social programs at the graduate level that we are offering. So it's very attractive to all the teachers, the nurses you know so you get more diversity at the graduate side than the undergraduate but, you know twenty (20) years ago the undergraduate was a different animal. So and even the faculty is fairly diverse too, so let's see if I have a faculty number to throw out at you. You know um seventy percent (70%) are African-Americans the rest you know other, so you know that's pretty large, you know for the faculty, so it also reflect(s) then at the time the students when a lot of these faculty where hired they were you know attracting a much more diverse student population here and it was mirrored. Now you know the student body at the undergraduate level is ninety percent (90%) um African-American and eighty-two (82%) on the graduate side, so um it's just a very interesting evolution. Dr.

John Doe you know the Secretary of XXX was President here during the era I would say of greatest diversity. So um since I've only been here a year, I don't understand you know if there was a deliberate shift or you know what but, it's just sort of a fascinating trend anyway. Um so anyway back to the question...sorry we got off on that just because we've been there done that all along so um I don't really need to say much you can look up many of the things about the history so.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of diversity?

Respondent HE₁: It's um, well actually of course it's very supportive uh and we um I will say that we have now moved in the year that I've been here--I've seen a greater emphasis on globalization, global understanding, global diversity uh there's certainly a shift again to incorporate more of the um those things, issues, and awareness into the curriculum. From readings, to papers, to research you know all that--there trying to globalize it a little bit more or at least increase that awareness. Um and [pause]

Respondent HE₁: You know of course the whole gay and lesbian group um awareness is also you know um in the last year or two or at least maybe you know I've never been on a campus where you know it's actually been a focus so I think that that's actually very progressive uh especially for more of a traditional I hate to say you know Southern Baptist...but, you know I mean you know there's a culture here that um is conservative in some ways um that's

actually to me a little bit outside the realm of their comfort level usually I mean but, it is being discussed um embraced may be too strong but, at least it's out and their having the adult conversations about those issues, so um overall...and we actually did a um survey for Middle States that asked about diversity on the campus and um while the data is not included in this report um cause it happened afterwards, the institution (faculty and staff) feel comfortable, welcomed, um that issues surrounding diversity and it did not matter whether it was uh what the race of the respondent was that you know there was no us versus them you know on the campus in this survey. It was the first time that we done the faculty and staff satisfaction survey um and I think that reinforces that we are on the right track.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? What are the obstacles?

Respondent HE₁: Well for us I mean yes we are doing it okay I mean and as I said we broke out our report hear um into you know like diversity into the curriculum, diversity in student services and activities those are our initiatives and um enhancing selected diversity initiatives we're within the outline that the System put together for us about how we address the issue. Um that's just part of our core business. Alright, the one limitation that I think I would add is that no one is owning it and I sort of mentioned that right up front. A lot of people are doing things um a lot of activities

are occurring but, the only time when the global picture gets put together is usually around this report or at least in the last year, it's been around this report and we have been discussing who should own it. We are in administrative transition, we have an interim XXX and our new XXX starts Thursday (July 1st) so again it has the potential to not be high up on the new administrator's list. However, since the interim XXX is the former Secretary of XXX and also the XXX for the institution, you know I would honestly say that she will be aware that this needs to be hopefully kept on the front burner and addresses that someone owns this but, you know we shall see but, you know so coordination is more of an issue or alignment as opposed to the doing. Tons of activities are occurring um so I think you will definitely see this in the report.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? What do you think you need to achieve your vision?

Respondent HE₁: Well, okay since I'm most probably not the person to set the vision statement on cultural diversity, it points to the previous comment needing someone to be the point person or a committee...whatever structure they want to do this with. Um now this is [my] perspective not the institutions perspective so I'll be straight up um I think that we do a lot of activities, we need to assess how effective the activities are. Um so whether it's diversity related or any other related, I think there needs to be this more culture or um did this

have an impact uh I also think too that this is with all the core values of the institution. If we want to really have an institutional culture that values the core values um that somehow they need to be incorporated in the promotions and tenure and staff review processes um we as part of the Strategic Planning Committee, we did a mid-point review of our strategic plan this last year one of the (I was on the committee) jobs that we did and not at the request of the President. It was something that the committee felt strongly about was to define the core values um by students, faculty, staff and administrators and what were the expected behaviors related to the core values...so those are being mulled over and thought about but, that was our first step in identifying the expected behaviors, the expected traits, so that we could then incorporate those into promotion and tenure review whatever. So um that's where that again is the [me version] not the official person because we don't have an official person but, overall we are gonna be true to our history uh this institution and the path is already set you know and I think on the academic side you are just going to see more and more expansion of the curriculum to meet the diversity of the populations that our graduates will be serving once they get out into the workforce and while maintaining you know the African-American focus within the curriculum there will be more opportunities for expansion to wider varieties of thought...How's that(?)

Respondent HE₁'s Closing Comments: The only thing that (I am not sure if anybody talked to you about) I am not sure how many other USM institutions that you have visited but, you know

there's so many initiatives out there about Closing the Achievement Gap and I look at the cultural diversity reporting as you know another component of the larger issue of um the achievement gap and that again is [me] talking not necessarily HE₁ um cause in my mind the cultural diversity issue goes back to a comfort level on campus and you know and so if you are trying to create a good environment for students you need to be reflective and broad as who the student body is. So I see that there is a connection here. It is harder at a TWI than an HBI but um I think the institution is putting a lot of effort and resources into closing the achievement gap and for us you know we are now breaking down you know how we measure that into smaller cohorts that are more doable um while it's not necessarily where the guys are you know it's a major issue on this campus. We have male initiatives on this campus to help them with progress and towards a degree um so you know it's just a component that helps the overall initiatives. I see this as supporting the larger efforts of student success as measured in obtaining a degree in a timely fashion.

[End of interview]

RESPONDENT (HE₂)

Question #1

Interviewer: What is your understanding of Senate Bill (SB)

438 and House Bill (HB) 905?

Respondent HE₂: Well, part of this is for the State of Maryland to take a uniform approach to how each and every institution is addressing issues related to cultural diversity. Um, it

addresses the issues of recruitment, um, retention, ah, awareness around cultural diversity programming, and helps the State of Maryland, I think, to ensure that there is some continuity and standardization across all institutions of higher learning as it relates to, ah, addressing that issue. Um, the bills provide for a great deal of latitude in terms of individual, um, approaches based on the, um, population. I mean, in our case, ah, being a HE₂, um, the regional, um, situation or circumstances related to that, so it's a little bit of both. It's both standardization while allowing adaptation to your student population, as well as, um, your communities that are served by your institution.

Interviewer: Second question.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₂: Um, quite honestly, there have not been dramatic changes at this institution. Um, I came here in 2001. The enrollment of minority students, as well as the retention and graduation rates, were, um, woefully undersubscribed in terms of the representation of this community. Starting in 2001 and every 2 years thereafter, HE₂ developed what we called a diversity plan. Um, our enrollment has increased by over 100% among the minority ranks during that period of time. And the retention and graduation rates of our minority students parallels that of the overall

population, and in some cases, has exceeded the rates of the overall population. So, we had carved out a clear path for a number of years. What we had to do was to reauthorize our program and make sure that from a practice perspective, we were providing annual updates to our Board of Trustees. That did not happen on a regimented level, and the bill calls for that.

Interviewer: Ok.

Respondent HE₂: So, what it did was it, at the, um, governance level, it really pulled the trustees in, in terms of an awareness of what was going on, on that front. In terms of practices as it relates to the students, outreach, retention, and so forth, it really didn't, um, necessitate any dramatic changes there.

Interviewer: OK. Question #3:

Question #3

Interviewer: What is your institution's history on providing or promoting cultural diversity?

Respondent HE₂: Since 2001, um, I think that, um, we've done a solid job. This area is, um...this area needs to have a community college or an institution of higher learning that truly serves as a beacon for advancing, um, the importance and significance of diversity in that area. The college has really, um, served to do that. We have lots of programs in terms of multicultural celebrations across a wide range of ethnic groups, as well as a capstone event that we hold in the fall called XXX. Um, and we've done an awful lot in the way of really looking

at some of the subtleties of differences of what can be an advantage for a particular, ah, group of students as it relates to, um, retention over these past, I will say, 7-8 years. And so there weren't a lot of things that, um...between 2001 and 2009, there have been dramatic differences in terms of promoting that. Work needed to be done.

Interviewer: Ok.

Respondent HE₂: But that work started about 7-8 years ago. It didn't start with the authorization of this Senate Bill. It was...we knew.

Interviewer: Yeah.

Respondent HE₂: And so we got on it.

Interviewer: Right.

Respondent HE₂: And, um, it really positioned us very well. We actually took our diversity plan and made two or three subtle changes to that plan. One being the title. Instead of calling it a diversity plan, we called it a multicultural plan.

Interviewer: Ok.

Respondent HE₂: And the Board of Trustees piece. And there were a couple other minor pieces in this. One of the, I think the House Bill, um, called for...oh, I remember there was a, and I can share that with you.

Interviewer: OK.

Respondent HE₂: There was an addition of one action that needed to be added as it related to the bill, but other than that, we were in pretty good shape.

Interviewer: Right. As I traveled around the state doing ah, the interviews, I'm finding that a lot of institutions have been doing it and they've been enhancing it. And then some others, they said they had a lot of work to do.

Respondent HE₂: Yeah. So many standpoint(s) of actions that were placed into the Plan. We had four or five priorities that were always addressed, and then we had actions under each one of those priorities. Um, we were right on target with what our priorities were. We had to add one action to be compliant under, ah, the different priorities. And we were able to show/ provide a historical perspective in terms of data and information where progress had been made.

Interviewer: Ok.

Respondent HE₂: So that served us well in terms of advancing that.

Interviewer: OK, question #4.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₂: Um, I think it's pretty solid, you know.

Interviewer: Ok.

Respondent HE₂: But that is, ah, you know, that is pre, bound by, you know the lens that I have.

Interviewer: Right.

Respondent HE₂: I can tell you that one of the things that falls under my, ah, jurisdiction is XXX.

Interviewer: OK.

Respondent HE₂: And in 9 years, I've only dealt with one issue of civility that was, ah, rooted in race relations. And that goes back about 4 or 5 years. Um, the other thing that we have through the perspective of students, um, we do participate in the community college survey of student engagement. And, um, that is a cross-section of our population. We've completed that survey, had our students complete that survey. We do it on a 2-year rotation, and each time that that survey is completed, there are a body of questions on that that ask about, um, the campus climate on issues related to minorities and cultural diversity. And we are ranked very high in terms of the campus climate, that it is comfortable, that it is welcoming. Um, and that is a student response. That is not based on, um, faculty or administrative perception.

Interviewer: OK. Ah, question #5.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? What are the obstacles?

Respondent HE₂: It's been a very smooth transition for us. I think that I've expressed some of that in response to the earlier questions. You know, there were some pieces in terms of adaptation, but, um, minor, ah, addresses needed to be made as it

relates to how we operated in the multicultural area. But the one thing that I think was very positive about the bill is that when you start putting it at the highest levels of governance, it does help to validate the need to always give consideration to, um, creating a warm and welcoming environment, to addressing a wide range of cultures and individual interests. And that was something that I felt like, ah, the bill just elevated it to a higher stage of appreciation for lack of a better way of expressing that.

Interviewer: OK. Question #6:

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? What do you think you need to achieve your vision?

Respondent HE₂: (short silence) XXX County is a county that has been rooted in, um, very low rates of, ah, minority residents. You know, I think our county has maybe 8%, 8 to 9% in terms of this county. And the goals that we have always set out are to try to enroll a student population at almost twice the rate of the county population. And part of the vision is not simply about the enrollment of students, it is about the retention and success of those students. And so, my vision is to see that the students, who are enrolled, um, graduate, transfer, and complete a baccalaureate degree.

Interviewer: Ok.

Respondent HE₂: An AA degree in this workforce is not enough. So, what are we doing, as they enter higher education, to help students—particularly students of color—to have an appreciation for the value of what their degree will bring. And what are we doing to get them engaged and to connect them to the kinds of resources that help them succeed? Not just here but, do they have the skill base so that they can seek that out on their own when they go to a larger institution or a different institution. And, um, I think what we need to achieve that vision is more programming around your personal success, your academic success, your degree completion success, all the way through to the baccalaureate level. I think that we've done pretty well up through the AA level, but that's not enough because that AA is not going to get students. The other piece of the vision is to create a broader awareness in terms of multicultural programming in this community, um, for a much wider range. We have focused on Hispanic, Asian, African-American, and I would like to broaden that to a much wider range. We need to look and have a greater, ah, appreciation for, um, Indian cultures, particularly those with a Muslim religion. That is part of the world we play out in.

Interviewer: Yeah.

Respondent HE₂: And we need to do more work in that direction. So it's about expanding folks' definition and awareness of what multiculturalism is.

Respondent HE₂'s Closing Comments: Well, um, I'm pleased that there is a standard.

Interviewers: Ok.

Respondent HE₂: You know, that there's a standard across the state, that we know that's there. Not so much as an employee of this institution, but as an educator in higher education in general, but I'm very pleased about, um, looking forward to sharing with you some of the reports that we have put together to give you a better sense in action stages of implementation how it is that we moved forward to try to make this a reality and to take it to a level that in, you know, it's about all of our students. The awareness is not for those students who, um, represent a particular group. It's about all the other students having an awareness of who they are about, so...

Interviewers: OK, I thank you for your time.

Respondent HE₂: Oh, you're certainly welcome.

[End of interview]

RESPONDENT (HE₃)

Question #1

Interviewer: What is your understanding of Senate Bill (438) and House Bill (905)?

Respondent HE₃: I have both a personal and professional opinion on this matter. I believe the bill is in response to and is deeply rooted in the former Office of Civil Rights Agreement signed by the State of Maryland (the consent decree) back in December 1999 and took effect January 2000-2005. The State is attempting to show efforts towards diversifying its campuses - so

that [it] is not sued again placing federal financial aid programs at risk. As a result, we are being tasked with basically taking an inventory of existing initiatives and where possible, creating new ones to address diversity. To me, this is yet another report for the shelf. Like all other campuses, we are already doing great things, but now are formalizing existing programs, strategies, and activities into a diversity plan for the institution. Funding continues to impede our efforts to execute or expand best practices. As a result, we are limited in the scope and type of diversity initiatives we can have at any point in time.

My professional opinion is that we value diversity like all other institutions, not simply because we are an HBCU. We have a wealth of students from all represented countries such as the Caribbean, Dominican Republic, Africa, Europe and the United Kingdom. As a result, we must continue to enhance the educational experience of all students, faculty, and staff by exposing them to other cultures and skill sets. Additionally, we should expand best practices which aid in achieving diversity.

Since we are a predominantly Black institution, we should aim to attract more Caucasian students and plans are well underway. They include strategic recruitment at white high schools.

Question #2

Interviewer: How has Senate Bill (438) and House Bill (905) influenced changes in your institutions policies, practices, and procedures?

Respondent HE₃: The campus-wide understanding of the bills is still developing. Not everyone understands how to proceed particularly since we have vague guidance from the University System of Maryland. Just this year, they release a report template of metrics they would like to see us measure ourselves by in a "Closing the Achievement Gap" report update. There has been no filtering down of the information by the Administrative offices here on campus - no communications plan. However, there are talks about ensuring that we include diversity in our upcoming strategic plan revision since diversity is referenced in the new State Plan for Higher Education.

Question #3

Interviewer: What is your institutions history on promoting cultural diversity?

Respondent HE₃: The campus usually celebrates diversity well. We have the regular programs such as celebrating the life of Dr. Martin Luther King, Jr., but we all have cultural food tastes and vendor participation during the event. On the whole, diversity is promoted and we have not had any major reported incidents. Formalizing our diversity initiatives into a report such as that dictated by SB438 will enable us to better take inventory of what we are doing at a quick snapshot

and where possible, measure our success with particular initiatives.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₃: We are a predominantly black institution, with a diverse faculty and staff. The climate is good. However, the international students at our institution could use some extra support and counseling services. They often assemble together simple because it is hard to assimilate into a new country and new institution at the same time. So they lean on one another. However, their full participation in campus family activities remains limited. I think we could do a better job at giving them more comprehensive counseling and advisement services.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905?

Respondent HE₃: We are able to only partially implement it because funding is not in place to even expand best practices, those stellar programs that are nationally supported by research literature. I would say we are only able to implement it at about 60% effectiveness level. We just don't have the resources and since the System is still vague, we don't really know what targets we are aiming for.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? What do you think you need to achieve your vision?

Respondent HE₃: Of course we need funding to expand successful programs that recruit, enroll, and graduate students from diverse backgrounds. Also, we need the President's support so that full campus realization and implementation occurs. I probably should have mentioned this first, but we collectively need to know just what we are implementing and understand common definitions. For some, diversity means mixing races and cultural knowledge into the instruction-related functions of the campus. For others, diversity means an awareness of people of different ages, sexual orientation, and experiences. So we need to agree on definitions and how to move forward and measure success for all of these. That direction needs to come from USM. However, we should also inform them of our campus uniqueness and tell them the directions we are taking and what diversity means to us as an HBCU since each USM institution has a different mission and strategic plan. So in a nutshell, diversity to me would mean that we have programs in place to address critical diversity issues whether they are retention-related, sexually-related or whatever. That way, there is full coverage, but common definitions, goals, and measures we can all see. I would also like to see the campus agree on the importance of diversity. While everyone thinks it is important, it clearly does not seem to be a priority to everyone. We are simply trying to anticipate our salary cuts that are coming due to the furloughs. We are

all over the place the national recession has negatively impacted our set of priorities.

[End of Interview]

RESPONDENT (HE₄)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₄: Yeah, you know, it's, um, I have read them...

Interviewer: OK.

Respondent HE₄: I want you to know, a couple times. And, ah, my understanding of those bills is that it requires every, um, um, institution of higher education in Maryland, to have a diversity, ah, cultural diversity program. And steps taken by the university to ensure, um, cultural diversity, cultural, um, understanding of, um, ah, and appreciation of cultures and, um, and the like. Um, I think the focus is on, um, enhancing and increasing diversity. But I also think and a credit to the bill also focus on making sure that, um, as one grows in diversity there's a, um, ah, a process on campus where students and faculty and staff have a great appreciation for the, um, enrichment that that provides. And, um it requires us, um, in 2009 I believe it was to put a program in place. Um, it gave institutions a lot of, the bill did, a lot of flexibility on what that would look like. Ah, and then, um, it required us to have a progress report in February 2010, I believe it was. Um, now...that, and then, you know, of

course that, that bill, once it was passed, came through, um, the University Systems of Maryland and some help in thinking about that and ways to prepare that. But once again, I think the institutions, as far as I can remember, and, ah, we deal with a lot of things on this...up here.

Interviewer: Ok.

Respondent HE₄: And so I did not, I should have perhaps gone back and looked, I didn't research this, but as I remember, we were given a lot of latitude on how to do this. Um, and so that's the requirement of, um, of the bill. We will have to report every year as I understand. And therefore, it does, the bill itself and the law encourages us, to say the least, to follow through and make sure we're trying to do that, um, as an institution. Now, not that we would not do that anyways is the thing. It is, um and you know, I'm not speaking for HE₄ here, at some point. I'm speaking for myself you know. Or, or my involvement in it. So this is **not** an institutional perspective because if you go down and ask someone else you'll probably get a different perspective...perhaps. So my perspective is, you know, many times we've seen this in the past with the State Legislature, is that they mandate this type of report or that type of...you know, it could be, um, Managing for Results, you know, reports or you know, and mandate that you do these things for efficiencies and to make your institution stronger and put it into law. And sometimes you think, well, we're doing that anyway.

Interviewer: Right.

Respondent HE₄: We report to the University System of Maryland on that. That's part of our mission. We would be doing that anyway. But sometimes it gets politicized, I believe.

Interviewer: Ok.

Respondent HE₄: And this is a bill, if I remember, that two individuals sponsored. Sometimes it seems to be a hardship when these things come down because it does add to your reporting requirements. And so, I think that it was viewed, the bill itself, not its intent, not its goals, but the bill and the reporting requirement is often viewed as well, here's another reporting requirement that we have to do involving, in this case, programs that we already have in place and which we report in other ways about.

Interviewer: Ok.

Respondent HE₄: You know? And, um, but, I have something positive to say about it here in a second. But, for a institution like HE₄, we have, in terms of this type of stuff, not just minority...

Interviewer: Right.

Respondent HE₄: ...but efficiency reports, effectiveness reports, on and on, we have the same reporting requirements as HE₁₂.

Interviewer: Wow.

Respondent HE₄: Right (?).

Interviewer: Right.

Respondent HE₄: If USM requires it, we have to do it.

Interviewer: Right.

Respondent HE₄: If MHEC requires it, we have to do it.

Interviewer: Right.

Respondent HE₄: If, the Legislature requires it, we have to do it. But as you notice, we're not as big as HE₁₂ (laugh). We don't have the staff as HE₁₂. So the more we have to do these things by law or by policy, and I'm not saying they're not needed necessarily. I'm just making a bigger point.

Interviewer: Ok.

Respondent HE₄: The harder it is, the more staff time it takes, the more institutional resources it takes. And sometimes, the less time we have, you know, to implement things and to monitor things and to be creative in things that we need to do. So reporting has a cost. That's all I'm saying here. Reporting has a cost, but it also has a benefit. And, um, I'll talk more about that in a second. It does help the institution to, you know, on a schedule, um, to review what it has done, right?

Interviewer: Right.

Respondent HE₄: If it hasn't been doing that already.

Interviewer: Ok.

Respondent HE₄: I think we do anyway. And to try to think of new things to achieve, um, to try to think of new goals, pertinent goals, or better ways to achieve those that you, you know, continuing to pursue. So, reporting whether it's because of State

legislative mandate, um, or USM mandate or MHEC, does help you do that.

Interviewer: Yes.

Respondent HE₄: Um, there was a commission, um, the Larson Commission? Are you familiar that?

Interviewer: No.

Respondent HE₄: You should look that up. Yeah, look that one up. Because that was several years ago.

Interviewer: OK.

Respondent HE₄: Ten? Eight? I'm losing track of time. And the, idea was trying to only require the reports really that are critical from the higher education [commission], um, given, you know, the oversight, ah, responsibilities of MHEC, USM, and the like. To really try to limit those...try to combine some of them because everyone was realizing it was proliferating, you know. Well, that worked for about a year or two (laugh). And, and we continued and then we had new reports to do. So you may want to look at that piece of what that commission said. And, and how that has turned out, because I think that's critical because I am not the only institution that will be telling you this. You know, in terms of reporting and requirements. Ah, no matter how, ah, ah, important the topic, and this is an important topic, but just the requirements in or of itself. So that's what I know about the bill.

Interviewer: Yeah, um...

Respondent HE₄: Yeah.

Interviewer: Yeah, a few of the things that you mentioned, some of the other institutions are already resonating that.

Respondent HE₄: Yeah, yeah.

Interviewer: The heavy reporting requirements and the staffing and, ah, you know, we're doing this anyway and, ah, you know...

Respondent HE₄: That's right.

Interviewer: You know...

Respondent HE₄: Well...

Interviewer: And even AO₃ had said...

Respondent HE₄: And...

Interviewer: ...a lot of the institutions, you know.

Respondent HE₄: And AO₃, I'm sure AO₃ said this because AO₃ has required a cultural diversity report.

Interviewer: Right.

Respondent HE₄: And we were, um, and they've changed, they had changed, I have to check with my Office of Information Services or IR director down here. They changed the date on those. AO₃ allowed us to fold one into another and that kind of thing. So we had been doing a lot of reporting in terms of our diversity efforts to MHEC and AO₃ before that...Annually.

Interviewer: Right.

Respondent HE₄: Before that, and congruently with that, for awhile, we were doing OCR reports you know.

Interviewer: Yeah.

Respondent HE₄: So we were doing OCR reports, minority achievement reports for the system, minority achievement reports for MHEC and they shared, in some ways, it's fuzzy in my mind right now. And, we were doing minority achievement sections to our Managing For Results (MFR) reports.

Interviewer: Hmm...

Respondent HE₄: So every year, we were doing multiple narratives basically on the same topic. Now OCR had their own reporting questions that we had, and format, that we went, we submitted that to System. System took it from there. So I'm not sure if you are aware of those types of OCR reporting requirements in the past. We have not had to do that for several years.

Interviewer: OK.

Respondent HE₄: Ah, there was a period of time where we had to do that where the University System of Maryland had to do that.

Interviewer: Right.

Respondent HE₄: And we fulfilled that. I gave it, we gave it to System. System submitted that summary report, as I understand it, to OCR...and that was that. They never got back on it you know or something. We were on a list, a federal list, Maryland was.

Interviewer: Yes.

Respondent HE₄: Um, given its past that those reports, you know, were necessary. So what I'm telling you is there was a lot of different

opportunities to tell people about, I think, you know, our progress on a very, very important part of what we're trying to do here. And then we find out, BOOM, the State Legislature...

Interviewer: Uh huh.

Respondent HE₄: I'm not sure they knew of all the reporting that was done.

Interviewer: Right.

Respondent HE₄: These, you know, passed a different requirement, different reporting requirement. And I, you know, and I don't know why, actually. I don't have time to figure out why. I just know I have, we had to do it. So it was a little...people just shake their heads, you know.

Interviewer: Yup, yeah.

Respondent HE₄: You know, um, about that. So I guess that's my answer to #1(laugh).

Interviewer: No, you've actually validated some of the other comments from the other institutions. Even with SA₁, they suggested that I look at the, um, OCR. But the Larson, I had heard about it in, ah, but, ah...

Respondent HE₄: Larson Commission...

Interviewer: Yeah, yeah.

Respondent HE₄: ...and I may even have a file on the Larson Committee. If you want to remind me, I'll look...

Interviewer: OK.

Respondent HE₄: ...and see if I have anything.

Interviewer: Sure.

Respondent HE₄: And I can make you copies of that.

Interviewer: OK. That would be helpful. Thanks so much.

Respondent HE₄: Now...

Question #2

Interviewer: How has Senate Bill 438 or House Bill 905 influenced changes in your institutions policies, practices, and procedures?

Respondent HE₄: It has...it has.

Interviewer: It has. OK.

Respondent HE₄: Because it gave us an opportunity to go back and review all that narrative, all those programs that we wrote about as well, not just the narrative, but the programs, that we were reporting in OCR and minority achievement and say, which ones, are we gonna move forward? Because in my own mind now, and my Director of Institutional Research could tell me I'm wrong..

Interviewer: Uh huh.

Respondent HE₄: This is what we're doing. I'm not, you know, if someone, if I have to do another minority achievement report, it won't, it will be this. I have consolidated our reporting, because this is it. I can't be, we can't be doing several different reports, you know. If, if we had to do, so but...but it's not only reporting

I'm talking about. It's consolidating our efforts. What do we think is important? What do we need now? Let's rethink that. Put that in here. And move forward with what's in here. And that's what we have done. We looked at OCR stuff, and we looked at Managing for Results stuff, and we looked at Minority Achievement Report stuff. And a lot of that, you know, is the same. But we said, now, given that, what do we want to move forward? What has...what's needed? What's been successful? And what new areas do we want to kinda think about? And what new goals in the area of diversity do we want to include? So it did give us...we took it seriously. And we have a, we have a group, you know, it's the usual suspects on this group (laugh). And it's the same people, you know. It's like, but, it is interdivisional. You know, we have people from Student Affairs. We have people from Academic Affairs. We have this office involved, you know. And, um, and Institutional Research involved. Um, um, um, we, for the preparation of this, also and going forward from this and since 2009, the president's advisory, um, group on diversity, President's Advisory Council, PAC day...

Interviewer: PACD (?)

Respondent HE₄: ...which is advisory to the president on diversity, headed by a faculty member and includes faculty member staff and the like. It's a mixed group. So we worked very closely, we wanted to make sure that moving forward, that PACD, and I have copies for you in this report.

Interviewer: OK great.

Respondent HE₄: And this is, I believe, on our (respondent HE₄ proceeds to...knock, knock, knock on the table) web page under the Provost Office, I think. Because we post everything.

Interviewer: Yeah, as I did my virtual tour around the State, not many have it posted. Yours, but very few. You kind of have to really dig...

Respondent HE₄: Yeah, we post...

Interviewer: ...and make a lot of calls.

Respondent HE₄: If it says prepared by the Office of the Provost...

Interviewer: Right.

Respondent HE₄: And says Division or Center Educational Services (mumbled), you know, you're gonna find it on our website under the Provost Office.

Interviewer: OK.

Respondent HE₄: Because, you know, in times of budgetary cuts I want to make sure people know (laugh) we're doing something.

Interviewer: Yes.

Respondent HE₄: No, I'm just kidding. But, I want people to know what we're doing and what we're thinking. So, I brought copies and...

Interviewer: I appreciate it.

Respondent HE₄: ...but you could download it and, you know.

Interviewer: OK, great, great.

Respondent HE₄: But these, um, this is the, ah, February 2009. And here's our update. So...now, um...um, (drumming fingers), we have, um...ah, we have budgetary estimates with that...

Interviewer: OK.

Respondent HE₄: ...which, um, which I don't know if you need that. Those are preliminary guidelines, um, not as solid. It's to help us more than...

Interviewer: Right.

Respondent HE₄: ...do that, but I did submit that to System, but that doesn't include budget stuff.

Interviewer: OK.

Respondent HE₄: Because the budget is more like...what do we need to do some of this stuff?

Interviewer: Yes. Question #6B aligns might with this.

Respondent HE₄: Yeah.

Interviewer: Umm...

Respondent HE₄: Yup, yup. It might.

Interviewer: Yeah, yeah.

Respondent HE₄: It might. So what we did...

Interviewer: Uh huh.

Respondent HE₄: ...if you take a look at this, so it's like, did it change what we're doing? Yes. It helped us to think about what we have done, where we were

successful, what do we need to do, and, you know, and continue to do, and what new things should we be doing?

Interviewer: Right.

Respondent HE₄: And so the way we did that, and you can look at either one of them...

Interviewer: OK.

Respondent HE₄: ...is if you look at the updates they'll, on February 2010...

Interviewer: OK.

Respondent HE₄: Sorry, I picked up the wrong one. We, um, we developed goals, um, really, I guess, the best thing to do...let me see if I can...is...um, I just want to see how I did this. What I like, um, to do, you can tell if our office helped to do something, you will always get a summary in the back.

Interviewer: Oh, OK.

Respondent HE₄: So you'll get a spreadsheet like that that will say, so this one says: Goal #1 - Recruit and enroll a growing number of undergraduate minority and first-generation students.

Interviewer: Uh huh.

Respondent HE₄: OK? And that brings us back to the bill here for a second. Um, and then you'll see our strategies...

Interviewer: Uh huh.

Respondent HE₄: ...you know that we're trying to use to achieve that goal. Um, and so what this one does, on 2010, is to give you updates...

Interviewer: OK.

Respondent HE₄: ...of where we are, what we've been doing, OK? But the point I guess I'm trying to make real quickly is that, if you look at the goals, some of these goals have been drawn from, um, other reports.

Interviewer: Oh.

Respondent HE₄: Because they contained, um, those goals are continuing to be, continue to be important.

Interviewer: OK.

Respondent HE₄: But they have some new goals too.

Interviewer: Yeah.

Respondent HE₄: So, recruit and enroll is #1. Increase the retention and graduation rates of undergraduate minority and first-generation students.

Interviewer: Ok.

Respondent HE₄: That's a continuing goal. Enhance the cultural diversity of faculty and staff. We always, um, that's, that's a goal we continue to work on and which, um, we're committed to, of course. Create a campus environment that promotes the valuing of cultural diversity, which is a summary Goal #4, um, which is kind of a summary statement on what we're trying to do to help everyone, um, have an enhanced knowledge and appreciation of diversity.

Interviewer: Uh huh.

Respondent HE₄: You know?

Interviewer: Yes.

Respondent HE₄: And, so those are some of the programs. Their...five(5) is promoting the understanding of international cultures. That's the first, now that's kind of a new statement for us. But diversity is no, it's important to have a global perspective of that, you know, and to help our own students and faculty and staff, um, gain an appreciation for international culture, because one thing we are doing more at HE₄ is bringing in international students and the like.

Interviewer: OK.

Respondent HE₄: So, if you looked at these goals vis-a-vis what we state, you know, in XXX, right, they will be different.

Interviewer: OK.

Respondent HE₄: A little different because we kinda summarized a couple goals under one. We added a new one, but I wanted something that, you know, we all wanted something that these are the five things. We don't have 20.

Interviewer: Right.

Respondent HE₄: We have five you know. Now, some of them are pretty broad. But then we have strategies under each as ways to kinda promote the goal. And so it's a manageable thing, you know. It's something you can kinda look at to say, well, how are they doing? How's HE₄ doing in those five things? And then, um, so the bill did give us...and, to be honest with you, um, this work would go forward. But reporting it in this way and thinking anew about what we were doing, the bill helped us do that.

It's true! Uh huh. You know how institutions are.

Interviewer: Yes.

Respondent HE₄: But I do believe regardless of the reporting requirement that this work would go on. This gave us an opportunity to bring that together in a manageable way. So, there are good things about the bill.

Interviewer: Right.

Respondent HE₄: You know? And there are some bad things (laugh) about the bill. But, um, I just want to make sure, I've told AO₃ this and AO₃'s probably mentioned it to you. I just don't want to be so burdened as an institution reporting that we don't get to work on this stuff. That all we're doing is reporting and not working to implement, given everything else, you know. There are a zillion different things at this institution and the people who work on this, they have to do. Just, it's incredible. So I just want to make sure that, you know, we just, um, have time to do some of this and just not report, um, on, ah, and just be so overburdened by the reports that we really, that time, you know, I guess a once a year update is not a lot, if that's the only diversity reporting I'm doing.

Interviewer: Right.

Respondent HE₄: You know, that's fine, you know, but we'll see. So, um, so it was good for the institution in that way. It gave us, you know, a chance to go back, look at what we're doing and see how we want to restate that, fold some stuff up under that. We brought PACD into the process. That was new.

That was a good thing. We developed some goals that talked about globalization, international students, international education, um, focusing also a reemphasis on diversity of culture, ah, of, um, staff and, and faculty, which Middle States is very, um, you know, ah, interested in and which we, ah, which we, I think we, we are making progress. It's, um, but we need to do more. I think many institutions need to do more as well, ah, of course, um, and so it gave us an opportunity...to do that. How am I doing?

Interviewer: Great.

Respondent HE₄: OK. I know a little bit about this.

Interviewer: Yeah.

Respondent HE₄: I think...#3.

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₄: We have always...

Interviewer: Right.

Respondent HE₄: ...since I've been up in this...I've been at this institution 32 years.

Interviewer: Wow, a long time.

Respondent HE₄: It's my only job. I had many different jobs here, you know, but I've been here a long time. This institution has been transformed, especially over the last 15 years, 20 years, in terms of diversity. When I

started here in '78, there were few minorities. You could put every minority in one classroom.

Interviewer: Wow.

Respondent HE₄: We're 30% almost minority now.

Interviewer: Ok.

Respondent HE₄: So, we have been transformed. And it's not by accident. We worked to do that. I think the leadership of this institution, even before I was up here, I was just a faculty member, working and teaching, understood that it's our responsibility to be a diverse campus, and that we were going to do that, geography aside. It does not matter. I'm not (laugh), you know, 2 hours by freeway is, you know...but you know, things like transportation really made a difference. You know, you went through XXX and that cut in the mountain. You know, that has not always been there. That's only 20 years old.

Interviewer: OK.

Respondent HE₄: You know, before, you know how you go this way, it says 70 West this way and 68 that way...

Interviewer: Yeah.

Respondent HE₄: ...well, they, it didn't used to be that way. You had to get off a road and take 40...through twisting mountains to get here.

Interviewer: Wow.

Respondent HE₄: OK? That does not permit, you know, a large enrollment from the cities of Maryland out here.

Interviewer: Right.

Respondent HE₄: But, but once that freeway was open, and it became easier, just easier for people to come out here to see us from, from urban areas, you know, um, and New Jersey just to see the place, and once they saw the place, they really started to perk up their interest. So it was not only that, but we worked very hard, um, ah, we have a wonderful, um, staff some of whom have been here for awhile. I don't know if you know John Doe, who made it his um...institutional responsibility and ethical responsibility to make sure that we were attracting a wide diversity in our enrollment. He worked hard, and other people joined him in that. And you can see the fruits of that effort now, you know. People know about this, and ah, I think minorities feel welcomed here. They know that we, ah, we support, you know, ah, every student's, ah, ah, admission and every student's success here. We look at people individually. I think, you know, what a wonderful thing, um, for any student, you know, to have that support. And that's what we do. And it's attracted all sorts of people here—international students, you know, African-Americans, you know. Ah, also, of course, you know, students from, ah, ah, you know, instead of going to HE₁₀ they decided to come here because they liked the atmosphere you know. So, I, you know, I, I'm one who believes that if you do the right thing for students, diversity will take care of itself—if they know.

Interviewer: Ok.

Respondent HE₄: You know, however, um, we have a responsibility that if we bring students here that we support

their success. And we do that, you know. And so, um, we have long worked to diversify this campus by making sure that everyone knows what we offer, how we support students while they're here and when they leave. And I think that's made all the difference. We have had a concerted effort. However, given where we started...

Interviewer: Right.

Respondent HE₄: ...in '78 to recruit minorities, right? Um, and we will continue to do that. There's, you know, one thing we do not have is a big Hispanic, ah, representation here. The Hispanic population in Maryland is growing very rapidly.

Interviewer: Yes.

Respondent HE₄: We will have to address that, because I think we need to represent the cultures of Maryland and the demographics of Maryland. We need to do that as a state institution. Everyone's committed to doing that, and it enriches everyone's education if you do that, obviously. And so I think we have the right attitudes. I think we have demonstrated, through, you know, when, you know, it's just amazing when we were reporting for OCR and these other kinds of things, all the activities that were put in place, all the support that was put in place, ah, and, and if you walk on this campus in the fall, and you should come back and walk on the campus in the fall...this institution has been successful in that. Just look at the student population. And so that's one of the proudest things for me personally, to have been involved in that since the late '70s early '80s where it was not that. For any number of reasons you

know. But now, it is. And as we begin to bring more international students here, and we bring students from China, we bring students from the Middle East; we bring students from Latin America.

Interviewer: Wow.

Respondent HE₄: You know, then you're really beginning to look [at] what I call a very modern university with global links and national links where everyone feels welcomed and supported and where everyone appreciates the quality of the education. So that's what we're trying to do. That's what these goals and we're trying to get a staff here...

Interviewer: OK.

Respondent HE₄: ...also that is reflective of that.

Interviewer: OK.

Respondent HE₄: You know...and, um, sometimes it's a little more difficult with staffing and faculty ah, than it is with student population. But I think we've made some and, um, one thing that Human Resources has done, because of this and through this, is to really work with, um, our departments and our faculty in our hiring to try to maximize our opportunity for diversity of faculty and staff. And it has made a difference. Several years ago I was talking to the Board of Regents, I had an opportunity to do that, about our diversity program because, or our plan, because they liked it or something. And I was boo-hooing the fact that, oh, we're only up a percent on diversity within faculty staff. And I just said, well, we'll try and do better. And they, and...Everyone on that committee

says, "Well, that's not bad. It's [slam] **good** to be up a percent! You know, at least, you know, that's nothing to apologize for." Well, I'm always ambitious. I want to do more.

Interviewer: Right.

Respondent HE₄: But I think our diversity internationally is pretty good. We have faculty members from throughout the world. Umm, but I want to make sure we have more African-Americans. I want to make sure we have women. I think we're OK with women. Um, um, Hispanic and the like. I just want diversity.

Interviewer: Right.

Respondent HE₄: I want qualified, engaging, you know, hard-working, entrepreneurial faculty and staff. But I also want diversity in that. You know...and so we try to do that. And when you read this, you will see us emphasize that a lot. Ok, so that's where I think we are on that.

Interviewer: OK. So we're on #4 now.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₄: I think it's this, we have an excellent climate. I think, um, once again, if you read what we have done, if you go back and Google HE₄ and look at some of the news clippings on how we handle diversity, some of the adversities we have faced and, you know, um, and, and how we've tried to overcome that...I think you will see,

you get a glimpse of that. I think, you know, ah, everyone supports the goals that are here. These goals have been, um, discussed and vetted through PACD, faculty, staff, the president's office, but more importantly, we, we actually try to work on these things. So I think the atmosphere is a very good one. Um, there has been a rapid transition in this institution, but I think it has gone well. I don't hear where it has not gone well. I don't hear things that you don't want to hear.

Interviewer: Ok.

Respondent HE₄: You know?

Interviewer: Right.

Respondent HE₄: I hear, um, very positive, ah reports of faculty working with students working with staff that, you know, and so I think it has, I think institutionally you could say for the institution that obviously it supports diversity, it works, but at the people level, I see it too. I do. I mean, I do not see anything that has given me pause about acceptance, about, you know, or the transitioned you know. I think transitions, just from a social science viewpoint, it's hard for an organization when transition happens quickly to adjust, you know, the culture and the way it does things and what it, you know, but I think, um, what I have seen, it's been good. I think under good leadership too. Both presidents, highly, ah, ah, valued—Dr. Jane Doe and Dr. John Doe.

Interviewer: OK.

Respondent HE₄: Ah, diversity. And so, I, you know, it's, I think it has, it's the, I would say outstanding, actually.

Interviewer: So you've been here about 30 years, so you've had two presidents? Or have there been more?

Respondent HE₄: Oh, no. We've had many presidents.

Interviewer: Had many presidents? Oh, OK.

Respondent HE₄: Yeah, yeah. But the last two presidents...

Interviewer: OK.

Respondent HE₄: Because I think, um, although we have worked to, the diversity that we have all worked for has really materialized in the last 10 years. I mean you could see it.

Interviewer: Right.

Respondent HE₄: You know...

Interviewer: Yeah.

Respondent HE₄: Or the last, you know, 10 years or so. And it continues at a rapid pace, you know. If, um, look, you know, we're, um, just to give you an example, we're, um, if things turn out the way they should, ah, we will have 30 students from Saudi Arabia here on campus, both undergrads and grads, studying by January.

Interviewer: Wow.

Respondent HE₄: And it started out a little slow. I thought we'd have thirty, -20 this fall, but it doesn't look like it. But by spring we will.

Interviewer: Oh.

Respondent HE₄: We also have students, ah, here pursuing, from India, pursuing an MBA. We will have, we have for the last, this is our third year, um, and we have, um, around 25 to 30 students from the People's Republic of China here every semester um, going to school. We have the diversity represented by the demographics of Maryland. And so, in larger numbers. And so that is a rapid transition. And what I hear is, "How can we help? How can we ensure the success and the comfort level of our international students?" in particular is the recent talk around school because, you know...Um, um, how can we make sure that they feel comfortable in the community, you know? How...and we have, um, most of our, I tell ya, most of our SGA leader...leaders [in] student government, are African-American students. And they're coming to us saying, "How can we help with the Saudi students?"

Interviewer: Oh.

Respondent HE₄: See, this is the kind of stuff you want to see in life.

Interviewer: Yes.

Respondent HE₄: You know. So I think the culture's good. I think the environment's good. They wouldn't be coming to us saying "How can we help?"

Interviewer: Right.

Respondent HE₄: If they say, "Well, why are you bringing these people in?" and on and on.

Interviewer: Yeah.

Respondent HE₄: And they don't think, you know, all this kind of stuff.

Interviewer: Right.

Respondent HE₄: Um, students aren't like that anyway, I don't think.

Interviewer: Right.

Respondent HE₄: Um, but it, it's a healthy sign that everyone wants to help.

Interviewer: Ok.

Respondent HE₄: Everyone has a concern. Not a critical concern, you know. They do want you to be careful what you're doing, but a concern about the students. We are a very student-centered institution and, you know, we're a teaching institution...primarily, although we do a lot of research and, I'm not saying that, but research is a very big component of what we're doing.

Interviewer: Right.

Respondent HE₄: But we are considered to be a comprehensive teaching [institution] and so we take that very seriously. So it's good. So I think if you'd talk to AO₃ or the SA₁ people, they probably will tell you the same about HE₄.

Interviewer: Great.

Respondent HE₄: I would hope so. Yeah, I would hope so because, you know, we really take this stuff very seriously and, um, um, and because we just, it's a responsibility and it's a, and it enriches us. The more we take it, ah, seriously, the more we work on

enhancing diversity the stronger the institution is, plus it's the right thing to do beyond that.

Interviewer: Yeah.

Respondent HE₄: Yeah. And so I think, I think we're OK on that.

Interviewer: OK.

Respondent HE₄: I hope so.

Interviewer: Yeah. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE₄: Well, we do, we do have obstacles, you know?

Interviewer: Yeah.

Respondent HE₄: Um, honestly, we need more time to assess where we are on a quarterly or a monthly basis or something like that.

Interviewer: Yeah.

Respondent HE₄: We just need more time to step back to see, to ask questions like, "OK, um, here are some strategies that we have outlined for undergraduate minority and first-generation..." I have to talk about that.

Interviewer: Yeah.

Respondent HE₄: How are we doing this month? How are we doing now?

Interviewer: Uh huh.

Respondent HE₄: How are we doing on attracting diversity in staff? How are we doing on that? Are these strategies so we need more time to sit back and just not review it when the report's due or 3 months before the report's due. We need to institutionalize that review, um, to help us to as they say in cybernetics, "steer." We gotta steer a little bit. You know, you can't steer without the information.

Interviewer: Right.

Respondent HE₄: So I think finding time to assess has been a problem and to be able to make sure that if we need to make adjustments in the strategies that we have, that we're making adjustments in a meaningful way so I have something meaningful to report at the end. And not just report and kinda say, well, now tell us what you've been doing because I have to write a report. Or we have to write a report.

Interviewer: Right.

Respondent HE₄: You know, why, how these reports are done (?), actually, is that the people whose operation takes the lead, the lead you know, agency, the lead department, will write up what they have done. I look at that, discuss, and we discuss it as a group. So you hate to, you can't ask them to write anymore, but you can get them around a table and say, well, let's talk about where we are. We need to do more of that. We just, you know, we just need to do more of that. Second of all, we need the necessary financial resources. Now, there are things you can do without money.

Interviewer: Ok.

Respondent HE₄: And I'm not one, I'm always one to say, well, if we don't have the money let's find another way to do some of this without the money.

Interviewer: Uh huh.

Respondent HE₄: So we just don't write up these plans and say well, we don't have the money so see you next year. You know, it just doesn't work. And, so we have suggested to University System of Maryland, in our reports, the kinds of funds we think we need to do to do a better job in some of these efforts. And it's basically support of program money, you know. Um, and the like... So better reflective kind of meetings, evaluative meetings, and a canvas of available funds that we might have to prioritize some of the goals and strategies and use of funds in that way. I/we just, you know, since February I don't think we've had that discussion. I know some of this work is going on because I had to report on it in Middle State's annual reports what are you doing so I know the works, but we haven't all got around the table to say, OK, well, obviously we didn't get any additional funds from System so, and they can't, they don't have any money. Or MHEC or the, you know, the State Legislature did not pass a bill to go along with this...

Interviewer: Right.

Respondent HE₄: ...that would fund us...

Interviewer: Yeah.

Respondent HE₄: ...you know, so, but, do we have, is there any way, is there, you know, particular things that we are

trying to do that, um, that we, there might be some money for. We need to have that discussion. So, um, in terms of...we need to have that discussion in terms of specifically in terms of this.

Interviewer: Uh huh.

Respondent HE₄: And being able to get an assessment, mid-year assessment, where we are and what funds are available and not available and what's needed for the next 6 months. We need to do that this summer, because I have to report again in February. We have to report in February. I just don't want, you know, it's, it lacks credibility if you've shown up in December saying well, tell me what you've done and, you know, it's not good. Although I know things are going on because I've seen them and had to report on them, but, but this review has not been done holistically, and needs to be done holistically and, yeah...

Interviewer: One of the questions I will pose to the legislators will be are they doing all it can to support this mandate?

Respondent HE₄: Yeah.

Interviewer: It's easy to pass a mandate...

Respondent HE₄: Where, where's it...

Interviewer: ...but are you funding it...

Respondent HE₄: Right.

Interviewer: ...or what are you doing at the State level to...

Respondent HE₄: Well, you know...

Interviewer: ...you know, funnel through.

Respondent HE₄: ...it, it's because, and this is not just rhetoric. It's because we take this stuff seriously here that I think these goals we're pursuing, whether they were mandated or law or not and we're going to try to find ways to do that. However, we have to be cognizant of the fact that as an institution we need to institutionalize the review of that to make sure that we're doing all we can and so that we do have something meaningful to report in February. You know? And, but this institution, like many institutions, is just crushed with work that it's very difficult at times to put that, you know, on people's radar and get that done. Um, we, um, one thing that, that I think, we share is responsibility for this among different offices and divisions. And, we have, um, and so I think at this level of administration it's important that I meet and talk to, let's say, Dr. John Doe about this, down in Student Affairs, and we together call that meeting to see you know, um, and so I will put that on the big board here to try to get some of that done[pause].

Respondent HE₄: Um, listen, another thing about the bill...

Interviewer: Sure.

Respondent HE₄: ...going back and because I was gonna mention this and then I...No, no, I'm fine. We've got 20 minutes yet. Um, the Attorney General of the State of Maryland, did you see that?

Interviewer: I know he wrote a response on it.

Respondent HE₄: Wrote an opinion on this...

Interviewer: Yeah.

Respondent HE₄: ...saying this just can't be, ah, ah, [just] for African-Americans. It has to be a broader interpretation which is fine. I understand that. And so, I took that, and we took that seriously. One thing that we try to do here at HE₄, one of our niches, is to help first-generation students. Students whose parents never went to college; their grandparents never went to college. And maybe they come out of a home or learning environment that did not stress higher education.

Interviewer: Right.

Respondent HE₄: But who are very good, capable, and ambitious students and we want them up here. So that's why you see first-generation students here. It does broaden, you know, the definition typically used for diversity, but I think that's diversity. You know, you got kids who, you know, who come from a middle class or upper middle class or whatever, um, family backgrounds and, you know, everyone's going to college and they just...

Interviewer: Right.

Respondent HE₄: ...well, I want to go to HE₄ and they come to HE₄, you know.

Interviewer: Yeah.

Respondent HE₄: But then we also have kids—white, black, or whatever—who do not come out of that environment.

Interviewer: Yeah.

Respondent HE₄: And, I think that, that's diversity on campus. And I don't want that to get lost. So when I saw that, or when we saw it, I go [loud clap], I'm putting international students in this and I'm putting first-generation students. Now, now the question is: Have we really focused on, ah, what we're doing for diversity, ah, what we're doing for first-generation students versus minority students, in terms of programming. I'm not sure we have. There's overlap sometimes, but we do have, ah, ah, a lot of our, well, I'm not sure. I think we do, no, I take that back. We do think about that often. We do have academic support over here through the TRIO program where you have to be a first-generation student, so, so there is institutionally thinking about that but is it wide enough, I'm not sure. But there is...We have grants to support it. But I wanted to include that to broaden, um, and I wanted to include, and the group wanted, it's not just me, the group wanted to include international as a way to broaden what we're thinking about and to capture the true essence what I think of what diversity [is]...diversity is just not ethnicity. It's something broader than that.

Respondent HE₄: Yeah.

Interviewer: ...and all of these other things.

Respondent HE₄: Class issues. Exactly, they do have different experiences...bring different things...to their first year, second year of college and whatever, you know...

Interviewer: Right, right.

Respondent HE₄: And so, yes, he's [Attorney General] right. And I think we have a recognition of a broader definition of diversity and not just ethnicity...and black-white but of economic status...um, and the like. So that's why that's there. Because I want to make sure that people understood that we have a broader definition. Broader than what OCR was.

Interviewer: Right.

Respondent HE₄: Oh, my gosh! You know, that was black-white. That was African-American. And, um, and I think, I think the University System of Maryland actually has broadened their view of what, um, diversity is, ah, in my opinion, through Dr. John Doe's leadership. I think, I think they have a broader view, ah, than in the past. You know, Maryland, as you know, ah, wrestled with integration in the '40s and '50s and '60s, and the legacy of that... and [we] still see it today where USM and other, you know, Legislature, they're trying to make sure, positively, you know, that [that] legacy is dead, that, you know, that people, you know, and um, and I come from Ohio.

Interviewer: OK.

Respondent HE₄: ...you know, and, um I don't know [if] there's Historical Black Institutions in Ohio, you know. But there are in Maryland. And so, I think we all are getting a broader definition, and understanding and a richer understanding of what constitutes diversity. And I think that's good. And you know, I think, you

know, the more you think about it that way, the more you can benefit and ah, and be enriched by the various groups that make up that holistic view of diversity, you know. In my view, you know. So there you go!

Interviewer: Yes...final question.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₄: Well, I need more resources. And, um, but, you know, I really believe that, yes, you can say you always need more resources. Everyone can always say that. But I think we have an obligation to try to do interesting things that move us forward in this area with little funding. There are things you can do. There's programming that you can have. There are things that you can say. There are people you can talk to. There are grants that you can, you know, write. One thing, for example, that you can do without specific earmarked funding, although at some point, the State of Maryland and USM and MHEC and the State Legislature need to understand that, you know, um, that these efforts must be supported financially. But that does not, in my view, mean that the institution can't try to do what it can do. Now here's an example of that. STEM is big.

Interviewer: Yes.

Respondent HE₄: And this institution has led the way in devising and worked with other institutions in to come up with a regional STEM plan. And we've applied for federal funding for that STEM plan. You know, get more kids involved in STEM, and provide programming for teachers and the like. It has a very science focus. Two of the goals...two of the goals...here we go. That we've applied, that we include, right in that STEM plan that the region did, it wasn't just HE₄. The regional [focus] was to make sure that we have more women involved in STEM.

Interviewer: Ok.

Respondent HE₄: That's diversity...we really emphasized women on this one. And also, that our STEM efforts are tied nationally and internationally in the exchange of faculty and students in these efforts. Now that's diversity. So we've applied for money to help us enrich our diversity through a STEM grant where there is money. So you've got to be creative in how you find funds necessary to create the, ah, to, reach your stem goals. But tie those, make sure that those goals are tied to diversity, and a type of diversity you expect as a university and as a region, you know. You know, one thing we said in that STEM grant, we have a lot of international people in this area who have knowledge of STEM but they're not involved. Let's get them involved. Let's link them up with, you know, minorities and women and so on. You know, so the diversity and the cultural awareness that you expect, that you want, can be achieved through other mechanisms. And any good proposal in STEM or the arts should have that diversity cultural component. If it

doesn't, it's not a modern, realistic, worldly proposal.

Interviewer: Right.

Respondent HE₄: The proposal's deficient. But you can also achieve some of these goals while you're working for science goals. That's the way I look at it, you know. So you've got to be clever. So even though the State Legislature did not earmark \$500,000 to HE₄ to help on its diversity program doesn't mean you can't find ways to do that although it should be the responsibility of Maryland government you know, if they are going to mandate things, to help us...

Interviewer: Ok.

Respondent HE₄: I suggested to System there should be, MHEC used to have competitive grants that its members could apply for—technology or this or that—where are those grants?

Interviewer: Yeah.

Respondent HE₄: You don't have to give places money, but you could make money available for good ideas.

Interviewer: Right.

Respondent HE₄: And politically, you would think they would want to do that anyway because (a) it shows that they're trying, (b) it gets good ideas. You don't have to fund everybody, you know. Um, if I was a politician, I was thinking now that's a pretty good idea you know. Umm...but I think, um, and so I asked you know, I write System, you know, in this report! I think if you read the end of this report it says

something like that. You know, I think it says something like, let's see what I, we said. This is on the 2010 (Progress Report).

Interviewer: OK.

Respondent HE₄: I think it says it on the '09 Progress Report on Page 12. It says HE₄ made significant progress implementing blah, blah, blah." See that on [page] 12 in the middle. However, additional resources are needed and, um, I gave them a total \$214,000 to help us. An approach to helping HE₄ and other Maryland institutions of higher education you know ah, is to make competitive state grants available.

Interviewer: Yes.

Respondent HE₄: In the past, the state has funded important initiatives to help to train, transform, and improve higher education in Maryland Universities, meaning [we] us, would welcome an opportunity to apply for a diversity grants. We would welcome that opportunity. So, you know and, um, so I think, um, until direct funding comes or more of those opportunities [arise], I think you can go look at your own budget and say, you know, this is important regardless of outside sources. We'll try to devote some money or you piggyback it on other things, making sure that you're doing something in those proposals that you should be doing in the first place, and that is having a diversity cultural aspect to those proposals, whether in the literature or arts and sciences or whatever, you know international education. I don't care what the proposals for. It should have a cultural diversity aspect to it. And

therefore you can achieve your goals, you know, get some money to help achieve the goals, um, while you're promoting, you know, the arts or the sciences or in terms of specific projects. And that's how I look at it.

Interviewer: OK.

Respondent HE₄: And that's how it's done!

Interviewer: Great. Um, that concludes the questions.

Respondent HE₄'s Closing Comments: Well, I'm proud of HE₄. I think, um, I think we've come a long ways. We're in a part of the state which is not terribly diverse, you know, I don't know what the figures are—1%-2% of the population, ah, is, um African-American or other kind of cultural diversity demographic, ah, parts, um, but nevertheless, 60%-70% students of our students come from the Baltimore-D.C. area.

Interviewer: Wow!

Respondent HE₄: 60 to 70%.

Interviewer: Wow, that's a large number.

Respondent HE₄: There's a reason for that!

Interviewer: Yeah.

Respondent HE₄: And a lot of those students are African-American. And they come down here and, ah, as well as white students from XXX County. And they come down here because they know they have an opportunity to do things

here that perhaps they could not do as quickly at larger institutions.

Interviewer: Ok.

Respondent HE₄: And they, they have, they get to interact in small classrooms with professors who are drawn from throughout the world in a caring environment where quality is expected, but we give them the support needed to do that. They find that they, um, um, that the community...broader community is welcoming and that the university works hard to make sure that all of its students can succeed here. And because we know the future of the institution, it's what those kids are going to say about us...

Interviewer: Right.

Respondent HE₄: ...in the future. And um, that's in our, you know, so we want students who, um, value their education here, can speak for the institution and, um, that obviously helps us. But I think more importantly, it allows HE₄ to play a leadership role in the State of Maryland and its future, and that's what we're trying to do here for everyone.

Interviewer: Great.

Respondent HE₄: Yup.

Interviewer: OK. Thank you for your time.

Respondent HE₄: Well, thank you. And if you, um, if you have follow-up...

[End of Interview]

RESPONDENT (HE₅)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₅: Um, well, we found out about that, ah, I want to say it was in the spring of last year, um, so we didn't even know about it right away.

Interviewer: Right.

Respondent HE₅: Took us a little while to even hear about it.

Interviewer: Oh.

Respondent HE₅: At the time, it was literally, ah, a couple weeks, I think, before we had to present it to our Board. Ah, and so the requirement, one of the requirements is we have to present, ah, a report to our governing body which is our Board of Trustees...um, by...let me get my dates right. Is it April 1st this year or May 1st [pause]?

Respondent HE₅: It was by May 1st, right? Correct. Um, and then we have to present the report to MHEC (?) by...August 1. Umm...so that year, the first year, we quickly, very quickly, put a report together. And we didn't have time to do a whole lot of research into it. It was really just, um, a couple people who were co-chairing our Diversity Committee and myself. So the three of us really just sat down and looked at the program, um, thought of some recommendations, put together a list of the things we already do in the

program. We quickly put a report together and presented it to our Board. Umm...do you want me, do you; I don't know what your other questions are. I could go on, but, um, the process this year was a little bit different for us.

Interviewer: OK.

Respondent HE₅: We, um...We had a little more time to prepare this year so we actually, um, we actually have a Diversity Committee that has, geez, about 30 people on it.

Interviewer: Wow!

Respondent HE₅: Ah, it's pretty big. It's from all representatives from all areas of the college so we have faculty on there. We have, um, support staff, professional/technical staff, administrative staff. We have people from different, um, units across campus, and we have a mixture of demographics on there to try to cover...and so, there's co-chairs. All of our committee is approved by the president. We don't have a limit, so I mean, anyone who's interested can join to this point. In fact, the more the better because we do have a lot of different tasks we parse out to the people. Um, one of our subcommittees this year turned out to be working on our plan. We call it the Plan Subcommittee because now we had time to prepare. Ah, and we knew we had to have this report done and presented to our Board at their April 26th Board meeting, I think it was, right before May 1st. Um, and so we had, I want to say, maybe 8 people on that subcommittee from our Diversity Committee. And they/we sat down and some of the people had been on the committee for a long time, some people were pretty new. We even had a

student on our Diversity Committee, and she volunteered for this subcommittee too, so we had a really wide range of people on this subcommittee. So, I want to say 8 people that were involved in it sat down and came up with some recommendations—what we liked about the program, what we didn't like, um, what we wanted to make changes to for the next year.

Interviewer: Oh, so...

Respondent HE₅: So the process worked a little better this year, and we did make the presentation to the Board on April 26th.

Interviewer: OK. Second question, um...

Question #2

Interviewer: How has Senate Bill 438 influenced changes in your institutions' policies, practices, or procedures?

Respondent HE₅: You know...I don't know that it's changed much, to be honest with you. We already had a diversity plan, along with our Diversity Committee, so the plan was a document that describes our diversity program here and part of that plan was um, a note that we have to review our plan periodically and make recommendations to improve it. So...

Interviewer: Right.

Respondent HE₅:...we already had a continual improvement process in place, for our program so, um, we basically took some stuff that, well, and some of the stuff we had already planned to do anyway.

Interviewer: Right.

Respondent HE₅: We just put it in our report. So it's not like we had a program that was just sitting still, you know, no momentum. We actually had changes go into it, it was, you know, and we just sort of put that in writing for our report. So I wouldn't say it changed a lot of things. It, we did create the subcommittee to make it a little more formal...

Interviewer: Right.

Respondent HE₅: ...whereas before it was kind of, we got suggestions from people but not in a real formal way. We just, people just, if they had an idea they told us, either from the committee or off the committee, it didn't matter. Um, but now it's a more formal thing where anyone who was interested in looking at the plan got on the subcommittee, um, so it's a little different process but we kind of got to the same place anyway. So we're making the changes that we were going to make anyway.

Interviewer: OK.

Respondent HE₅: Umm...and what's funny, one of the things we talked about was, um, well, if we want to make real change, we need to know what people think about our program, our diversity program. And I'd just got here.

Interviewer: Right.

Respondent HE₅: I'm a year and a half old here, so I'm pretty new to the whole thing.

Interviewer: Yeah.

Respondent HE₅: We have a survey we send out to employees every year. It's called a XXX Survey.

Interviewer: OK.

Respondent HE₅: And it's got sections on all kinds of stuff on it. And we said, look, you know, it'd be great if we had a diversity section in that XXX Survey because, um, like I said, we need to know where we're headed, what we really...what the people are feeling before we, um, really try to make some real significant changes. So we did that. We got the results back, really as the subcommittee was meeting, which was great timing. And we were able to take some of those recommendations and fold them into our, ah, report that we presented to the Board for the Senate Bill. So, um...and that, that's something I'm not sure we would have done without the MHEC or the Senate Bill requirements, but...

Interviewer: Uh huh.

Respondent HE₅: ...I would think maybe we would have anyway because I probably would have suggested it, but I think that helped get it approved because our department that manages the survey, we like to keep it you know, short and brief, and people will do it. So, they agreed to put something on diversity in there, probably because of the Senate Bill...

Interviewer: Right.

Respondent HE₅: It helped a lot.

Interviewer: OK.

Respondent HE₅: So, it worked out pretty well.

Interviewer: OK. Third question:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₅: Well, again, I'm not an old timer here...

Interviewer: Right.

Respondent HE₅: But, we have a, um, our vice president for Academic Affairs, named John Doe, he is just retiring in June, and we're having all these going away celebrations for him but he's been here a long time. And...

Interviewer: OK.

Respondent HE₅: ...he originally had the idea for what's now called the Diversity Committee, um, and I want to say it was called the, ah, XXX Committee or Council or something like that, back in the day.

Interviewer: Uh huh.

Respondent HE₅: And, it's been literally since I think the, um, '80s I think when that was first developed, so it's been over 20 years.

Interviewer: Wow.

Respondent HE₅: We already had a program. So, John Doe was great at getting that started. And when I walked in the door, this program was already one of the best I've ever seen or one of the best I've ever heard of. And we still talk about, um; we have diversity meetings around the State. We have what

we call Diversity Roundtable which consists of all the colleges in the community colleges, in um, the State of Maryland. We call it the MACC System—Maryland Association of Community Colleges.

Interviewer: OK.

Respondent HE₅: So there's diversity reps from each school that meets, ah, quarterly, and it's called Diversity Roundtable. And we talk about issues going on our campus and how our program's running and suggestions we have and things we want to look at as a group, things we can join in on and have joint ventures. Um, and so when we talk about our diversity program here at HE₅, other schools seem envious of us. I mean, they are surprised at what we do. I think they're impressed with what we do. Again, our committee's pretty big, um, which people, you know, at some other colleges might have a one-person diversity rep or they might have two people or a very, very small committee. But we have a big, wide committee with a lot of input, a lot of different viewpoints, and I think that's pretty helpful. Um, we also have a requirement that every budgeted employee on campus—and we have about 600 of them—

Interviewer: Hmmm...

Respondent HE₅: ...every one of them must take two diversity credits; we call them, or attend two diversity events during the course of each year. So that's a mandate, it's in your performance appraisal; it's in your performance plan. Um, and we give plenty of opportunities. We have 40 to 60 events each year...

Interviewer: Wow.

Respondent HE₅: ...on campus that our big committee helps to plan. That's another subcommittee which is our biggest subcommittee. So we plan a lot of stuff on campus for people to attend, um, throughout the whole year, um, and we have certain requirements for diversity credits—not just anything. It has to, you know, if you show a movie that's related to diversity on campus, you have to have a discussion period afterwards. It can't just be a movie.

Interviewer: OK.

Respondent HE₅: It's gotta be a movie and a discussion. Or it's gotta be a guest speaker with a question and answer opportunity. Um, it has to be a demonstration where you can ask questions. It's gotta be, um, the committee reviews every request that comes in for diversity credit, and we either say yes or no. And again, we end up with about 40 to 60 events we say yes to, that they actually meet our criteria for diversity credit. And we advertise it to the campus, and people can come and we keep track of who comes and that gets noted in their professional development log.

Interviewer: Hmm...

Respondent HE₅: And at the end of the year, when your appraisal comes, you've gotta have two.

Interviewer: Wow.

Respondent HE₅: Everyone has to have two.

Interviewer: OK.

Respondent HE₅: Um, we have a diversity week in a certain Month of each year, which is a whole week devoted to diversity and there are all kinds of events then. So we have them spread throughout the year, but that's where we have a real concentration of a bunch of stuff all at once. So we'll have a theme each year, um, and we'll show movies. We'll have guest speakers from the community. We'll have demonstrations. We'll have all kinds of stuff going on that week. So if you missed a lot of the other stuff, that's a good week to catch up on things. We also have a library of diversity materials where, um, you can check out some stuff if you have a hard time making some of our events. So, when we talk to other campuses about the things we do here, it's like I said, other campuses seem impressed. Um, we're pretty proud of what we do here. And so, back to your original question...the history of it. The history was here long before I got here.

Interviewer: Right.

Respondent HE₅: It was already really well developed, um, starting with Dr. John Doe and making it bigger and bigger and bigger all the time. Um, so it's a pretty good program. I'm really kind of proud of it.

Interviewer: I tell you, when I went to AO₃ the other day, and I was talking about the project, what I'm doing, ah, that's one of the things they said. They said HE₅...

Respondent HE₅: Really!

Interviewer: ...always had a good, ah, reputation...

Respondent HE₅: Hmmm...

Interviewer: ...of kind of, ah, promoting and enhancing this, so even at the AO₃ level, they're kinda recognizing amongst the...

Respondent HE₅: Ahh...

Interviewer: ...colleges kinda what you are doing. So, you kind of concurred

Respondent HE₅: Yeah.

Interviewer: ...with what was already said, you know.

Respondent HE₅: Well, you know, I didn't have much to do with it. Because like I said, it was already here when I walked in but, um...

Interviewer: Well, I think it's important also, I mean, you're carrying on what was here so...

Respondent HE₅: Uh huh.

Interviewer: ...um, just continuation, I mean, and that's one of the things that were discussed—the leadership people and VPs, AVPs, etc. —if the leadership doesn't have this type of, ah, drive or, you know, go-to-it-ness...

Respondent HE₅: Yeah.

Interviewer: ...it could really stop at the institution, so...

Respondent HE₅: Yeah, we're really lucky to have good leadership. We

actually hosted it, I said that roundtable that goes around the state. We actually hosted the one that was in April, I guess. It was a couple months ago...

Interviewer: OK.

Respondent HE₅: ...um, on this campus, so they just rotate around the different campuses. And we hosted the most recent one, and our president came and gave a nice speech about what we do here on this campus. It was nice to have her, you know, when you go to some campuses, the president doesn't show up.

Interviewer: Yeah.

Respondent HE₅: You just don't see that visibility. And so she came, and she's really interested in it. And she is very supportive of our program. She um, gives us a lot of leeway to make decisions. It's not like she comes to our committee and says, "This is what I want you to work on this year" or "This is what you need to do." She says, "You guys come up with your own, you know, your own goals, your own initiatives you want to work on and keep me informed." And we have meetings with her; the co-chairs have meetings with her, and, um, keep her updated on progress. But she really does get in...we ask her a question, and she might say, "Ask your committee. See what the committee thinks."

Interviewer: Hmm...

Respondent HE₅: You know, "Go back to the people and ask them." OK. We'll do that. So she doesn't get all in our

business and meddle and try to force us in a certain direction.

Interviewer: That's great.

Respondent HE₅: She really just sits back and lets us run the show. And she does a really good...And then when we need resources, she's there for us to give us funding for certain things. She keeps the funding pretty steady for us. Even with the budget crisis we've had lately, the funding has remained level for diversity, so we're pretty happy with that. It's gone pretty well. Yeah, it's surprising actually. I mean, you think a lot of things are getting cut.

Interviewer: Right.

Respondent HE₅: But, you know she puts her money where her mouth is...

Interviewer: And usually what I found, that's one of the areas that gets cut quick, you know, when there's a economic retrenchment and things like that, so that's good to hear.

Respondent HE₅: Uh huh.

Interviewer: OK. Question #4, and then I have two more questions after that.

Respondent HE₅: Oh, sure.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₅: Ah, I think it's really good. I mean, I've worked in a couple

other places where I would say it's probably not as good...

Interviewer: Right.

Respondent HE₅: ...so, a lot of that has to do with the program we have on campus. Some of it has to do with our hiring process and the kind of people we hire.

Interviewer: Right.

Respondent HE₅: Um, our, our hiring process, um, like a lot of companies or organizations, we have a set of, you know, you have to get your interview questions approved ahead of time. You ask the same questions of everyone. But we have a diversity question in every interview where we sort of gauge, um, the reaction of the interviewee to the question. How do they respond to it? Um, talking about how diverse, what diversity means to them or how they would incorporate diversity into the position they're applying for it. And so I think, it's both things. It really starts with the interview process and who we pick. And then once they get in, we keep it going with our diversity program. So I think the climate's really good. And I'm not only the AVP of XXX, but also the EEO officer...

Interviewer: OK.

Respondent HE₅: ...and so I would be the one that hears all the complaints...

Interviewer: Yeah.

Respondent HE₅: ...and anything that...and, really, on this campus, you don't hear much. And it was funny because we put the XXX Survey out.

Remember, we had a diversity section this year. It was the first time we'd ever done that.

Interviewer: Right.

Respondent HE₅: We didn't know what we were going to get back. We had some questions that were just rating, you know, just on a numerical scale—how do you feel? Those numerical ratings were very high for diversity. I mean, on a scale of 5, everything we asked was above 4, about what people on campus think about the climate.

Interviewer: Hmm...

Respondent HE₅: Um, but it was between 4, 4.5, so it was pretty high. Um, and then we had some open-ended questions. And we got some crazy responses. Some of this stuff was just...in some ways, even unrelated to diversity, but it was just people really let loose. I mean, they were very honest about some stuff. And, you know, you find out through that, well, I mean, things aren't perfect of course. There are problems on campus...like on every campus. So there were diversity issues. Some people feel like they're not being treated the way they should be treated. But overall, it was pretty positive, you know. I mean, we were, we didn't know what to expect. We just threw it out there. Overall it was pretty positive. And a lot of the comments had to do with, you know, your programs are good but make them, you know, at different times of day or different days of the week or have them in different places. It was a lot to do with just sort of the organizational stuff not so much, the climate's really bad. It was a lot of stuff about changing a few details of our program

and how we do things, but in general, we got pretty good responses back. So I think the climate's pretty good here.

Respondent HE₅: Yeah.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438? And what are the obstacles?

Respondent HE₅: The first, like I said, the first year we had some difficulty just because of the timeframe. I don't know what happened. It wasn't publicized or I was...I was new. I don't know what happened. We didn't hear about it...

Interviewer: Right.

Respondent HE₅: ...until we got a note. We got, someone said something to us 2 weeks before it was due. And we're like, "Oh, my God, we're going to be..."

Respondent HE₅: So that was difficult.

Respondent HE₅: Um, you know...there's timing obstacles. I mean, it really...whereas before we were constantly reviewing and doing things when they came up. Now it's more like, well, we have to do it now and we have to like write a report on it by this time and all. So we kind of changed timeframes a little bit which made things a little, in some ways, a little more difficult. Instead of doing things at our pace we were on a time schedule that worked for us, we kind of had to

do it in accordance with the law. Um, it's more formal now which is, you know, a little good and a little bad.

Interviewer: Oh.

Respondent HE₅: I mean, we have this nice subcommittee where we had these good people gave good opinions and good viewpoints, but that required some, you know, some logistical stuff. We had to get people together. We had to have regular meetings. We had to arrange people's time and schedules and, and make sure we got the input of everyone who, who had input and, you know, it does create a little more of a burden on us. I think when talking to some people here, I mean, I think we, we're pretty proud of our program and we do a little, I have to say, to be perfectly honest, we do resent a little bit—and I understand the intention of the bill...and it's very good. If you don't have a program, you need to have one, yes. Ok, it makes perfect sense. I understand that. If you already have a program, you need to improve it and document that improvement. Well, you know, that created a little bit of resentment, I guess [pause].

Respondent HE₅: It's like...here you are asking people who don't have one to create one, but you're asking people that do have one, and have a good one, to make it better. Which, I think, and I would say for me, created a little bit of resentment. I think it did for some other people too that...

Respondent HE₅: And, already doing the best we can. Um, we have a good program and so asking to make it better was a little, you know, you could, you could look at it as ah... [an] unreasonable request or something like that. So, I

thought the bill went a little too far maybe? Is what I would say about that. And, and there's that part of the bill that says, "Oh, and by the way, if you need money, or if there's any resources you might need, please list them in your report too," which we did. And it specifically...that part specifically referred to the academic side, student side. What can you do to help improve your student diversity? So we talked to Student Services. We talked to Academic Affairs, and we got their ideas for what could we do with some money if we got some money and I mean, I don't think there's any likelihood that we're going to get any money, but we still went through that exercise and we put that in our report. Um, you know, it would be nice if there was that outcome. Here's all we're doing. Here's where we're trying to improve our program. And, and we end up getting some money out of it. Well, that would be pretty cool! I just don't see that ever happening. I just think that's a, that's just an exercise in futility, but, you know, we put it in there, like they asked [pause].

Respondent HE₅: Um, and then you wonder, are people really reading these things? Is anyone reading our report? It was funny, because the first year we did it, we gave our report to the Board, we sent it in to MHEC, um, and then we were notified like 2 months later we get a call from MHEC, like "Hey! "Where's your report?" And so, you know, we submitted it. And I resubmitted the same email. I was like, look, we did it by the deadline. And like, oh, we're sorry. So, you wonder on the other end are they reading it? Are they keeping good records of who put it in? Is it just a big red tape thing? I don't know what happens once

we send it in. But apparently the first year, they didn't even notice that we sent it in, and ended up having to...I guess in a way that's good that they're actually checking. But they checked wrong. (laugh) So...so I was like, "Ahhh..." So our president, yeah, I got a call from the president because they contacted our president. The president's like..."where's our...you were supposed to do that report." I was like, "I sent it. I swear I sent it in." And I went back and had to prove it. But that was kind of a pain, you know? I'm like, hey, my president's on my case. But I actually did it.

Respondent HE₅: Oh yeah, yeah. I pulled that email right out. I was like, yeah, I know I did it.

Interviewer: Yeah. I know at the AO₃ Office, ah, when I posed this question, um, they indicated well, it kind of depends on the region of the State. Some colleges have more resources than others. Some communities may be more amenable to this type of effort, so what you've said really kind of substantiates, you know, what I've been kind of hearing in terms of you know, resources...

Respondent HE₅: Yeah, that's true. And it's funny when I'm the XXX [administrator] so when I talk about our diversity program, I sometimes tend to forget about the academic stuff, what we do on that side. When the roundtable came here, usually each college and we all talk to each other,

but there's also a little presentation from the host college about kind of what you're doing, what you're proud of. We presented a couple things that, um, we were proud of, on the student side, what we do with disabled students. And we actually reach out to them in high school and bring them on board. Um, we started a program in high school in [our] County where we try to get them ready for college, and if they come here we have a really good program. So that's what we presented, and we have other programs on the academic side too. We have a, um, program where we reach out to individuals that are historically underrepresented and um, try to pull them in and get them ready for college and have a special cohort each year that comes through. So we do a lot on the academic side too which some of this stuff I don't even know about or not as aware of, but we put some of that in our report too, but, um, sometimes I tend to forget about that. While I tend to focus on the employee side. But we're really good on the academic side too, so I don't want to forget about that.

Respondent HE₅: But yeah, the resources, um, some have and some have not. We go to these roundtables. A lot of them focus really more on the academic side. They don't really have a really strong employee program, so I don't want to criticize other college's [operations]. They might focus more on the academic side, maybe not as much on the employee side. I think we have both covered pretty well here.

Interviewer: Right...and final question.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₅: You know, it's funny. We did this survey...

Interviewer: Yes.

Respondent HE₅: ...this is when we laughed about the notes, the responses. One of the open-ended responses said, um, ah, "Now that we have, now that we've achieved a post-racist society..." How, ah, it started out that way. And we (laugh), [Jane Doe] and I, the co-chair, looked at each like, really? Post-racist society? So, we're like, you know, we're not there yet; let's face it. Um, some people feel that way, um, but we have a long way to go still.

Respondent HE₅: Um...what I'd like to do, I'd like to do a lot more with the hiring process, um, establish more relationships so we can get more, um, candidates from different demographic groups. I'd like to do more with disabled employees. Um, there's just a lot to do and now, and things are changing all the time because now we have all the generational differences. We might not have had that so much in the past. Um, what resources do we need to get (?). I mean, again, I think our program's working pretty well. I do like the fact that we've done some feedback, this feedback survey now. We kind of get a better idea of what people are looking for. Um...on the employee side, geez, I'm trying to

think of what would be, what we could use to really improve things. I think more programs would help. I mean, I think, we offer a pretty good amount, but anything more would help too. And on the academic side, um, I'd probably like to have more academic tracks that relate to diversity. We have some women's studies, we have some diversity programs in that but, um, just some more things in that regard. We're looking next year at a, on the employee side at some safe zone training related to GLBT issues, so we have some things in mind down the road and we, you know, there's only so much you can cover each year. And everyone's always going to say, well, maybe, are you forgetting about this group or did you...you know, we want you to cover this a little more. And so we kind of try to rotate through and make sure we cover each thing. So, that's an issue we haven't covered a whole lot is the GLBT issue. Um...I don't really have a great answer to that question.

Respondent HE₅: Yeah, I've been to a few different events lately where one of the big topics is the hidden diversity. I know there's a session I'm going to in the fall about that too, but, um, you know, what are the diversity issues that you can't see when you, when you first meet someone? And so, that's something I think we could explore more on this campus. Um, more interactive stuff would be great. I've, um, looked at some diversity events where people get to interact more instead of just a lecture and a Q&A, it's more of, um, let's get people involved in programs and, um, have some more interaction, that kind of a thing. So there's the things we look at.

Interviewer: You know, as I work on my study, I'm learning a lot more about diversity. Like...in this particular case, a faculty member that was reared in a middle class environment is different from someone that was brought up in a working class environment, and how they teach their courses and how they view things on campus are going to be different. And I never really thought about the class issue in terms of how you would; approach your academic courses and how you would teach that. I mean, I'm learning so much just going through this process, so you know. If it's the lesbian-gay-transgender (LBGT) or it's just the social class structure issue, I mean there are so many different forms of diversity and I think that for the longest time, society has kind of just been focusing primarily on race and not these other forms of diverse issues.

Respondent HE₅: Yeah, see that's a thing that needs to be explored a little more.

Interviewer: Yes and with that, I have no further questions.

Respondent HE₅: I'll make a copy of this [Consent Form] and I'll bring it back.

[End of Interview]

RESPONDENT (HE₆)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₆: OK, as far as I understand, um, the bills are, really designed to help the state understand, well, kind of I understand it two ways. There's a State requirement that applies to all State institutions so they can really understand and track, um, whatever success they are making on diversity, which seems to me, in my opinion, to be useful because there are different types of State institutions. Some historically black serving, um, most traditionally white serving institutions. And, um, in a state that's operating below the Mason Dixon line (laugh), this matters. Um, it gives the State really an opportunity to understand whether it is having any, success in integrating its system of higher education which at one time was segregated. Um, so that's my understanding of how it might work at the state level. Because I work in a private independent institution, we also come under, this legislation, because we're in the State of Maryland, and so we are part of Maryland's higher education system though we're not State related, we are in the State and have an impact on the higher education of its citizens, so the bigger question that we fall under is whether higher education even in the private sector is contributing to diversity in terms of education at the higher education level throughout the State. So we fall under the purview of this legislation, as I understand it.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₆: You're asking a tough question. Well, actually, it's not that tough. It's had no impact. I don't think it's had an impact. Um, we have talked at HE₆ for a long time about diversifying the undergraduate student body and our focus has mainly been on the undergraduate student body, not the graduate student body. I will say that our graduate student body is far more diverse than the undergrad student body mainly because of the student population, in our, XXX counseling program some of our XXX programs, has many more domestic students of color and international students of color. So that about 30% of their program [are] people of color, international and domestic. Um, this is at the graduate level [pause].

Respondent HE₆: At the undergrad level, we are, I don't think any more than...I'm probably going to cite the wrong number, but I think we're no more than 15%, I don't believe we're any more than 15% students of color, and that is a huge jump for us over the past decade. It's a huge jump. Um, because I remember times, even though I've only been here 8-1/2 years, I remember times when we were well below 10%. So we have moved. That's only, however, with the most recent classes.

Respondent HE₆: Um, do we retain all those students? No. Um, we do though

have a higher retention rate for students of color than we do for white students. And I think it's because of the focus that we have and the people who are involved in that effort to really retain students of color. It's, you know, it's a call to personality, really (laugh), I think. However, I would say that the Senate and House Bills have had little impact because while we have changed our recruitment activity, I think it's because we got a new enrollment management person. And we've sort of redesigned the structure of the university administratively, so we now call it enrollment management as opposed to admission and that new sort of theoretical approach to recruiting people has made a bit of a difference—not a huge difference, not a difference that I think people really study and what I mean by that is, are we [HE₆] really understanding (?), and I don't know the answer to this on behalf of HE₆ but are we (?), because people are very sensitive if you ask the question here but when we go to Catholic schools, are we going to predominantly white Catholic schools or predominantly black Catholic schools? We may be going to a Catholic school in the city, but we have, you know, Baltimore's a good example. We have Catholic schools in the city that are predominantly white in a predominantly black city. So there must be something they're doing to keep those schools predominantly white. Um, whether it's the parish location, the cost of the school um, the history of the school, whoever's on their Board, who's on their admission team, so are we doing what we need? Are we asking new questions? Um, not just because we have to report, but are we asking new questions because it's the right thing to do. Which you know...so we have to live by our core values. So, I would

say that the bills have little effect on the institution as a whole.

Respondent HE₆: On my work, they have a significant effect because I have to produce a report every year. Um, it is, what I will say about this year's report candidly is it is pretty much the same as last year's report. I changed some language (laugh), but not much has changed. Um, we always have a list, a long list, of activities and programs. I would not say that we have a change in culture that would invite greater numbers of students of color to be here comfortably.

Interviewer: OK. Um, I've just jotted down "the Ignatius thing to do." Is that a part of the XXX tradition and how they kind of view things and, or operate?

Respondent HE₆: Well, we're a Catholic school. So and there are Dominican, Franciscan...

Interviewer: OK

Respondent HE₆: There are lots of different types of Catholic schools.

Interviewer: OK.

Respondent HE₆: We are, um, organized with, ah, under the Association of XXX Colleges and Universities which is right online. You can learn a lot about them online. We are 28 schools that are all independent, um, but operate under a similar sort of code, um, or values and they're called XXX values or XXX core values.

Interviewer: OK.

Respondent HE₆: Um, and there are eight of them. If you want, I can tell you what they are.

Interviewer: OK.

Respondent HE₆: You want me to tell you what they are?

Interviewer: Sure.

Respondent HE₆: Let me just look them up. (laugh)

Interviewer: OK. And this is nationwide?

Respondent HE₆: Ah, yes. They're across the nation, they're in the south, they're in the northeast, west, Midwest, and um...these are the values, the learning names, justice...OK. I believe these are the whole set here. Um, and those are in accord with our learning aims as well, undergraduate learning aims and graduate learning aims.

Interviewer: OK, great.

Respondent HE₆: Uh huh.

Interviewer: Question #3.

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₆: The history is a hard question again. I'll start with, say,

the last 10 years and I'll go backwards from that.

Interviewer: OK.

Respondent HE₆: My position is XXX.

Interviewer: OK.

Respondent HE₆: Before I started, this job didn't exist.

Interviewer: OK.

Respondent HE₆: It was, ah, Director of XXX.

Interviewer: OK.

Respondent HE₆: And it was a position that was split between Academic Affairs and Student Development.

Interviewer: OK.

Respondent HE₆: It became sort of a consolidated position and got moved into Academic Affairs and sort of moved up the ladder to an assistant vice president position. Um, I don't know if it'll ever be anything other than an XXX. Um, now we do have associate VPs and then the provost.

Interviewer: OK.

Respondent HE₆: Um, so it's at the bottom of the ladder in the Academic Affairs administrative structure.

Interviewer: OK.

Respondent HE₆: But it's not a director, which is below the leadership level. Um, I would characterize the work in this office as having moved, over the

past 8-1/2 years, from programming to, um, at a sort of a university-wide level to where it was I would say 95% that and maybe 5% policy development. It is now, um, probably 20% programming, um, a greater focus on policy development within Academic Affairs, and maybe 5%, ah, policy development across the campus. And this position that I'm in is the only one like it in the institution. So there's nobody else whose title includes XXX. And on our campus, if it's not in your title then you don't do it. So it's, um, there are people who have this interest and who make it work within their jobs, but in terms of answering for it at an institutional level, I do that. And I only do it in Academic Affairs. So it's limited. Before, when it was a director-level position, that person actually had greater breadth, a greater opportunity, to reach into different, um, vice presidencies to do work. Um, I don't have that same reach at this point.

Respondent HE₆: Yeah, the reporting structure changed. So I just report now to XXX. I'm no longer part of XXX, this job is no longer part of XXX. Yeah. Is that a good thing? No. But it's what it is. Um, and I would say there sort of 10 years ago and before, from what I'm hearing from people, over time, um, there was a more active black faculty, staff, and administrator association on campus. It's still here, but it's not nearly as active. And the College Diversity Committee that actually, um, got some things done and they were much more active. Um, I think people have become more timid about speaking up because we have been reminded that we are all at-will employees and you just don't make much noise after people

remind you of that a few times. So, you never quite vested in your job.

Interviewer: Some of the literature I've been reading, they say, that sometimes the impact you have depends on who you're reporting to.

Respondent HE₆: Uh huh.

Interviewer: And diversity officers that tend to report directly to their president, sometimes you have, a little more, um, I don't want to say power, but a little more flexibility or leeway because you have the top dog's ear, per se...

Respondent HE₆: Exactly.

Interviewer: ...you know, so...

Respondent HE₆: And, and you can, you know, wield your power...

Interviewer: Right.

Respondent HE₆: ...with the, in the shadow of that authority...

Interviewer: Right.

Respondent HE₆: ...and, um...that's not what we're doing here (laugh). Yeah. That's not what we're doing (laugh). Um...there's plenty of work to do, but there isn't, um, as effective as I would like it to be. No, um...and there is a tradition here, as I guess there are you know, in many, many institutions, that people kind of like things the way they are. And we're already undergoing lots of change in moving from E to F...opening another

school, our School of XXX, um, growing the size of our undergraduate population and our graduate population, um, there's already, um, a lot of change and people are a little tired of hearing diversity. So, the impact is limited. That's what I'd say.

Respondent HE₆: Yeah.

Interviewer: OK. Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₆: Um, I'd say it is, um, on a scale of 1 to 10, um...5. For some people um, if you're Latino I think it's probably 3. Um...but if you are African-American, I'd say...if you're an African-American administrator I'd say it's probably 5. If you're an African-American faculty member I'd say it's 3 or 4, because faculty are, I think, having a harder time because that whole idea of being a faculty member is being part of a club. And people value their membership in that club, and they don't want just anybody in there. So, people who, at least black people who are on tenure track have a hard time, just as all people on tenure track have a hard time. I think when you add the race piece and maybe the gender piece it becomes really challenging. Um, many things happen sort of behind closed doors, in private meetings, ah, between you and the department chair, let's say, and, um, because each faculty member is different, there's different treatment. Umm, and people don't get a chance to talk much about it because their deal is their deal, or their agreement is

their agreement. So if I [faculty] share it, am I revealing too much? You know, what kind of jeopardy am I putting myself in then? So, I think for faculty it is very hard, um, it's particularly hard [pause].

Respondent HE₆: Um, I think for administrators there are some challenges, but then again, there aren't a lot of us here. Um, I don't have a lot of administrative colleagues of color. There, there are two African-American Men/Women who are assistant vice presidents out of probably five or six assistant vice presidents.

Respondent HE₆: ...But, yeah, um, the other XXX who is black is down the hall. He's/she's in XXX. Um and then there are assistant vice presidents and associate vice presidents around this building and in other buildings and on our XXX campus, but...they're not, um, having different experiences. So, I'd say the climate is not very, um, hospitable at times. Um, and I think one thing that makes it hard too is our size.

Respondent HE₆: There's nowhere else to move. If you want to move up you have to leave. You know? Um, nobody's retiring any time soon. Nobody's jumping to a new job anytime soon, so if you want different experience, more experience moving up to the next position, you're probably not going to be able to do that here. You have to kind of retool so that you can have...and I wonder if, in a place that was twice this large, would the same be true? Probably not, you'd have options to go to a different department and learn something new. Um and there'd be

greater, um, patience with people who want to pick up some new skills and go to another area of the same institution and get a different set of skills. Here, you kind of need to come in with that skill, you use it for a few years, and then you go somewhere else. Yeah.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE₆: Well, in terms of implementation, um, I guess I'm responsible for that and that is, um, collecting information from people so I can write my report. And there really, the primary obstacle is time (laugh). Um, because most people are so busy they don't have opportunity to answer my questions. But otherwise, there aren't a lot of obstacles, um; the experience of implementing it is pretty basic. We get a request to produce a report that MICUA then consolidates for all the Private independent schools. We have to have it in by a certain date. If you don't get it in, they'll remind you until you get it in and that's it. I have to answer its maybe 12 questions by the time you get finished with all the parts. I usually turn in a 4- or 5-page report. Um, it's pretty basic. It's pretty easy to get this work done. Because you're asking directors of offices to report their activity. Um, and I think because we don't have, um, I guess our work might be a little

different if, um, we had an affirmative action plan requirement, but because we're not an affirmative action employer, we don't do that [pause].

Respondent HE₆: Um, and I've asked over the years whether we wanted to become one, but people don't want to do a voluntary affirmative action plan for fear that we'd be held to something that we can't meet.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₆: Well, my vision for achieving cultural diversity at HE₆ I believe, now I'll give you the [religious order] inflected answer. First, is that if we could collectively discern our charisma, we could become as diverse as we ever wanted to be. I mean, beyond our wildest dreams. And what I mean by that is if we could really understand what our strengths are as an institution and really fully understand the strengths of the [religious order] core values as we can live them out here on the northern edge of [town], then we would have students who really want to become the young men and women who they dream they can become. And that would be a common dream regardless of race, sexual orientation, class all of that. I think we would be, um, the kind of place people feel they could really come to and grow and develop into, um, well educated, um, men and women for others. And I think that's also true at the grad level, that people could sort of,

um, redesign their own lives or retool to go back to their careers with more education and skills to um, pick up new careers. I think if we could live up to what we say we are and the core values we say we espouse, um, and that we hold dear, then I think we could become precisely who we say we want to be. But I think the obstacle is that we misunderstood who we are, and we want to be the leading Catholic comprehensive institution in the nation [pause]. That's somebody else's understanding of what leading is. It's following Boston College and Georgetown and, um, Marquette and Notre Dame, places like that. We're not even created in their image. We really aren't. We're a different type of institution. Um, number one we're not a Research 1 institution (laugh). We're a teaching institution and, um, we're not ever going to be a Research One, so I think that's the wrong road to travel. Um, we have to know what our gifts are and the gifts at a Research I institution were deposited down the street at HE₁₅. They didn't make it this far up the road [pause].

Respondent HE₆: So, if we could just understand better who we are, I think we would invite um, the sort of diversity that would really make us a unique institution. Um, a wonderful institution. Um, and then the second half was (?)...Oh what do we need to...um, I think we as an institution, I think we need to have the nerve, the courage to undergo, um, a long, well at least a deeply reflective discernment process to understand what our true strengths are. Um, and that will inform our hiring and our admissions process and, um, our policy development. Um,

the way we work with people at all stages and walks of life here on campus. If, we could just think more clearly and carefully about who we are knowing that, you know, we will somehow always have enough money to open our doors and turn on the lights. Um, we'll always have ah good faculty. And we'll be sustained in those ways as we learn more about whom we are and why we're even in [this locale].

Respondent HE₆: There must be some good reason why this school is located here, and have we really understood that and pursued that. So I guess it's more of a faith walk for the institution that I want to see. I think that's the tool that we have to use.

Respondent HE₆'s Closing Comments: I'd say overall, I think that because we have a lot of very creative people, um, who are given some decent level of independence here, um, and we have a decent budget it's certainly been hit like everybody else's has been hit, but we have a pretty good budget. Um, all across the institution, we are able to do some very interesting things—have great speakers, have, um, some creative ideas about programs, um...we have been able to develop an African-American/African studies minor this year. Um, we'll have some good speakers associated with that, and some new courses. Um, we're able to do all of that. What we haven't done is get diversity and cultural diversity and inclusive thinking into the bones of the institution. We're wearing the clothes...but it's not in the bones. And I'm not sure how to do that. That's a hard one...Yeah.

Interviewer: OK. Thank you for your time!

Respondent HE₆: No problem.

[End of Interview]

RESPONDENT (HE₇)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₇: Well, my understanding is that, ah, public and private colleges and universities in the State of Maryland are required to develop a diversity plan. And initially, when, um, were given the guidelines and responsibility to develop the plan, we were asked to respond to or develop a plan that addresses, I think, four or five specific areas of diversity at our institution. And so, that plan had to be developed annually and approved by the Board and provided to the State by August 1 each year. So that's my understanding of, of it.

Interviewer: OK. Second question:

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₇: I, um, don't know that I've seen any specific evidence in changes in how we do what we do, with the exception of the fact that the requirement of, ah, these bills was that the Board of Trustees have a signature or some sign-off or have some knowledge of the existence of, and some

accountability for, I think unlike, in the history of, any kind of diversity initiatives in higher education, a State intervention or State requirement that there's evidence of that is a major change in terms of documented accountability.

Respondent HE₇: Ah, in terms of practical application and responsibility for implementation, that's a whole 'nother conversation. I don't know that, um, simply having a Board sign off on a plan, simply having a president sign off on a plan ensures that there's going to be any real and authentic implementation or support of, or commitment to diversity at the institution. So outside of, that, I don't know that I've seen any major, ah, impact.

Interviewer: OK. Question #3:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₇: Well, I would say historically, our evidence of promoting diversity is evidenced through the development of an annual affirmative action plan. And that plan pretty much identifies some very specific goals and objectives that this institution has committed itself to. It requires that there are policies and procedures and practices in place to support the legal compliance dimensions of institutional diversity, equity, and, ah, affirmative action. So, the fact that that exists and we have it on site and make sure that, ah, the local compliance agencies

are aware that we have such a thing. That's been our history, and I think it's pretty much been the history of most institutions.

Interviewer: OK. Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₇: Well, I think we take great pride in, ah, being able to say we are one of the most diverse higher education institutions in the nation. We have students from 170 nations. We have a range of programmatic initiatives and offerings. And we require a diversity competency for our students as a, graduation requirement. So I think, pretty much, on the surface I would say that we are doing an excellent job. I think when you begin to dig beneath the surface and talk to people who haven't lived those experiences you would see something and hear something quite differently. For example, I think one of the real ways to assess the effectiveness in the institutional commitment to, ah, how well diversity is working at the institution, you can see it in your employment practices, you know. I'm, a trend kind of person. I like to take a look at how an institution walks its talk. How it, ah, realizes its rhetoric around issues of diversity. And I think that we, as an institution, have had a period of great momentum. But I will tell you this. Ah, if you're not giving energy to, ah, diversity, then it will not have a life. And so I think, ah,

absent leadership ensuring that there is a rhetoric and a level of accountability around diversity, institutions will show good evidence of how that, as an institution agenda, becomes benignly or malignantly marginalized within the organization. I think we're no exception to that. We've had, ah, in the last 5 years, several, ah, presidents. And each president brings their own unique perspective on how one talks about diversity, how one establishes an agenda for diversity, and I think this institution has experienced the ebbs and the flows and the ups and the downs of what happens when diversity is a leadership agenda and not an institutional agenda. Because it doesn't make any difference who's at the helm of the institution that if the institution is really committed to diversity, it doesn't make any difference who's sitting in the top seat. If your institution always shows signs and evidence of this support and commitment to it [pause].

Respondent HE₇: So, ah how we employ people would be a good measure of our commitment and our success. Ah, what our relationships are like with our external stakeholders. Who do we define as our external stakeholders? What kind of partnerships are we involved in? Ah, what kinds of safe space, um, opportunities do we provide to the community? Um, what kinds of programmatic initiatives? You know dependent upon where your head is, you may bring in nationalities. For example, when I first got here we used to host what's called a XXX Lecture Series, and we brought in the, ah, big top players in the nation you know, trying to be sure that we were positioning this institution as a place

where issues of public policy, ah, local issues that have national impact, national issues that have local impact on civil rights, are things that are discussed here. And as I said, you know, it depends upon the leadership's commitment to that and the kind of support that an institution receives because we don't do that anymore. The other thing is, if you really want to see where our head is around our commitment to diversity, we have to look at how that function is supported administratively in the organization. So, you know, you just can't look from the outside and look in the window and determine, oh, they've got it going on! It's not enough to hang flags from 170 nations. It's not enough to have a beautiful web page with people of color all over it. It's not enough to have a commencement with a bunch of people from around the world processing. It's much, much more than that. And I always say, you know, it's not what an office does around the issue of diversity; it's what we do collectively as an institution that reflects our commitment to diversity. So, I mean, that's a long way around ah, answering the question, but I would think that we think, by in large, that we are an exceptional institution as it relates to diversity. And if you don't believe us, just look at the flags we've got hanging from all the people who are enrolled.

Interviewer: Now, some of the literature I've been looking at, it says sometimes diversity initiatives get developed or underdeveloped in an institution depending on who you

report to. Now is your reporting line direct to the president? Or is it a different kind of set-up?

Respondent HE₇: My reporting line is directly to the president.

Interviewer: OK.

Respondent HE₇: And, ah, for the purposes of your research, I think it's important to say that sometimes that is a curse and sometimes that is a blessing.

Interviewer: I see.

Respondent HE₇: And, um, sometimes it's a curse depending upon even the ethnicity of the person who's leading. Sometimes you find that, ah, leaders of color don't want to have anything to do with diversity because they don't want people to think that this is an agenda that is particularized to people of color.

Respondent HE₇: I would say that our, um, most notable success in the area of institutional diversity occurred under the leadership of somebody who was not a person of color. And that it lost its momentum, it lost its place, it lost its presence...it lost its appeal when the leader of the institution was a person of color.

Respondent HE₇: So I don't know how much research there is out there about how, ah, the ethnicity of leadership and the gender of leadership impact(s) an institutional diversity agenda. But what's interesting about the House Bill, it doesn't make any difference whose leading, finally the State has said, hey, listen...We want you to

develop something. The bigger issue is what is the consequence for not having developed something? What is the consequence for not demonstrating any success? What is the consequence for, um, failure to implement such a plan? And what kind of real evidence is the state looking for in terms of measuring institutional success. That is a major missing piece in this legislation.

Respondent HE₇: You didn't ask me that, but I just told you. Well, I want to tell you something too about, about the plan. Um, you didn't ask this question, but the presidents don't develop the plan. People like me develop the plan.

Interviewer: OK.

Respondent HE₇: And I have talked with people around the State who have developed these plans, and some of these plans were developed by a single individual in an office who said, OK, here's our plan. With no consultation with anybody. Some institutions have developed a plan by consultation with other people, but that consultation was basically, ah, just a perfunctory ceremonial involvement because at the end of the day, if there is nothing required other than an annual report. We just provided an annual progress report to MHEC and what was interesting about that is that the progress report was not even aligned with the original requirements for developing the report, so what you report on in terms of your progress weren't even expected to be within the dimensions of the five areas that they asked you to develop your plan around. So, that creates a sense of, um, low expectation on the part of institutions that there is any real sense or expectation of accountability

at the institutional level. You know, this becomes a perfunctory compliance requirement that everybody lock steps into and does.

Respondent HE7: Well, let me say this to you too. An important thing about this and I don't know if your study will take this into account, while the State has required that this goes before the Board, that the Board seemingly has touched this, a Board of Trustees would not even have a clue about what this is...OK? So, unless MHEC and the legislators understand operationally how these plans are developed. So what because the Board has their signature on it? So what because the president has his or her name on it? It doesn't mean anything at all. It means that the institution took the steps to develop the plan that is in compliance with State legislation, and simply that. In fact, we developed a multi-year plan, rather than an annual plan. Because we didn't think that the original directions that came from the State were explicit enough and specific enough to even provide a perspective on what we should be doing. So we decided to develop a multi-year plan and a whole format and we gave MHEC a model. MHEC did not give us a model. The legislators did not give us a model for developing a plan. We gave them something and said this is the model. And so, initially I think the requirement and expectation among my, um, affinity groups was just a lot of confusion about what do they want? I mean, what are you doing? How are you doing yours? Well, I'm just going to do something. Well, we just got this. I'm just going to go in my office and get it done over the weekend, you know. I mean, so when we talk about the

authenticity and what one can really expect and hold an institution accountable to just because you have Senate Bill and House Bill, that's a whole 'nother conversation...OK.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE7: Well, we haven't had any problems implementing it, and I will tell you why. Because we structured it in our interest. We set goals and objectives that were consistent with the goals and objectives that we already had in place. That's the other thing, you know. So, we're not having any obstacles or problems at all. As I said, we had an affirmative action plan that existed. We have policies that exist. We have programs and other initiatives that exist, so we structured our plan around who we are and what we already do. Therefore, you don't ever have to worry about this institution not accomplishing its goals and objectives relative to compliance to this plan. It's probably true for most other institutions in the State if you want an honest. We weren't foolish enough to hold great hope that it was going to make a big difference in our lives. Other than the fact that it's just another report that the State requires because there's a House Bill that exists that says you have to develop. It was nothing more than another paperwork requirement. And that's regrettable. It really is regrettable.

Interviewer: Ah, final question.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₇: Hmm...well...I, at this institution and in any institution that I think I would be a part of is one, a vision that is not embraced and solely articulated by the director of the office, but embraced and articulated by the president that is a perspective and a commitment and a philosophy and a practice that is integrated in every aspect of the business of this institution. How we market, how we recruit, how we retain, what our public relations is like, ah, what our employment practices are, ah, what our employment profile looks like, what kind of support we provide to students, ah, the kind of, um, programmatic, educational, social, cultural activities that we do at the institution. Um, what our commencement exercises look like, um. It would manifest itself authentically in every aspect of the business of this institution. There would be no place where the diversity impact and opportunities and challenges are not a part of the discussion when decisions are being made about how we progress as an institution. It would not be something that is marginalized and, um, isolated to the activity and scope and function of a single office. But it is inherent in who we are as an institution and without, um, ah, a leadership that speaks that language and holds every one of us accountable for the demonstration of that

philosophy and commitment, um, we would fall short of achieving our commitment to that. So that's, what it would be, for me.

Interviewer: OK.

Respondent HE₇'s Closing Comments: I, think I probably have given you more than a mouthful today, but, ah, I want to say I appreciate the research that you are doing. I think, um, that, depending upon how you're able to shape this and share this, it may provide a very interesting perspective on, um, the real life challenges and opportunities for diversity at institutions of higher education in the State of Maryland, with and without a House Bill and a Senate Bill that are great, but bills don't create the commitment to diversity. Institutions have to understand the practical business benefit and necessity of it, and once institutions understand the practical business benefits and necessities of it, you don't need a House Bill or a Senate Bill to tell you that this is something that you ought to embrace. And I don't care, with all the goals and objectives that people may have with the State budget and the County budgets and the local budgets, that institutions are enjoying, or not enjoying, to support the institutions, that becomes a good sword to fall on for why you've not been able to do this. And, ah, the notion that diversity should be an addendum to what an institution does is real faulty logic in 2010. Now we're preparing students to participate and contribute to a global marketplace that the idea that we don't know how to integrate it and the level at which it should be integrated in, in the business of the institution, gives great pause, for me.

Interviewer: Some institutions have argued that the funding issue is what is hindering implementation but, you're suggesting, that if it's already incorporated into the fabric of the institution then funding should not be a paramount issue. Because it should already be in the fibers of the place.

Respondent HE₇: Exactly.

Interviewer: Well, I thank you for your time.

Respondent HE₇: Oh, you're welcome.
You're welcome. I hope it was helpful.

[End of Interview]

RESPONDENT (HE₈)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₈: I think that the two bills you reference had their origin in an incident at one of our, ah, private majority institutions. And, it had to do with the lack of sensitivity on the part of a group of students to the issue of race and culture. Ah, I'm not sure, that it warranted the enactment of legislation, particularly to the extent that the legislation then applied to all institutions.

Interviewer: OK.

Respondent HE₈: I think that perhaps it would have been better if we did think—

when I say we, we as a society—did believe, if the legislators really believed that there was a problem at that institution, perhaps, ah, having some remedy for that institution as opposed to all of our campuses. I think that many of our campuses are far along the road in terms of cultural diversity.

Interviewer: OK.

Respondent HE₈: And for those that are not, I think that it is due to reasons other than their lack of sensitivity as an institution.

Interviewer: OK.

Respondent HE₈: And so, I think it was...sort of overkill. And may not achieve the purpose for which it was...or the purpose that gave rise to it, the incident that gave rise to it. It may be more than what's necessary to address that issue.

Interviewer: OK.

Respondent HE₈: And so, to have legislation enacted, I think, was perhaps a little overkill.

Interviewer: OK.

Respondent HE₈: That's not to say that the issue of cultural diversity isn't important.

Interviewer: Right.

Respondent HE₈: It is a question of whether that's the most effective way of addressing the issue, and the most efficient way, I should say, of addressing an issue like cultural diversity. It seems to me that we

should be talking about something far more fundamental, ah, than the issues or, the specifics addressed in this legislation.

Interviewer: OK. Second question:

Question #2

How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₈: I'll restate it in this forum, in this form, and that is, I think the impact is that you have imposed another burden on institutions that are already sensitive to it, and so it becomes a bureaucratic requirement as opposed to an operational reality in many instances. What I would say is, not that even the campus where this issue took place, I don't think that that's an indication of a lack of sensitivity on the part of the institution. I think it reflected, ah, this radical view that some may bring, even to an institution like HE₈ who, as an institution, is very sensitive to the issue. And so, ah, I think that most of the campuses - and I can say this because I'm stepping down - but I think they've seen this as an unnecessary burden, as an ineffective burden. You know, sometimes things are burdens but they have impact, positive impact. Well, you can rationalize those. But when it's a burden and you don't think it's going to be very effective [and] I don't think this one is very effective, to be quite honest with you. I think all of us will fill out our forms and write our little

messages, and it doesn't make, ah, a bit of difference.

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₃: I think that the very nature of our institution goes to the core of cultural diversity. Our institutions were originally founded as institutions to ensure that all of our citizens have equal opportunity to education. And it happens that, in ensuring that all of the citizens of Maryland have an equal opportunity to education, it meant that we focused on those who were left out...African-Americans. And so the whole notion of our historically black colleges being in existence is rooted in a concern about race and culture. And as the institutions that were open to people regardless of race, notwithstanding our being predominantly black in our enrollment, but the philosophical bend of the university was to ensure that all people have equal access. And so, we were open to whites as well. And for many, many years, HE₃, in particular, and historically black colleges in general, ah, were in fact the reflections of that cultural diversity in their faculties and staff, for example. And then in the '50s and '60s— in terms of the graduate student enrollment. So, cultural diversity is very, very important, but if we're really going to be serious about cultural diversity, I think it's a much broader issue than was, ah, suggested in the legislation. So our institution believes deeply in cultural diversity. And, in fact, when we petition the State for resources, we petition the

State for providing the same comparability, the same capacity at our institutions as in our traditionally white institutions, so that we are equally attractive to students regardless of race. And it is in that intermingling, in that mixing of the races that we get the cultural diversity. And once the campus is genuinely...really genuinely involved in educating students regardless of race, and then the sensitivity is part of the continuing, ah, the continuous attraction of those students to your campus. If you're not sensitive to the cultures of the students you bring, it's not going to last very long. We advocated, but because we've not always had the resources to attract in large numbers of a race of students, then we struggle a little bit with that. But it's not out of a lack of commitment. It's a lack of resources to develop the institution so that it is equally attractive to students regardless of race. So the sensitivity's already here. You may not have as many of the students here but the sensitivity's already here.

Interviewer: OK, next question.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₈: I think that, again, the institution is committed to cultural diversity in every respect. Are there those on the campus who still need to learn from being on a campus with cultural diversity? Yes. But that's part of academia—to teach, our students to learn what it means to be in...to appreciate and to understand other

cultures. Ah, and it's not always black and white culture. It's national and international. Ah, so, I mean, I think that there is that sensitivity. Again, you will have incidents every now and then. What you try to do is make sure that it's understood that the institution won't tolerate that. You see? This is not our way of thinking, and we won't tolerate it and we're going to make it difficult, for anyone who reflects that kind of behavior or insensitivity.

Interviewer: Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE₈: Well, the very nature of legislation means you will do it. (laugh) Once it's legislated, then it's not a question of will you do it. You will do it, one way or the other. So, we don't have a choice on that.

Interviewer: OK.

Respondent HE₈: Ah, but...because it requires the development of a report showing what you've done. I'm still saying that's more bureaucratic than it is effective. And what we need to be making sure on our campuses, day in and day out, that we are sensitizing them to the importance of understanding individual differences, cultural differences, and how that enriches our lives rather than diminishes our lives.

Interviewer: OK, final question.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₈: Well, again, cultural diversity as an issue is very important and is a commitment of the institution, accepted and apart from the legislation, the effectiveness of the legislation. But first of all, I think the more institutions, particularly our historically black colleges such as HE₈, become institutions that are equally attractive to students regardless of race, that they will then enroll more diverse student bodies and with that diversity of race comes diversity, usually, of culture. And with that as an ever present reality that is [with] the racial diversity come the need, the requirements, and the pressure to become more culturally sensitive, more sensitive to diversity in culture or cultural diversity. Ah, and I think that, the greatest challenge now is for black institutions such as a HE₈, is making sure that first of all your institution are comparable to your competitors in attracting students regardless of race. And then once enrolling them, ensuring that you use their diversity as an asset and not a liability. That they begin to understand and appreciate the need for diversity, and understand how it enriches all of us by the appreciation we have for each of us.

Interviewer: OK, that's all my questions.

Respondent HE₈'s Closing Comments: Ah, I would simply say that we all know the importance of laws, of regulations in

the whole push for racial diversity and, obviously, cultural diversity to the extent that you can legislate that. But that just establishes the basic need. Cultural diversity is something...it's more an appreciation and a behavior. It's not that you must have [a certain number of students] students...It's about appreciating and having it as a way of life, and appreciating day in and day out how important it is to make everyone feel he's part of, first a human race, and then a part of the community in which he resides. That he's as important as anyone else. That he does not have to supplant himself and his race or culture in order to enjoy a quality of life. And I think that that's the real issue there. But I do appreciate legislators lending their voice to this. This is an important issue. What I worry about is us going, and trying to legislate things that I think, based on an incident here rather than a pattern, ah, a problem that is generalized to the whole system of community of our education, that's what I worry about [pause].

Respondent HE₈: Yeah. And if you have an instance that's peculiar to one or two institutions, it's better to address that in some way than to saddle people with requirements that I'm not sure get us where we want to be or whether or not [that's] the most effective and efficient way of getting us where we want.

Interviewer: OK. Thank you for your time.

Respondent HE₈: Sure, glad we could.

[End of interview]

RESPONDENT (HE₉)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₉: OK. My understanding of those legislative bills is that they were going to require all colleges and universities in Maryland to have an annual plan of cultural diversity that needed to have, um, delivered and approved, I believe, by their Board of Trustees and if, depending on, you know, what school it was by May 1st of the year. And then to do an annual progress report, which I believe needed to be done by the end of February this year. This was, you know, basically, um, I think most colleges are rounding their first year of doing this because this bill became law in, um, Spring of May 2008. So, um a lot of schools basically began developing that following Spring '09 and then delivering probably their first progress report this past spring.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₉: Um...well, because I've been here for 6 months, I have a limited, ah, background on the changes. I believe what it's done is, ah, I think it, I would feel that it probably heavily influenced the decision to move the Office of Diversity out of Academic Affairs into the President's Office,

because this way the diversity plan would be something that was comprehensive, that looked at all aspects of the campus. Um, and our president, she's been here for 10 years now, she has always, always been a very strong visionary champion for cultural diversity. So, um, there were a lot of things that were already in place. There were expectations from the top level of leadership that diversity/cultural diversity were very important. Um, I believe, now, the plan, um, is aligned with our strategic plan. Ah, I didn't write this plan. But when I got here, it was very clear to see that it was, um, aligned with the strategic plan. So, ah, I stepped into a pretty good situation. Yeah. Well, you know, if we want to recruit and retain, um, a diverse faculty and staff and students as well, you know, we need to show that the commitment is strong, so...

Question #3

Interviewer: What is your institution's history on promoting diversity?

Respondent HE₉: OK. Ah, well, with regards to the student diversity, that, ah, I mean we've - the president has worked very hard with the vice presidents, and also with, you know, enrollment management, um, to not only increase our academic profile, but also to increase our student diversity. So we now have, um, of our student population, ah, 11% of our students, looking at Fall '09 data, of the student body is self-identified as African-American. And between 4.2 and 4.7 or 4.9, ah, I'm sorry I don't have those numbers up, basically almost 4.5 to 5% are either, are, ah, African, are

Latino and Asian, so that's an additional, um, 11% plus we're talking about probably 8 to 9%, ah, and then our Native American population is less than 1%. So, it places us almost on the 20% of our student body is students of color.

Interviewer: Ok.

Respondent HE₉: And, keep in mind that also our academic profile has increased also. So, you know, that speaks just volumes for what um, you know, everyone has done here. Um, with regards to our faculty and staff, um, that's something I have not had a chance to really, um, to look at. I mean, one of my primary responsibilities...what I've been focusing a lot on since I got here was really to review the search and selection process and to collaborate and work very closely with Human Resources, um, on the process and I've made some suggested changes that we are implementing actually as we speak...um, to the [point] where, ah, and then, you know, once we get that process agreed upon and we're kind of doing it as we speak too. Um, they'll include developing the marketing and the workshops that have to go with it so that we get our, um, executives and our, um, division, ah, leaders, you know, directors and chairs and, you know, executive directors on board so that...and do Search Committee training so we make sure folks all understand, you know, the process. And it was evolving when I got here, and then it's evolved a little bit further. And, you know, the university prides itself on, getting a lot of feedback from the employees, so focus groups are something that are common practice here, um, so, you know, we're looking to, you know, be really collaborative

partners with [the] Chairs. So for me to go in as the Affirmative Action Officer and just, you know, review applicants, applications and to be heavy-handed and say, "OK, you need to interview this person." That's not my approach at all. And there is this advisory consultative type of person to work with, the Academic Chair for us, so we'll talk about faculty right now in, you know, design, in looking at the position announcement and helping them, you know, broaden the search. Where are we advertising? You know, what are we doing with informal networks of communication, you know? Are we writing letters to colleagues at different institutions? Are we building relationships with, you know, um, colleagues at institutions that have graduate programs where they're producing higher numbers of women and racial and ethnic minorities in their doctoral programs. You know, those kinds of things. So that's kind of...it's a long-term process, but it's, um, it's really having, an office that focuses just on those kinds of things.

Interviewer: OK, question #4.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₉: Actually, we are developing ...I'm working with the three governing bodies on campus—the student governing body, a faculty governing body, and a professional governing body. And then there's the consortium of the governing bodies which has representatives from all three. And one of the committees of the

consortium is a Cultural Diversity Committee. And so I sit as an ex-officio non-voting member on that committee, but, um, that's where being very relational comes in handy. I do have a chance to really influence and set the tone. And, um, we have developed, um, a, faculty staff climate assessment tool, and we are meeting to refine the student assessment tool. So we did a climate survey on folks', um, thoughts on international education a few years ago, and this climate survey is definitely a diversity climate survey. We were looking for people's thoughts and opinions and then, also provide an opportunity for them to share their experiences and how they feel about, you know, whether, you know, this is a welcoming environment and those kinds of things. So we're looking to implement that, ah, in the Fall of 2010. And that was actually one of the goals that we had listed in our plan for cultural diversity, to conduct a climate survey. So we'll actually have data that will help with building, with guiding us with some of the initiatives, what kind of training and development things that need to be taking place, um, awareness—whether it's diversity awareness, whether it's XXX reduction, whether it's you know, intercultural communication, I mean, I'm going to roll out some things, but, um, until we have that data I'm not going to go too super crazy designing a lot of programs. Because I've got to see what the need is. Yeah.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE₉: I do want to say when you mentioned climate HE₉, actually, um, like this was a survey that, The Chronicle does, um, some kind of ranking on, um, on workplace satisfaction? And HE₉, actually has fared very, very high where employees really, really love working. Um, so, we have a high level of employee satisfaction. Um, now...success at implementing...um [long pause] we're plugging along very nicely. I think that some of the challenges, obstacles, really, quite honestly, are fiscal. Because right now, with the recession affecting everyone in the nation, everybody in the world, um, but also with, um, hiring freezes and other kinds of cuts, the institutions' endowments to its foundation are slowly rebounding, but like many other institutions we didn't do, you know, so well. So that affects our ability to give private scholarships to students, um, and so we may lose students out to, um, who may be on the Western Shore and might want to come here, um, but it would be less expensive for them to stay closer to home because there's no scholarship money available here. Um, and go after the best, you know, students. With regards to hiring for faculty and staff, of course, that affects things, and so if you've got vacant positions, vacant faculty, especially vacant positions, you know, we have, it's not unusual, not just here, but at other institutions. Where you have someone, you have two people, um, picking up the

slack, um, over a vacant position in their office then which means things just don't get done as quickly or you have to reprioritize what gets done first. So, um, but nonetheless, there's still a strong commitment to, um, diversify through internationalization. Um, one of the things I'm working on right now is, developing a fall kind of an open house. I'm calling it a Professional Networking Luncheon, where we want to invite the Maryland Community Colleges, local high schools, on the western side. I kind of dubbed it Building Cultural Bridges where East Greets West, kind of a thing. I got creative with the name.

Interviewer: Ok.

Respondent HE₉: Um, I've got the Director of Admissions just responded back to the proposal I sent to him.

Interviewer: OK.

Respondent HE₉: A lot of people say, oh, yeah, I pass HE₉ on the way to Ocean City. And me, being a newcomer, I'm thinking, we're [a] student centered [institution]...

Interviewer: Right.

Respondent HE₉: ...A lot of our immigrant families who come from traditional collective societies who are in the Western Shore, this is definitely a very attractive place for their student son or daughter to be here because we are student centered. We have mentoring, we have one-on-one faculty advising, you know, the classes are small, the students' success and the students' happiness is the priority, and it is mandated from the top down by the president.

Interviewer: Ok.

Respondent HE₉: So yeah, so we've been doing that. So that's one of the things we're doing is trying to really maximize the changing demographics in Maryland, and we know that that's happening in Howard County, Montgomery County, Prince Georges County, Baltimore, in the area. So that's something that we're looking to do more of. And then, part of our plan includes preparing everybody for that. And our chancellor speaks very highly of that. That providing the services, ah, are just as important as the recruitment. Um, and so, making sure that we have the infrastructure in place so that all of our students have a successful experience here, and that we graduate all of our students. And so, we're working on that. But the big challenge, I guess, is fiscal...it really, really is.

Respondent HE₉: And, actually our president testified at the, um, legislative session. And I believe her testimony might be on the webpage, of the document. So you might want to take a look at that because it shows our graduation rates, it shows the profile of our student. But what it also does, it compares that to the other USM, ah, comprehensive institutions. We receive the lowest amount of funding in the USM system. So, let those legislators know. And I believe one of them did ask the president that, when she was testifying, kind of looked over at **HE₁₂**, don't quote me on that and said, "Why is it that they can do all that with less money than you get?" Apples and oranges. HE₁₂ is not a comprehensive 4-year. It's a Research institution but,

you know...legislators, don't quote me on that. So yeah, so it was kind of an interesting...yeah.

Interviewer: Oh.

Respondent HE₉: So she really, um, being quite the champion and she's working to, um, propose change, um, and you can see that in the document exactly what it is, I, ah, the funding structure, not the funding, yeah, she mention that. It's something with the tuition that's been requesting so, whether it's going to happen or not I don't know. But, I mean, I can direct you to, if you wanted to learn more about that, I can direct you to probably our government relations person who can give you all the information on those kinds of things. But that's good. So you haven't met with John Doe?

Interviewer: Ah, yeah, I have, actually.

Respondent HE₉: Oh, OK.

Interviewer: Last question:

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₉: Umm...clear communication with the top-level executives and a clear understanding between what is it that they'd like to see. And, you know, because when you get down to the nuts and bolts of achieving, you know, you have a vision and a mission. Then you've got to come

up with, you know, objectives and actionable items that support those objectives. I think that, um, the challenge is when we break those lofty visions down to actionable items, to understand that not everyone's going to be comfortable with what those actionable items are in order to achieve the long-term goal. And there's a certain amount of power sharing that has to take place in order for that to be implemented. And that's always a challenge, um, you know, at different levels of management. Um, and so it's really important, I think, for, um, execs to understand that they're going to get push back from people in their different divisions because it means that they've got to give up some power and share it with other people. So and that happens not just in Higher Ed. It happens in the corporate world too. It's just the nature of the beast we call humanity (laugh). You know and, so being sensitive to that. And then having a leader that has your back is very important too.

Interviewer: Right.

Respondent HE₉: Geographically, this region of the State can be somewhat isolating. I remember when I was first, took this job, um, folks in southern Maryland said, "Now, remember. The bridge was built in the late 1950s." And I didn't know what the heck they meant by that. But it was a metaphor for some of the development of, ah, a more global mindset or a multicultural mindset, um, by the folks, um, it's still dichotomous...you know, with regards to black and white issues. And there are also definitely some specific class issues. And, you know, you've got this institution that's growing very quickly that drives and pushes the

change and the challenge to the community. Um, I haven't been here that long. I know that the county below us where **HE₁₃** is...I believe has one of the highest rates of poverty in the whole State. Yeah, or it's up there. And so with that comes a lot of the social ills. And then understanding the institution's commitment to that. I mean, I was approached by [our] County Schools...to assist their review. They hired a consultant to look at the numbers of minority children being placed in special education. So this consultant came to speak to us here, and so I've got someone from the school I've had working with me...we wrote a grant with him. And it's a State grant, not a federal grant, to, um, address the increasing disproportionate numbers. They're not at disproportionate numbers that the State has set, but they're getting close. So they're being very proactive. So that's very exciting. Um, and, I think that part of it is probably the university's influence on the County Schools [pause].

Respondent HE₉: The other thing too is the Office of Civil Rights; you know the Department of Education, ah, from what I understand, has had the entire State under OCR scrutiny. Quite honestly, I think Senate Bill legislation helps if you're a champion for diversity these kinds of things help you out.

Interviewer: So that had its own unique challenges?

Respondent HE₉: Yeah...it did. And so, when things become long and stuff like

that, and part of my role is to minimize, um, any liability or risk to the institution by ensuring that we are compliant with all State and federal regulations. So that's really my role. And so, for the first 6 to 9 months, the president said I want you to be out there meeting people. Um, I'm out there in the trenches and meeting the faculty, getting to know them, the staff, and everything. And that's good because they have someone from the president's office who can bring back information about what's working and what's not working. Then, you know, I have to be aware of some of the internal saboteurs and stuff like that, you know...So we have a lot of exciting things going on here.

Interviewer: OK. Thank you for your time.

Respondent HE₉: You're very welcome!
Thank you for coming out to HE₉.

[End of Interview]

RESPONDENT (HE₁₀)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₁₀: Well, um, I'm familiar with these pieces of legislation, um, as a result of being responsible for preparing HE₁₀'s, um, response for the Board of Regents, to these pieces of legislation. And basically, my understanding is that they really wanted to hear from us regarding what we were doing around cultural diversity. Were we providing training

programs specifically for faculty and staff. Were we being inclusive within the classroom? Um, and also within our non-academic offerings, say programming from Student Affairs and that kind of thing. Were we being sensitive to cultural diversity? Um, and also, there's a section where they request information on what kind of additional...what are we currently doing, what do we plan to be doing and what kind of additional resources are needed to support, you know, advancing the effort. So they want to see (1) that every institution has a plan, which HE₁₀ had, for numerous years. Um, and (2) if you do have the plan, then you need to be talking about what are you going to do in advancing those efforts moving down the road. And, um, then the third piece is, you know, what kind of resources are needed additionally. And this...truthfully, at this point, we're all trying to tread water and...And not drown (laugh) with the economy.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₁₀: Umm...I would say, because HE₁₀ was probably on the cutting edge of what we were doing it really hasn't changed, um, because diversity, as I mentioned, we had three key positions that handle and are responsible for diversity, and mine is the centralized reporting to the president. And another Assistant Vice President for Student Affairs reporting to the Vice President for Student Affairs. And then we have, um, the

leader of our, ah, Academic Diversity area that reports to the Provost. Um, so, this is what these three positions and individuals work on, on a day-to-day basis, in addition to the fact that our Center for Student Diversity that reports under the Vice President for, um, Student Affairs, has, um, about eight full-time individuals, different directors for the XXX Cultural Center, for our LGBT Studies, for, um, Hispanic-Latino students. So it's all about student development, [which] has a XXX's Center, [and] ah, manages our minority scholarship programs and what we call XXX which is a mentoring program for, ah, students at risk. And so, they have a huge staff and a tremendous budget out of student fees...the majority of the money. And then some of the scholarship funds that they get come from the actual university as well, so...we had a diversity plan. We didn't have to go back and, you know, start from ground zero. We had a website talking about how you report hate biased incidents. And we had a Hate Biased Response Team for responding to all those incidents. Um, we had, which was very active in trying to develop proactive measures to curtail these, um, crimes or incidents. So we were already doing quite a bit. We were able to report that. Um, we had a diversity action plan in place the first year [pause].

Respondent HE₁₀: We pretty much...um, achieved all the goals that we had set in that, and right now, our committees are working on reviewing current data and making recommendations that will lead to the next, um, what we will call Phase 2 of our diversity action plan. So, we're always moving forward. The only issue would be the additional resources that we've asked for. Who

looks at them and what will they have down the road, you know? And at least maintaining what we have had before.

Interviewer: Ok.

Respondent HE₁₀: And, like I mentioned to you, many of the institutions in the system don't necessarily have a Diversity Officer or one key person who it's their primary role. So who do you have constantly advocating with the administration for those dollars? You don't even have a person in that position constantly, you know, kind of trying to continue, [to] keep this on the high level on their radar screen, you know, on the level of importance for this inclusive excellence that we're trying to achieve in our institutions, so...It's a challenge!

Interviewer: Third question:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₁₀: Well, you know, we've had a great history and our XXX Center, for example, started back in the 1970s. We've had a very, um, active LGBT faculty and staff members, even before we were able to secure a position, um, within Student Affairs about 3 years ago. So, where we've known and we've discussed, um, many, many cultural and ethnic issues and concerns, they've been very high on our radar screens for years. Um, where there weren't necessarily positions, funded positions to, um, kind of ensure that, that culture, and the awareness was there, faculty and staff took it upon themselves, without any extra pay or

what have you, to volunteer, and to kind of cover these areas, specifically for the LGBT students and to work with them and to make sure that they felt welcome and were directed toward the right resources that they may need. Um, and so, you know, of course we've always had our XXX Cultural Center for, a number of years. It's been, as a matter of fact, the 40 year anniversary came up, ah, recently.

Interviewer: Ok.

Respondent HE₁₀: Um, of the students coming and demanding, you know, that we have this Center and the, Black Student Union, and other organizations celebrated that and recreated the march, and what have you, so...um, well, I think we've been out in the forefront, with what we've been able to do.

Interviewer: Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₁₀: Um (laugh), that's an interesting question because, if you're in this business, this field, what you understand is the first piece of this diversity kind of puzzle if you will, started back with the Affirmative Action and the social justice piece and what have you, where you were counting, and we still do, according to the Department of Labor regulations, count you know, the number of underrepresented minorities we're bringing in, and women in particular fields, and now veterans, and disabled and etc. Um, but that was the

representation piece, if you will. Diversity is much broader and, you know, it deals with the climate. It deals with the success of the students and their development. And if they're not, if they're coming in here and they're not graduating, then we're not being successful as an institution. And so, um, what the literature will tell you and the research will tell you is that as you diversify and you bring more people in who haven't had a chance to interact, you know, with individuals, maybe you're coming from very, um, homogenous communities where they haven't interacted with people that are different, you're going to have some conflicts and you're going to have some issues. So, it's interesting because sometimes people think, oh, if the diversity works, really well and doing what they need to do, you won't have any of these conflicts. But it's a natural occurring, um, thing to have maybe some bias incidents or things like that happening because you have some people who haven't been educated, haven't had an opportunity to interact with people who are different than themselves, and so, you know, particularly in the residence hall, that's where we've seen the largest number of bias incidents. And our university has begun this program which we call XXX for Diversity.

Interviewer: Ok.

Respondent HE₁₀: And we began it about 4 years ago, actually. And what it consists of is, it's a self-reflection around diversity. And we've, over the past 2 years; we've brought this program to 1,500 faculty and staff members. Staffs are mandated to participate. Faculty, of course, you know, it was kind of that soft, "We

hope you come" thing. Um, but, it begins with your receiving a letter from the president and a set of reflective questions. And you're asked to self-reflect for an hour around these questions. And they're very directed toward the individual. Because typically, when I talk to people they'll say, "Why isn't the administration putting \$100,000 here for this program and that program and what have you?" This pushes it inward to the individual saying; you know have I personally gone to diversity programs or, um, worked on scholarship around diversity, etc. Or what have I done that I can bring to this institution to make things better? So that's the first piece of it, the self-reflection. The second piece is...we had sessions with not more than 20 people participating in each of those sessions for these 1,500 people that were 2-hour-long discussions around diversity. With a trained facilitator and a note taker at each of those sessions. And the outcome of those sessions was that the notes were then typed up and sent back to the appropriate leadership team or sometimes we sent you in with the entire faculty. And what we wanted the department to then do was come back together and set goals around diversity.

Interviewer: Ok.

Respondent HE₁₀: So we've been very, very successful on the administrative side. All the departments have complied. They set their goals. Initially we thought we would review the goals every 6 months and set new goals. Well, that became a little bit cumbersome, and the vice president said, how about if we do it once a year? They're trying to align it with

other strategic planning, [and] what have you. And so, they've gone through this process two or three times now. This has occurred in every division and department on the administrative side. The academic side is a little bit more difficult, as you can imagine. And we go to some of the colleges and their leadership team and we ask, for one year, can your department set goals? We're going through accreditation review and blah-blah-blah. We need two years, you know, and so...So, every one of our colleges, academic colleges, is at a different level of how they're trying to implement this [pause].

Respondent HE₁₀: Our College of XXX, for example, they put together a task force to talk about this. And they looked at the data specific to their students— who's coming in, where are we not, you know, reaching minority students or what have you, um, to be educators or to be nurses in the future where they're desperately needed? And they looked at things that pertained to them, and they wrote kind of an overarching document, a guideline, for recruiting minority faculty and students, and retention of these individuals, and, um, the curriculum and infusing it into the curriculum, etc. And they've been kind in letting us share that with the leadership of every other college as we go around and talk to them. So we're trying to get to the point where every academic department has, also sets goals, reviews them annually, and resets goals. So that we're moving toward what we would call like an institutionalized policy or a model for diversity. Where if I'm not here or the gentleman in Student Affairs isn't here, it doesn't really matter because they know that every year they do this process, you

know, and they review, and...For staff members, it might be something simple like they're attending, you know, a speaker that comes on campus. Or they're attending one of the diversity training things that I do through the HR training offerings.

Respondent HE₁₀: Um, now the reason that I mentioned this is because this summer we're beginning to bring this to the leadership of our student government organization, um, our university residence, government group, all of our resident assistants, and what we want to do in the Fall is begin to train some of these individual students as peer facilitators that can co-facilitate these sessions with us. And we want to get them out; primarily our first goal is within the residence halls this Fall. And that's got to be our target because that's where these incidences of insensitivity occur, you know, ah, Swastikas on the elevators and various racial, ah, comments on white boards and all. Our police want the white boards taken out because they think it's an easy target for these students that have been drinking at 2 o'clock in the morning to write anything, because that just adds to the incidents. But that's, of course, not taking care of the true issue. So, um, we're excited to be able to be bringing that forward. And, you know, the leadership—the president and the vice presidents and all are committed to this because it would, as you can imagine, training 40 or 50 staff and faculty to help facilitate these sessions was, you know, a great deal of time taken away from people's normal tasks or what have you. So, it's been a very successful process, and we're really, really excited about the way it's moving the institution toward

where we need to be, and so hopefully it'll be successful with the students ...when you realize that we're not going to be able to bring it to 21,000+ students but we're going to have to target pockets of students. And we hope that we'll have a good number of students, leaders, interested in helping to facilitate this, because we think, you know, students hearing it from their peers is going to be a lot better than hearing it from somebody they think is their mother or grandmother, father or grandfather (laugh), whatever, you know. Yeah, and you know, communication comes up constantly across the campus wherever you are because it's just...it's just, we're almost HE₁₂'s size wise. It's crazy.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles, if any?

Respondent HE₁₀: Yeah. Um, you know, like I said, we've been doing a lot of what they're requesting from us. We know that we could do better with additional; mostly it's additional personnel to help support, um, the various offices. Like my office is one person with an administrative assistant and graduate assistant. And that's basically what the person had that's working out of Academic Affairs, so if we had, you know, a professional assistant with our offices, that would allow us more time to get out around

campus, you know. Um, and so, that's one of the desires, if in the future there could be greater funding for additional personnel is one of the obstacles that we face—is being everywhere at all times for everyone—it kind of becomes impossible. And you know, it's interesting. This work is not always...when I go to meet with people or when my colleagues go to meet with individuals, it's not that people just don't want to hear it and don't care. Its one more thing added on to the 150,000 things that they have to do within a limited time. We're constantly hearing about how everyone is stretched so thin, um, to avoid layoffs basically, you know, positions are held when people leave. They're doing it through attrition rather than laying people off to save money. So, they're short staffed. They're doing things that they used to have three staff members do with one or two staff members, you know. So everyone, and even the faculty, feel very, very, you know...their workload is, you know...well, they see, we're trying to keep class sizes small because HE₁₀, the thing we're known for is this, you know, kind of like a small feel, being a large institution with a small feel. And we don't want to lose that, but I think the faculty are being pressured to take, you know, five or seven more students, or you know, another section or what have you. And so they're feeling all that pressure, plus then a lot of, you know a whole bunch of administrative, other tasks that they get assigned to [pause].

Respondent HE₁₀: And another thing we're working on doing hopefully within the next year or so, we hadn't had this yet, but, is, um, a diversity, like a presidential diversity, um, recognition

award. So that it'll encourage faculty to do more research in this area, you know, and it kind of would be complimentary to this reflective process because also, um, an award for an academic department or administrative department, um, that's doing a great thing. So that might encourage more of this goal setting and more attention to the goals, and more interest in doing diversity work. Because sometimes we used to hear from our faculty that if they were in certain departments—I don't know, say you're in Chemistry or something—what does diversity have to do with that, you know? You're not writing or researching in a particular journal. We'd like your name to be out there or our name to be out there in this journal and that. You know, and so they devalue this work in some instances, so if there was a way of kind of elevating the importance by this presidential awards ceremony every year and, you know, bringing back a plaque or something like that, plus a monetary award to help with your research and, you know, help you continue your research or what have you, um, we think that would be a great thing. So I'm working through the approval process for that right now.

Interviewer: That's probably a long bureaucracy, right?

Respondent HE₁₀: Right. Typical president. He said take it to presidents' councils. So it's like, OK. But we do, have a...our lead kind of committee structure or support for diversity is also interesting because it's our Diversity Coordinating Council. And it's actually chaired by our provost and has our vice president of Student Affairs and the vice president for Administration and

Finance, and then I and the other diversity worker bees, so to speak, are all in that group.

Interviewer: Oh.

Respondent HE₁₀: And then we have a very large group that works under them that has representation from each college, a faculty member from each college and staff from, you know, various divisions and what have you. So, um, that's proven to be a powerful team because when they commit to certain goals, it's their staff that's going to be working on it and they have to put the dollars behind it to work. So when they say something is going to happen, it happens.

Interviewer: Ok.

Respondent HE₁₀: Prior to having this council, we've always had Diversity Committees. And they're great people that are very interested in diversity, and we come up with a million wonderful ideas! But, then where does it go? Do you know what I mean? So, I think our diversity action plan was able to achieve the goals quickly because it kind of consisted of five or six goals from each of their divisions that they committed to, we'll make this happen, you know(?) Um, and so, we've been very successful that way. And that was one of the things when John Doe came back to campus. He set up a task force to look at everything we were doing around diversity. Did we need my office? Did we need an office in Student Affairs? Did we need an office in Academic Affairs, because some institutions, you know, just have one or what have you. And they came up with a lot of recommendations, and the structure for this, having this council with vice

presidents and the provosts on it was suggested by them. And it's been you know a good, good model. A very good model.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₁₀: Wow. (sigh) I think we do a good job in providing, um, different diversity-type programming for our staff. Most of that I do through our HR offerings. They have a training room, and they put a schedule out that's highly publicized, um, each semester. And faculty can attend that as well. Um, we do a really great job out of our Center for Student Diversity with all the student development offerings, for our students. Like I said, a director in each of those areas, they all have programming budgets. They do a fabulous job. Um, the university does a great job of bringing groups to campus, such as we'll host the XXX Youth Symposium again this year, um, I think it's our third year. And so, we all kind of contribute money toward scholarships and all when they come, and we all will judge or we'll do some training while they're here. And, so they came here from another institution in the system a couple years ago. And when they came, they were like; we'll never leave here because we could see the passion and the interest just in the staff and the faculty that are, voluntarily supporting this. It's, they were just overwhelmed. So it was really good to see. But I think one of our weaknesses, and maybe when we get in the

departments, academic departments and start setting goals it will be helpful, is that we don't necessarily infuse diversity into the curriculum in a meaningful way [pause].

Respondent HE₁₀: If, you know, if we have 75 faculty members who are really interested in this, they do it on their own. But, formally, how do you ensure that, you know, 600 full-time faculty and thousands of part-time faculty are doing this? How do you get it as an institutional value and what have you? And we have a very new administrator, she's been here less than a year, and has consultants in now. And she's seriously, restructuring their division. We don't know what it's going to look like.

Respondent HE₁₀: I just had a conversation with the president last week. It's like, we've got to have, you know, a key diversity person that's a faculty member, you know, um, working with us. Um, so we'll see how that all plays out, but that's the area where the weakness is in...Academic Affairs. We've got to do, and we know, we've had these goals you know, kind of out there. And one of the things is that we've had kind of a revolving door with provosts. We've probably had about five of them in the past, you know, since our new president's been here and things like that so that doesn't help you know, you lose one, you have somebody acting, and then you get somebody full time, and then they become a president, and then (laugh), you know, we hire a new person and it takes an amount of time for them to know your institution. And so we've had a great deal of turnover, so we haven't been able to kind of concentrate. By the time the person gets in and I talk

to them and sell this to them, and what needs to happen, and we need stronger support in faculty development side and all...because we're hearing, a lot of this from the faculty members through this reflective process, that they want...you know, how do I do this? How do I have these conversations in the classroom? What happens if it blows up? So there's kind of a fear of how do they manage that properly, plus the whole piece about how do I begin, you know, modifying the curriculum to bring it into the classroom in a way that makes sense with what I have? Then myself and the gentleman from Student Affairs, we were talking with the leadership of the College of XXX a couple months ago, and they're like, OK, well, if I'm teaching chemistry and I'm teaching about this element and that element and the next element, how do I infuse diversity into that, you know? (laugh).

Respondent HE₁₀: And so, we're trying to pull some, you know, things out of mid-air, because we didn't have the academic person with us, unfortunately, um, you know, to tell them, well, we would suggest this or that. But, um, it's going to be critical that we really get some strength on that academic piece. For diversity is now talking about inclusive excellence. It's talking about really getting it into the educational piece. These students need to graduate prepared for the real world, you know...the diversity in the world. They're not going to go into, um, these little silos like maybe they were raised in, you know.

Interviewer: Right.

Respondent HE₁₀: It's going to be very different. And I taught a couple graduate level HR courses here around diversity, and I'm telling them, I'm like, you know, if you're one of the people, if you go into one of these multinational organizations and you're one of the people that's kind of checked on a list to be one of the top 10 to possibly go to China or what have you. You know, if you're not there, you might be losing \$50,000 a year, you know. It could really be serious, if only money matters to you...

Interviewer: Right.

Respondent HE₁₀: ...you know, if you're looking at that...you could really be cutting yourself out of a lot, you know, of opportunities in the future. And then to travel the world and get to know other cultures, you know, all that kind of stuff, so...It's very important. If it isn't just, you know, very important within the United States and the diversity that we have here, but even to be able to travel the world and be prepared, you know. We want our students, we want, um, organizations to say, oh, my God, we brought this HE₁₀ student in and they were really prepared and they could deal well. We didn't have any conflicts with them, you know, working with these particular groups, or a very diverse group, you know. We don't want them to have to say, oh, we had to send them off for training because they didn't know about this and they weren't sensitive, you know. You don't want that, so...

Interviewer: Ok. I'd like to thank you for your time.

Respondent HE₁₀: Oh, you're welcome!

Interviewer: That concludes our formal interview.

Respondent HE₁₀: Oh, great.

Interviewer: Thank you.

[End of Interview]

RESPONDENT (HE₁₁)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₁₁: OK. Well, um, I actually worked more with the House Bill, um, 905 than the Senate Bill, although I believe they are fairly same. And, ah, I had a chance to read through them and then work through them as they became...they were passed. And then HE₁₁, of course, as being one of the institutions in the USM (University System of Maryland)...ah, we were asked to of course provide the information in terms of our diversity efforts and what you're doing and our plan and what we essentially intend to do or are doing connected with diversity efforts on campus. So, um, so I actually prepared, with a bunch of other individuals, led the preparation of this year's, if you will, updated report that we provided to USM in terms of showing what are we doing, in terms of diversity on campus, our approach to diversity, and also the ongoing efforts to improve on what we already have going. So, my understanding, again, of these bills are to, really, request the campuses to be of course aware of these issues, to demonstrate that they have programs, which every campus does [pause].

Respondent HE₁₁: But that they are the exact programs that are certainly in the minds of the administrators and

that we are indeed essentially following up on our initiatives. And that we have some ways of making this part of the planning process for the campus, and also have some matrix for assessing how successful these programs are.

Interviewer: OK, second question.

Question #2

Interviewer: How has the House Bill, in your instance, House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₁₁: Um, I don't know if it really has influenced us in any, because, I mean, those bills as I look at them and we look at them, again, essentially expect the campuses to have cultural diversity programs in place and continuously assess their effectiveness and then they improve and identify resources necessary for those programs. We've been doing that all along. And this is I'm sure you know, our campus is nationwide one of the leaders in terms of diversity. And so, in that sense, I would say these bills have given us the affirmation of what we're doing. And, we have been looking at some of the matrix that we're already doing, but maybe, you know, even more closely monitor perhaps some parameters or some indices that perhaps, um, can compliment all that we're already doing. But in terms of policies, specifically speaking, I don't think that anything that we have done was changed or influenced by these bills because we're already very much down this road and will, of course, continue to make this a priority for our campus [pause].

Respondent HE₁₁: You know, I would say that by looking at what we're doing and thinking in terms of again providing these annual updates under these bill requirements, ah, I have to say that, um, we have seen the benefit of, you know, working on putting these reports and information together and actually in our case, I felt that we have just so much going on. And they give us a number of pages on the report that, you know, I had a difficult time summarizing in a manner that really captured all that we're doing in a progress report. And in many ways I think I was very proud of what our campus is doing in all of these areas, and all the accomplishments we have had over our history, in terms of diversity, for this campus.

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE₁₁: I think from Day One, HE₁₁ has always been a historically culturally diverse campus. We, have essentially in our core commitment to diversity. We have always been focused, on ensuring access to educational and employment opportunities for our faculty, students, and staff. Focusing on doing what's necessary for promoting success. Ah, you know, having a culture on campus all along that's inclusive and supportive and respectful of everyone's, um, environment and again, very supportive of development and advancement. And, on top of that, I think it was very significant, the way we define diversity and cultural diversity. It's just not only gender or race. It's even, ah, nationality. For

us, a campus should pay attention to the full-time and part-time population, issues of sexual orientation, um, etc. So we look at diversity at HE₁₁, and I'm very proud that it has always been historically our approach. It's the way you look at things. It's all facets and all its implications and, as I said, really within the resources available. Certainly put in place again the supportive programs I just mentioned to advancing the well-being of all of these populations, and as I said, with all its traditional students and non-traditional students and all of these are part of, if you will, of the fabric of this campus that we need to support.

Interviewer: OK. Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₁₁: I, think our climate is, ah, is very, very good. You know, what (laugh) categories you are thinking of, but I think we have a climate where, um, across all the, populations—I'm talking about faculty, staff, and students—everyone feels comfortable. Um, everyone feels, ah, you know, supportive, um, and, um, even when I look at our committees, I look at composition. As I said, I chair the XXX Council on campus. We can see and we, you know, at administrative levels and leadership levels, we see that we have truly well balanced representation of various diversity backgrounds. Um, I think everyone is/feels at ease. Um, there are good partnerships amongst the different organizations on campus. Students have, for a campus of our size, we have well over 200

organizational groups within Student Affairs and so, um, and again, it cuts across all the, you know, ethnic origins, sexual orientation, international students, colleges, so it's, um, I think it's an environment where there is a sense of, from everyone, that they are respected, they are supported, they are welcomed into the discussions, into the planning, into the activities, um, and we really want everyone to feel in place and, um, and bring, I think, the richness of each individual's background to the good of the overall community.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement House Bill 905? And what are the obstacles?

Respondent HE₁₁: Yeah, um...well, I'm not sure what, you know, is meant here by degree, but I know I'd say we're implementing it fully (laugh). I mean, there is nothing in those bills that we have not, we're not considering or don't do.

Interviewer: Some institutions have indicated funding issues while others may not have had funding concerns. Also, it appears that some may not have had as robust a plan as HE₁₁, so I guess it kind of varies from institution to institution.

Respondent HE₁₁: It probably varies from institution but, you know, also knowing what your Question #6 is (laugh) which is really where I was going to mention to you and, you know, again which is

your how to achieve diversity and what our vision is¹⁰. I think our vision is very clear, as I mentioned earlier on in terms of our, ah, again, includes evenness and respectful and supportive of the mass making progress and access to diverse population as we have of students, faculty, and staff. Ah, so that's clear, our vision and that's really all we do is with that in mind. The challenge is, ah, is funding.

Interviewer: Ok.

Respondent HE₁₁: I think that will be maybe the difficulty or the barrier that we always face. I mean, HE₁₁, our campus has been very fortunate that, again, because of our history and because of our, again, fabric of diversity that has always been, ah, a model for us, we have again programs that have been able to leverage whatever in total resources we have. And so through grants and gifts and so on, we have had really good support for our cultural diversity activities. Having said that, ah, we know that we have programs and plans that we'd like to do more which we can't do, just because, again, we are limited by resources.

Interviewer: Ok.

Respondent HE₁₁: For instance, there are examples I could cite. One example that just came into mind is one of the population(s) of students that we are really trying to work with and then provide the best support we can is our transfer student population. Um, and there, I mean, we have many ideas on how to support transfer students from special courses in terms of

¹⁰ Respondent HE₁₁ elected to answer question(s) five and six together.

introduction to a XXX university in terms of, you know, smaller sections and then provide the integration that's more effective and, you know, residence halls, ah support activities and so on, but all those take money and resources. I mean, no matter how well prepared they come from the community colleges it's a different pace; it's a different level of expectations [pause].

Respondent HE₁₁: Um, and so we know that, that is specific and that we would like to do more. I mean, we have, ah, and as I mentioned to you as I've been kind of as my role as chair of the XXX Council, I keep track of our activities and we try to, you know, see where we are and, you know, what programs we continue to put resources into as we can. We try to establish, and look at what's going on nationally even get best practices, make sure that even within the campus we share a good practice that's been implemented by one unit.

Interviewer: Right.

Respondent HE₁₁: We try to make sure that another unit that maybe could also benefit from that knowledge, and so we try to share information. Um, and so we have many, many activities for our transfer students but, you know, we would like, as I said, to have more course sections and our smaller course sections and more programs in the residence halls and even, you know, programs for career support and so on. And well, clearly, the limitation is resources. Either, staff resources, you know, or even just having enough staff to provide these, but also financial resources in terms of if you have a program, if you need, if you want to have more sections of a course, you're

going to need instructors and faculty members and you know. And sometimes we of course are limited by the resources available. So I don't think that's probably the limitation one has. It's not limitation of lack of imagination, lack of ideas, and lack of will to do these things. It's really finding the resources and, as I said, we leverage a lot. I mean, we bring in...Generate millions of dollars a year of support to our diversity programs from external resources. So we make a major influx of resources from external funds in addition to what we have from our State support. But even there, you know, we'd like to do more and that's the limitation we have.

Interviewer: OK.

Respondent HE₁₁'s Closing Thoughts: I think it is, first of all, it is, um, as I said, it's something that I think at HE₁₁ happens, its part of us. It's part of our culture if I can use the term in cultural diversity interest. You know, it's something that, ah, I've been, and no, I have not been at too many institutions, so I know my experience in that sense of direct exposure is limited. But I can compare with a couple of other institutions I've worked for before, and I've just been so impressed how, on our campus, these are issues of programs that come naturally or, you know, with faculty, staff, the administration embrace this environment of supporting a cultural diverse campus. And, um, and so I think, some of the issues that sometimes happen in other locations are just really not something that we really have seen at HE₁₁ or have experienced. And any idea of that sometimes regenerates for an expansion of a program or a new program. It's

just matched right away by what we bring to the table by 20 different ideas (laugh)...to even make it, you know, even larger in terms of its scope. And so, as I said, sometimes the challenge is really to find the resources to fund these activities. But I've been, in my years here, it's what, 20 years now, I've been just impressed from Day One, with how cultural diversity is seen on this campus as truly a representation of what America is all about at its best.

Interviewer: OK. Well, thank you for your time, and thank you for your willingness to participate.

Respondent HE₁₁: Oh, no, my pleasure. And good luck with your project.

[End of Interview]

RESPONDENT (HE_{12a})

Interviewer: The first question will be¹¹:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE_{12(a)}: Ah, the history has been, um, a rather inconsistent history let's just say that, [its] spotty. Initially there was more rhetorical commitment to that kind of cultural and social diversity. Ah, and that went on when I first came here 32 years ago, they had a very small, um,

¹¹ Respondent HE_{12(a)} indicated that due to the fragmentation regarding diversity initiatives at HE₁₂, he would not be able to address certain questions. The researcher was directed to another respondent at the institution (HE_{12 (b)}) for another perspective.

representation of black faculty and faculty of color, as far as that's concerned. But the federal government had a mandate on the HE₁₂ to desegregate its faculty. So that particular year that I came, and I think it was 1979, um, HE₁₂ recruited the largest number of black faculty it has ever recruited and it hasn't come close to recruiting that number since that time.

Interviewer: Hmm...

Respondent HE_{12(a)}: And we were 14 or 15, in various disciplines all across the university – Arts Humanities, um, Education, Psychology, Social Sciences, um, Mathematics, um, Foreign Languages and Literatures – I mean you'd run the gamut. And there were about, I think there were 8 women and 7 men. And when we, interestingly at that time, um, you came up for promotion and tenure in your fifth year so we had less time to produce than people today have, because you come up for promotion and tenure in your sixth year now, at all universities. So whatever we had to do, we had to do it in 4 years.

Interviewer: Wow.

Respondent HE_{12(a)}: And teach [an] inordinately large number of courses for a junior professor, like 3-on-3, ah, three semesters and three each semester – 3 [or] 4 each semester – particularly in the Arts and Humanities. It depended on the college. In the Sciences, it's sometimes one and two, you know. But anyway, when we came up for tenure and promotion, only one of us was promoted.

Interviewer: Wow.

Respondent HE_{12(a)}: And the others were denied promotion and tenure. So that's 14 out of 15. It was a carnage, that's what it was. And ironically, it took place under the chancellor whose name was John Doe.

Interviewer: Hmm...

Respondent HE_{12(a)}: And John Doe happened to be black. He was our first black chancellor, our only black chancellor. At that time they called them chancellor, the president of the institution.

Interviewer: OK.

Respondent HE_{12(a)}: They've changed it. Now the president of the institution reports to the chancellor of the system.

Interviewer: OK.

Respondent HE_{12(a)}: So John Doe was the, ah, the chancellor of HE₁₂, and it was under his, ah, administration that we came up for tenure and promotion. When I learned that all of...so many of my friends had been denied tenure and promotion, I was devastated. I couldn't rejoice. I couldn't do anything. And some of them, I just knew would do, ah, would sail through there much better than I. At the time, I had one book and two or three articles. But a friend of mine in German had two books. So I couldn't understand it...I couldn't understand it. And I was totally disheartened and discouraged. And I went to John Doe's office, uninvited, to talk about this carnage. And I was told by his secretary, who happened to be black, that he didn't see professors regarding tenure or denial of tenure. I

said, "Well, he's going to see me." And, ah, she says, "Well, you know, I may have to call the..." ah, what do you call it, the "police force to escort you out of here." I said, "That's your prerogative, but I'm staying here until I talk to him." And she went in there and told him I was out there, and then he invited me in. And it was a very frank and honest and sensitive talk. And he told me off the record that if I would get three of these individuals to come up for tenure again, he would make certain that they would be promoted because there were some procedural violations. I talked to these three individuals. They had been so, ah, disheartened and so discouraged by the whole process, they would not, they didn't believe it, and they chose not to do it.

Interviewer: Hmm...

Respondent HE_{12(a)}: And they went on their separate ways, tarnished or, or tainted because they had been denied tenure at an institution. I made up my mind then that I would become, I would get involved with administration, somehow ah, so that kind of carnage would never recur. Eventually I became, ah, Acting Chair of XXX. From there I went on to be Assistant Dean in XXX. All the time my horizons expanding and I'm dealing with different people. And then I applied for a job at Central Administration. At that time I was chosen as Assistant Vice President for XXX. And then about 8 years ago, 10 years ago, I was promoted to Associate Provost for, um, XXX. The thing that I have been, was able to do in, um, those two latter positions was that I was able to bring back three of those individuals who were denied tenure and promotion, through hyperbole, through,

I suppose, rhetorical skills, and through, I don't know, prayers...

Interviewer: Ok.

Respondent HE_{12(a)}: ...because that just doesn't happen.

Interviewer: Right.

Respondent HE_{12(a)}: It's unprecedented. And they came back, these three, as chairmen of the very departments that had denied them tenure.

Interviewer: Wow.

Respondent HE_{12(a)}: So that was quite an achievement. They've since retired, but, um, that was the best record that HE₁₂ had in terms of recruiting. HE₁₂ has always, since I've been here, has done a better job, not a great job, of recruiting faculty of color but they do far less well in terms of retaining and promoting...ah, ah, faculty of color, and most especially, black faculty. I mean, and I say, this commitment seems to be wavering. There seems to be a whole trend in this country where, you know, ah, diversity means almost anything. So it can mean international...It has nothing to do with American citizenship, you know. And they can count that, or they try to count that as a diverse faculty. We have all these international faculty over there.

Interviewer: Ok.

Respondent HE_{12(a)}: Ah, come on. This is an American university. And you're talking about diversity and you're talking about East Indians and Chinese

and the like. I have nothing against these people per se but, this is deliberately, um, I think, how can I say? It's deliberately, um, falsifying or distorting, ah, the whole purpose of the diversity movement, I think, the commitment to diversity by counting, you know, ah, these people as part of your diversity numbers. And so they've done that! They've done that, much to my chagrin, and I'm a pretty outspoken person and I don't conceal my thoughts with respect to that. And, ah, I've, um, you know, along the way, I've acquired a number of people who, ah, don't particularly care for me, but that really doesn't matter. It really doesn't matter, you know. It's a matter of adhering to one's principles and what one knows is fair. And so, um, as I said, we waivered and, I'm going to tell you, there has been a vast decline in black faculty over a 10-year period. At one point I think we were around 88 tenured professors. We are now down to 64. And declining...and declining. So I say, the record has been inconsistent. Ah, they have played lip service, given lip service to the whole concept of diversity by, as I said, diluting it when they begin to count international scholars as a part of their diversity thing. These are the deans who are doing this. This is not officially the, I don't think, the president or the provost, but they do put more and more emphasis upon that, ah, having a significant international faculty and so on, and so forth. I said diversity has come to mean virtually nothing because anybody can be diverse, you can, um, and in my view, we are not there. We black people are not there in terms of being equal. We are a long way off, from being equal. Ah, and, the opportunities to acquire positions in higher administration in particular,

are severely limited. Severely limited for people of color and for black people in particular. Um, as you know, the popular literature shows, and I'm not trying to pit one group against another...But women have, white women, have benefited disproportionately from Affirmative Action and from university hires. And they are preferred hire over faculty of color. That is soooooo patently clear. And frequently, many of these women become office gators to the whole process of diversifying, the faculty. I mean, of course there are exceptions, but often through their silence or through their biases that they have, ah, many of 'em. And I've confronted some of these biases like, "Well [John Doe] don't you think this candidate here really isn't as strong as this one, because she went to a historically black college and this one went to historically white college?" And that, (laugh) makes my blood boil more than that kind of reasoning, you know. And they're not looking at the entire picture, you know. It's not a comprehensive analysis of it. Um, we've seen the inconsistency in cultural diversity also in terms of, ah, at this university, in the dwindling number of students of color—undergraduates in particular and graduate students. We really are, have a long way to go in terms of, having an appreciable representation of students of color in the graduate school.

Interviewer: Hmm...

Respondent HE_{12(a)}: Um, and it fluctuates from year to year. I mean, at the undergraduate level particularly with regard to black students once again. And now, depending on the administration, with this current administration, there is almost this

obsessive, ah, dependence on SAT scores to, elevate the reputation of the university in these *U.S. News Report* and the like, you see. And against my articulated, ah, views with respect to, ah, these SAT scores, ah, the provost and the president recently decided to raise, once again, the SAT scores this past year. And I made it my point to tell them that if they were interested in having a diverse student body, this was the wrong way to go about it. And, ah, many of those students whom they had admitted last year would not be here had they had to meet those higher standards. And yet those students who were admitted last year are doing quite well. Which shows you the limitations of the predictability of this SAT scores, ah, you know, test. And sure enough, sure enough! They went with it, and we had a 29% decline in the enrollment of black students this past fall, largely due to the ah heightened SAT scores and to a lesser extent, to the economy.

Interviewer: OK.

Respondent HE_{12(a)}: So, as I said, it depends on the administration, um, I don't know where people stand any longer with respect to, ah, diversity. I mean, everybody wants to jump in, you know, and, ah, say "I'm a diverse this and I'm a diverse that." And so, we've not been able to build any momentum...any momentum. Ah, and so, um, that's why I call it inconsistent and, ah, relatively ineffective. I guess I can go on to the next question.

Interviewer: Yes, Question #4.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE_{12(a)}: Hmm...Well, there again I am not going to be especially laudatory, um, when it comes to students of color. Too often, ah, they experience very negative, um, feedback from their professors in their classes. For instance, sometimes the professors will, ah, express certain skepticism as to whether they really wrote this particular paper because they come from, um, a low performing high school out of Baltimore or out of D.C. "You couldn't have written this." I mean, these students come in here and they complain to me crying, you know. And then I get on the phone and I talk to these professors about their presumptuousness and, you know, ah, their biases. What proof do they have that these students haven't...done [what] they ask other students? And of course not. So, students have some very, um, what would you call it? Very disillusioning experiences and hurtful experiences too often in the classroom. Students have told me that they feel, if there are one or two of them, they are paradoxically visible and invisible.

Interviewer: Wow.

Respondent HE_{12(a)}: When it comes to discussing something about the black race or about you know, the student's ah, ethnic group, then they're expected to be the expert.

Interviewer: OK.

Respondent HE_{12(a)}: Umm, at one point I would have called it a hostile climate. And, I'm going to tell you, that fluctuates depending on the year, with that news thing that you were talking about a few years ago, ah, that generated a great deal of anxiety in black students and black staff and faculty, and a great deal of anger and, you know, resentment and fear. I don't know if I said fear. But, um, and the way it was handled was rather suspect too because the noose came up missing. Nobody knows who took it down...

Interviewer: Hmm...

Respondent HE_{12(a)}: ...so there was no way of, you know, fingerprinting it or anything. It was just...gone, gone.

Interviewer: Wow.

Respondent HE_{12(a)}: And it was outside of the, ah, the Cultural Center, the XXX Cultural Center between the, ah, what do you call it, the Student Center and the XXX Cultural Center.

Interviewer: OK.

Respondent HE_{12(a)}: Um, that, ah, was, for them and for all of us, something appalling that should not happen, um, in a so-called campus of higher education. And then there was the climate. As I said, it fluctuates. My own situation, which generated a great deal of, um, activism. I was really happy to see this, on behalf of students, almost 700 of them marched on, ah, Main Administration. These are students whom I did not know.

Interviewer: Wow.

Respondent HE_{12(a)}: Um, I had spoken the night before at a town hall meeting. I didn't really want to go there because I didn't want anybody accusing me of, um, orchestrating anything.

Interviewer: Right.

Respondent HE_{12(a)}: And they kept asking me, the students, there were about 1,000 there that night, "What could we do? What should we do?" And I said, "Well, you know, it's not my place to advise you. I have...you asked me to come speak. I came to speak, but I am not going to offer any advice. You do what your conscience tells you to do and I very much appreciated your being out here. But I just can't advise. I don't think it's appropriate for me to advise." So, I had heard rumors that they were going to have this march, and so I deliberately absented myself from campus for fear that somebody would accuse me of arranging that. And, ah, that showed the unrest of these students because they were skeptical about the commitments that this administration had to diversity in the first place...And then the person who, um, runs so much of the ah, diversity programs was being removed, and there was such an inconsistent explanation that changed from day to day. It was alleged that, ah, it was because of the economy that they were, ah, removing me and my responsibilities for, ah, diversity and equity. And the next day in the newspaper was that as provost, he has his right to make choices of his own staff, which he does...which he does. But let's be frank. Let's be honest here. And the third time was that, um, what was it? Oh, yeah, that he wanted some younger blood. Now, I could have sued him over that, you know. Yeah, yeah, yeah, but I don't

care about that. I don't want to be with them anyway. Um, he needed some younger blood, and the paradox is that one of the people that he hired is a 70-something-year-old white man, older than I but this is younger blood. So I didn't buy into that. There was lack of transparency, and that's what the students were concerned about. They felt that they were being deceived and lied to. And talking about morale being low.

Interviewer: Yes.

Respondent HE_{12(a)}: Ah, maybe it has never been lower. Certainly that is a legacy of mine, if you will. Ah, never have students, so many students walked and protested and demanded reinstatement of any individual in the history of, ah, HE₁₂.

Interviewer: Ok.

Respondent HE_{12(a)}: And I was buoyed by that. I will be honest with you. I was lifted up, that so many students—and truly diverse. I mean, because I got a...somebody sent me a YouTube, you know, and I saw it myself. And I was just so impressed. And, ah, and it was an extremely multiethnic, multicultural and diverse group, and this is what they were saying. They were chanting, "This is what diversity looks like. This is what diversity looks like."

Interviewer: Wow.

Respondent HE_{12(a)}: And so they were Asian or Latino, black, white, gays, lesbians — I mean, all of that kind of stuff. In fact, the person who just called me happens to be a lesbian. And she was one of the leaders of this whole thing. Ah, so, you know, I

touched so many constituencies, apparently, that these things meant so much to...As I said to them, it's not so much I, the person, but the principles which I have advocated and fought for, which you bought into. These are the things that you need to continue to fight for. I'm very fortunate. I'm not like a lot of people who lose their jobs and have no safety net. I simply go back to the classroom.

Interviewer: Ok.

Respondent HE_{12(a)}: You know, I don't go back with the same salary but I can live off this salary, you know. I am not impoverished. And so, um, you know, that was a wonderful experience, but that shows you that it can...it's so fragile. This so-called cultural diversity it's so fragile that anything that happens that seems to negate it, challenge it, convolute it, can cause the students to blow up. And that is exactly what happened there, and sure enough. It went on, and they kept on. They kept fighting for a long while, but you know, they lost the war, but they won some of the battles, you know. They won some of the battles, and some didn't want to give up, you know, etc. And so they'd talk about when a new president comes in, they'll start all over. So at any rate...

Interviewer: Hmm...

Respondent HE_{12(a)}: ...it's the climate. And we have a new president coming and they're searching for a new president. And apparently, they are going to name[a president soon].

Interviewer: Oh.

Respondent HE_{12(a)}: This year, yeah.

Interviewer: OK.

Respondent HE_{12(a)}: Um, now so, that, so give me the question again.

Interviewer: Yeah, How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE_{12(a)}: And I said it's not antagonistic or necessarily hostile, but it is not what you would call the most supportive and harmonious and nourishing culture for students of color. Or faculty of color, or staff of color.

Interviewer: OK. Next question and you may or may not be able to answer this one, but then I have a sixth question.

Respondent HE_{12(a)}: OK.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? Or what are the obstacles?

Respondent HE_{12(a)}: I don't know that one, yeah. I'm sorry.

Interviewer: So the next question is:

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE_{12(a)}: OK. We clearly need, ah, ah, human and monetary resources. Ah, we need, ah, a commitment, tangible commitment to cultural and social diversity from the top down. We need to...if at all possible...um, increase the number of, ah, black faculty to the extent that it comes close to being at the same percentage of black undergraduates. We need to do the same thing for Latino faculty in the same way.

Interviewer: Ok.

Respondent HE_{12(a)}: Um, maybe this whole thing should be more centralized, the whole diversity, ah, component, should be less fragmented and more centralized than it currently is. Because if you look around, everybody's doing, well, too many pieces of [HE₁₂] are doing something dealing with diversity. So it gets confusing. For instance, my friend and colleague, whom you'll meet HE_{12(b)} does diversity week. And there's confusion as to what my role is and what his role. He's not a faculty member, and one of my roles as a faculty member was to facilitate the recruitment of underrepresented faculty, um, ah, around the university. But he is president of the XXX Council, and that he reports to two, ah, I don't want to call them masters, two supervisors – the president and the provost. Um, he has a couple offices that report to him. Let's see, Human Relations (?) I don't know what they're called. Office of Diversity and Inclusion is one of the offices. And there are commissions that he heads, I mentioned the XXX Council and the Women's Initiative on, um, Fair and Equitable Treatment...that kind of thing. He's the president of the XXX Council, yeah. Ah, one thing we've

done, I think, that leaves greater room for improving this climate is that we have put together a committee, a standing committee, a diversity document. We recently completed that. And it calls for strong measures, you know. And, ah, perhaps...it hasn't been approved or implemented. These are recommendations, and now they go to, ah, I think they go to the President's Cabinet and then to the Senate, and so on and so forth, for approval and implementation.

Interviewer: OK.

Respondent HE_{12(a)}: And these recommendations, include faculty recruitment and retention, student retention, ah, another thing that we need to do is and we're working' on is to work acidulously toward narrowing the graduation gap between majority students and black males and Latino males in particular...And we do have certain initiatives that have great promise coming out of XXX cultures, ah, such as the Black Male Initiative. You know, we do have that; it's just getting off its feet. With those things, I think we can really achieve a more, um, socially and, ah, culturally diverse institution. Um, we do have, um, maybe we should have more of these. I don't want to...we do have a XXX Cultural Center which is rare. Ah...

Interviewer: And you had oversight of that?

Respondent HE_{12(a)}: Yeah, yeah, yeah, yeah. And, ah...

Interviewer: So who's going to take that over?

Respondent HE_{12(a)}: [Jane Doe] is the person who's taking my place. And she's a professor of XXX, black woman. Ah, she's going to do it for a year. She's retiring afterwards.

Respondent HE_{12(a)}: I think, my view of the XXX is jaundiced, I have to tell you, but I think he's trying to placate these students and wait till they graduate and then let these responsibilities just move out of his office and be buried because it says that she's interim. And he has told them that when he first made the mistake and said he had removed my responsibilities and me from the office for financial reasons, the students got all over him, saying "then you are, um, you are renegeing on your commitment to diversity."

Interviewer: OK.

Respondent HE_{12(a)}: "Oh," he says, "no, I'm not, I'm not removing him permanently, it's just until the economic climate improves." And they still didn't like that. And he says, "Well, I'll bring in somebody half time...ah, when HE_{12(a)} leaves" and so on and so forth. And now he's bringing in this woman who was going to retire. He asked her three times, and she finally acquiesced, um, and will take over for a year. And then I don't know what'll happen. But, I'm very suspicious, that's all. I haven't told students that, ah but, I'm very suspicious. So, you know, implementing those recommendations in the diversity document having more centralization of the diversity components on this campus, um, narrowing the graduation gaps that I mentioned um, providing resources, human and financial

resources, for, um, pre-tenure sabbaticals for junior faculty, if you're interested in, you know, retaining, you see, um, for, ah, what do you call it? Travel to conferences for presentations of papers and all of that. Then I think, you're on the road to achieving significant diversity. And bringing somebody in at Central Administration who is a person of color.

Interviewer: OK.

Respondent HE_{12(a)}: They have one woman and all these white males, and a person who calls himself a white male but who, in certain circles, would be spat upon because he's XXX.

Interviewer: Hmm...

Respondent HE_{12(a)}: And that's this, um, provost. Yeah, so, I think those things would go a long way in, in terms of, ah, making this a more recognizable place for diversity, ah, achievements.

Interviewer: OK.

Respondent HE_{12(a)}: OK?

Respondent HE_{12(a)}'s Closing Comments:

You know, what we have here is a mixture of students unlike at many universities, we have significant numbers of different categories. But there is too little, interchange...too little contact, too little cross-cultural communication. [We] got to work on that, improving that, ah, you know, enhancing that, if there's any hope of ever achieving any kind of racial and ethnic and gender harmony. And creating civic students, you know, for the future.

Interviewer: Thank you very much.

Respondent HE_{12(a)}: You're welcome. Thank you very much.

[End of interview]

RESPONDENT (HE_{12b})

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE_{12(b)}: Ah, so it's a bill, as I understand it, requiring, ah, institutions of higher education to report, on their cultural diversity programs and the status of their cultural diversity programs.

Interviewer: Right. OK. Second question:

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE_{12(b)}: Well, it's interesting. I think in more subtle ways than direct ways. Because if I recall, as they were debating the bill this was one of the issues but we traditionally have reported on some ethnic minority diversity status of ethnic minority diversity programs, for lack of a better word.

Interviewer: OK.

Respondent HE_{12(b)}: I don't know if that's putting it very elegantly, but,

I think a lot of the background for this debate was whether there was going to be a requirement, ah, as I remember it, to talk more about ethnic-specific programs or, ah, what I think ended up happening...we talked about of course programs related to ethnic diversity, but also when you talk about cultural diversity then you're talking about religious diversity, sexual orientation, ah, it's a lot more broader sense of diversity, and so, it's affected us in the sense that I think, for one, in terms of reporting, we report more broadly than we used to.

Interviewer: Ok.

Respondent HE_{12(b)}: And two, in terms of thinking about it, ah, we think about it more broadly than we used to. For better or worse, because I think there's some people who, um, would have liked us to continue to focus exclusively on ethnic and racial diversity and aren't as comfortable with the broad definition of cultural diversity. And they're folks who always thought we should look more broadly at the issue of diversity are pretty happy that we're looking at cultural diversity more broadly. So it's kind of shaped the way we're looking at it. Yeah.

Interviewer: I know when I interviewed AO₃, they indicated that a lot of the universities within the System were already doing it.

Respondent HE_{12(b)}: Yeah.

Interviewer: And this kind of just further enhanced some...

Respondent HE_{12(b)}: Yeah, yeah.

Interviewer: ...and strengthened others. It kind of just depended on the institution because...

Respondent HE_{12(b)}: Yeah. Well, I have to say, once we got our report together, because the first time around it was really hard putting the report together.

Interviewer: Right.

Respondent HE_{12(b)}: I think we did a fairly good job. And once you see all these different programs, it really does paint a pretty nice broad picture of what we're doing. So I, so...

Interviewer: Yeah, as I travel around the State I'm noticing, ah, similar responses. It allowed the institution to kind of think a little more concretely...

Respondent HE_{12(b)}: Yeah, yeah.

Interviewer: ...and probably pulled it together in a different fashion than it might not have been if the bill had not been passed.

Respondent HE_{12(b)}: Yeah, so I think it's been more helpful than people thought it might be when it was first...

Interviewer: Because I heard that there was some resistance at first...

Respondent HE_{12(b)}: Yeah.

Interviewer: ...and then once they kind of, I guess, renegotiated the terms...

Respondent HE_{12(b)}: Yeah.

Interviewer: ...it kind of got a little more flattened out or broadened.

Respondent HE_{12(b)}: Yeah, I think it's been, ah, more helpful. It's kind of...maybe underwhelming is the response at first, but...

Interviewer: Ok.

Respondent HE_{12(b)}: And part of it is that there's a lot of reporting.

Interviewer: Right.

Respondent HE_{12(b)}: There's a lot of reporting in general, and it was not clear where all this stuff goes.

Interviewer: Yeah, I know some of the feedback that I received was that, ah, this has kind of added to the burden of reporting...

Respondent HE_{12(b)}: Yeah, yeah.

Interviewer: ...that you already have to do. But they recognized that it was important.

Respondent HE_{12(b)}: And I must say, we're doing a briefing book for the new president, we don't know who the new president's going to be...

Interviewer: Right.

Respondent HE_{12(b)}: ...we're just putting together a briefing book for the new president. And I'm using the cultural diversity report we did on sexual diversity, and I'm using the cultural diversity report as part of what I'm

using to put together, the diversity section of our transition book. And it is nice! I have to say, it's a nice, ah, and relatively abbreviated, comprehensive look at what we do. Which I and I have to say, it's been nice to have that all in one place.

Interviewer: That's kind of consistent with what I've been getting around the State so far.

Respondent HE_{12(b)}: Yeah, yeah.

Interviewer: OK. Third question:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE_{12(b)}: Well, so I'll start by saying that first, as you have heard, I'm sure, in other interviews, you know, that HE₁₂ was a segregated institution for its first 100 years so...

Interviewer: Ok.

Respondent HE_{12(b)}: ...there were, I think, a few, ah, international students, a few Latino and Asian students, but there were almost no African-American students for its first 100 years so it was not an ethnically or racially diverse institution.

Interviewer: Ok.

Respondent HE_{12(b)}: Ah, there were very few women. And I don't even think in terms of cultural diversity such as religious and other kinds of diversity, I don't think it was particularly

diverse at this institution at all, so for the first 100 years it was a pretty segregated institution.

Interviewer: Ok.

Respondent HE_{12(b)}: I think we spent the next 30, up through the '50s, spent probably the '50s through the '80s thinking, for the right reasons, about integration and about ethnic and racial diversity.

Interviewer: Ok.

Respondent HE_{12(b)}: And it's probably, I think, [its] been more the last 20 years since we thought more about cultural diversity so, ah...well, ah, ethnicity's beyond black and white. Of course, the role of women on the campus, I think, well, more than that, maybe the last 40 years. Um, religious diversity we think of a lot because we have one of the largest Jewish student populations of a public university and one of the largest Muslim student populations at a public university...so we think a lot more about religious diversity. So I'd say it's been about...it's only been about the last 20 years, and maybe the last 10 years, since we've really been thinking about cultural diversity...Ah, in a different way than ethnic, racial, or gender diversity.

Interviewer: OK.

Respondent HE_{12(b)}: And that's what I'm thinking, I don't know if it was the intention of the bill, I guess it was the intention, to think more broadly than ethnic-racial diversity.

Interviewer: Ok.

Respondent HE_{12(b)}: Yeah.

Interviewer: Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE_{12(b)}: I'd say it's pretty good. Ah, it's a vibrant really diverse—ethnically, racially diverse institution. It's a culturally diverse institution. I think you'd find very few public universities more culturally diverse. And I think there are wonderful opportunities that come with that. And we have a lot of programs—academic programs, programs [that create] dialogue, um, different programs that really take advantage of that. At the same time, you can't help, I mean, we're in America in 2010 so, you have great things going on and then you have the challenges that comes with it...you know we could be more racially diverse.

Interviewer: Right.

Respondent HE_{12(b)}: I mean it's actually interesting. I think Muslim students and Middle Eastern students don't always feel treated well.

Interviewer: Hmmm...

Respondent HE_{12(b)}: And especially in the context of it being a very, fairly Jewish campus. A lot of attention to Jewish issues, holidays, kind of cultural traditions like that, so folks don't always feel comfortable with that. We had our Asian-American students actually after the Virginia

Tech shooting felt like they were, being picked on in class because faculty members were looking at them like they were, you know, were going to go off.

Interviewer: Yes. I noticed when I was walking' over to the building today I saw a large population of Asian students.

Respondent HE_{12(b)}: Yeah, we have a lot of Asian students, like 15% of our undergraduate population and, and I think it's a little more that graduate, ah, and so I'd say we're actually at a really good place, I think, in general. We have really good opportunities for learning and social interaction and all kinds of stuff. But there are always, they're just the challenges that come with being a big diverse place too, so I say we have both. But more positive, overall I feel pretty good about where we are.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement both Senate Bill 438 and House Bill 905? What are the obstacles?

Respondent HE_{12(b)}: So, we've been able to implement it. And we do our report. You know, we've done it a couple times now. The first time was really hard because it was just hard to figure out, um, well, two things – what the intention was for how we were supposed to report, because we want to do it well. You know, if you're going to do

it, you want to do it well and present the institution in the best possible way. And then, really trying to figure out how to...because like I said, I think we were used to reporting on ethnic-cultural diversity and, I mean on racial-ethnic diversity and programs related to racial-ethnic diversity. And then we had Minority Achievement reports and there's a System report on Minority Achievement. We really had to kind of reach out and think more broadly the first time; we had to think a lot about, OK, what's some of our cultural diversity? So we had for instance a pretty well established XXX Studies program they offer.

Interviewer: OK.

Respondent HE_{12(b)}: So for instance, you just don't think, the way we traditionally think about this. you don't think old Persian Studies or Women's Studies. Or, um, we have a XXX Center for Jewish Studies. So you just don't think about some of those things. We had to really think bigger to think about some of those things. So, a little tough the first time but I think it paid off. And now it's been; now I think...

Interviewer: Some of the institutions that I've met with say it's the financial constraints that pose a challenge to implementation. But, I think it depends, it seems on the size of the institution and what their operating budgets consist of.

Respondent HE_{12(b)}: Oh, you mean in terms of, ah...

Interviewer: In terms of being able to, I guess, implement diversity as large as they might have wanted to.

Respondent HE_{12(b)}: Yes, it's funny because we have a lot, and we spend a lot of money. But...

Interviewer: I guess in this sense, being a XXX has its perks in...

Respondent HE_{12(b)}: It does! It has its perks but then it also has its drawbacks, so when, for instance, so we have LGBT Studies which is about 7 or 8 years old now, which is great. Ah, LGBT Studies office, but I think they have only three faculty members.

Interviewer: Oh, OK.

Respondent HE_{12(b)}: So of course, which is a great, which is a nice achievement and we have a good LGBT Studies program and now a lot of people have it. But of course now we're supposed to have...you know it's got to be a 10-person operation, you know...Once you do something then it's got to be XYZ. We do have both Latin American Studies and a relatively new U.S.-Latino Studies program.

Interviewer: Wow.

Respondent HE_{12(b)}: Which is more appropriate, and we're only running it on maybe \$100,000 and a few faculty members, which is great because it helps our breadth, but we're only running it on \$100,000 and a few faculty members, so of course people

aren't satisfied you know, we're supposed to be running it on a million dollars and 10 faculty members, so (laugh) that's the only thing, once you open the door to all these things, there's just never enough. We could use more resources like everybody else because there's just never enough resources to cover, ah, all this ground. And we just, we decided, um, it was actually interesting because people were worried about, um, XXX being gone. So we go through the different cycles. We went from kind of a multicultural model, we're still kind of a multicultural model, but then we went to having, ah, you know, we get a black cultural center...So then, ah, you know, Latinos want a center, Asian-Americans want a center, ah, Native Americans want a center. So everything, you know, everybody wants an advisor, everybody wants ABC and we've tried to accommodate that.

Interviewer: Right.

Respondent HE_{12(b)}: But once we open the door, then you've got to do it for everybody. And we don't have enough money to do it. We still don't have enough money to do it well for everybody.

Interviewer: Right.

Respondent HE_{12(b)}: We do it for everybody, but we don't do it well for everybody.

Interviewer: Right.

Respondent HE_{12(b)}: I'm probably going to spend the next year, ah...we have some resources but we don't have nearly enough, and there are a group of students who wants to start a Native

American/American Indian Studies program. And we don't have the resources you know...

Interviewer: Yeah.

Respondent HE_{12(b)}: ...but once you travel down that road, you have to figure out a way to do it even though it's...

Interviewer: So you have your hands full!

Respondent HE_{12(b)}: Yes. It's always great because we do have, I mean, we have a great set of programs. But it's like I said, it's, um, like African-American Studies, they've been around for 40 years. They have I think 70 faculty members, pretty good, pretty well resourced, great reputation pretty much, you know.

Interviewer: Yes.

Respondent HE_{12(b)}: They could use more, but they're a big solid, well-established you know, department in a college. Some of the newer places, you know, kind of rely on two or three full-time faculty members, a lot of affiliate faculty members, don't have measures yet you know?

Interviewer: Yeah.

Respondent HE_{12(b)}: It's just trying to get up to speed on all these things, it's fairly new.

Interviewer: Ah, Question #6:

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE_{12(b)}: Well, we have a new diversity plan, it's not quite finished yet, but I think in the next week or so for the first time we'll have a diversity plan—a plan for HE₁₂, so it's a 10-year plan. So I think it lays out a pretty good vision for where we want to be. Um, we need resources (laugh).

Interviewer: Right.

Respondent HE_{12(b)}: We want to hire more faculty. We want to, I think, hire a Chief Diversity Officer, start a Diversity Office, so we'll probably need at least I think, from several hundred thousand to, ah, some seven-figure amount of money over the next 10 years...

Interviewer: Wow.

Respondent HE_{12(b)}: ...to do what we want to do, and I don't know where that's going to come from right now[pause].

Respondent HE_{12(b)}: Stuff the country's fighting over every day are the same things that happen on our campus.

Interviewer: Hmm...

Respondent HE_{12(b)}: How do we get people on board regarding some vision of cultural diversity or ethnic diversity or just how to even just get along on a day-to-day basis.

Interviewer: And diffuse...

Respondent HE_{12(b)}: It's easier said than done.

Interviewer: And diffuse some of the things that might happen.

Respondent HE_{12(b)}: Yes. We have this XXX Planning Committee I chair and there are maybe 25 people on it.

Interviewer: Wow.

Respondent HE_{12(b)}: It's almost impossible to reconcile...

Interviewer: Right.

Respondent HE_{12(b)}: ...too many

Interviewer: Too many different opinions (?)

Respondent HE_{12(b)}: Yeah, yeah.

Interviewer: Ok.

Respondent HE_{12(b)}: Because you have, ah, I think, no matter what, an underpinning at HE₁₂, that what happens here always is what we had...it was a segregated institution for 100 years.

Interviewer: Hmm...

Respondent HE_{12(b)}: And so for African-Americans there's always...it's still, it's better, but it still has not...most African-Americans still do not think we have redressed what needed to be redressed from the time we were a segregated institution. And now we've added, you know, what we want to do for women, what we want to do for religious, ah, in terms of religious diversity, folks with disabilities, LGBT populations, all kinds of you

know, you add all that and you get all those folks in the room, and there's just not enough...

Interviewer: Yes.

Respondent HE_{12(b)}: ...just coming up with a vision that we're, everybody feels OK with so...So I mean, we took, we actually did have a pretty good plan, but I can say...I was really pretty naïve because I thought, ah, we'd get everybody in the room.

Interviewer: Yeah.

Respondent HE_{12(b)}: We'd all be just you know, walk out hand in hand...a unified vision of racial harmony...

Interviewer: Yeah.

Respondent HE_{12(b)}: ...ethnic harmony, gender harmony...that didn't happen. But we did come up with a plan that, at least (laugh), you know, most people will be happy with for most of the next 10 years (laugh), so even if we have not solved (laugh)only 300 years of (laugh) or 400 years of racial (laugh)... problems in our country, so...

Interviewer: OK. Well, that concludes my formal questions.

Respondent HE_{12(b)}'s Closing Comments:

Yeah, we have, if you have a chance, in our new General Ed, we just passed a new General Ed curriculum that had two, ah, it actually requires two diversity courses in the new General Ed curriculum. One is related to cultural competency to be satisfied through diversity courses, and we have a lot of diversity courses. A student could also take a cultural competency course.

Interviewer: OK. So that's required for graduation?

Respondent HE_{12(b)} Yes.

Interviewer: Two or more courses?

Respondent HE_{12(b)} Yeah. Or they could also satisfy them by a combination of study abroad experience; we've got a group dialogue program, and stuff like that.

Interviewer: Ok.

Respondent HE_{12(b)} Yeah, I'm really happy about that. It's conceptually broad. I like that, you know, kind of traditional diversity courses but also that you could do cultural competency courses, you could do different dialogues, you can study abroad, you could, lots of ways you can you can approach, ah, diversity, so I'm really happy about that. I think that's going take us a long way forward. And then, I think just the same like everybody else is struggling in 2010 with how do you know...We are a big multicultural nation.

Interviewer: Right.

Respondent HE_{12(b)} How do we use that to our benefit given that some people see that as less of a benefit than others, you know. And we're a state public institution, but we're also the XXX and so we're supposed to be exhibiting leadership in these areas, so how do we exhibit leadership and try to, ah, do our best, you know set the best example. And then I don't know if, you know, cutting budgets, not enough resources...

Interviewer: Right.

Respondent HE_{12(b)} Things that folks who don't feel like that we've even met the first order of business which is redress to help make up for 100 years of State-sponsored discrimination.

Interviewer: Ok.

Respondent HE_{12(b)} So it's tough, but it's an interesting job. The students are, I mean, that's one of the great things about being here is the students are great and are always fairly open to exploring these things and taking advantage of the courses and dialogues and programming, so...

Interviewer: I'd like to thank you for your time for participating in this study.

Respondent HE_{12(b)} My pleasure. Thanks.

Interviewer: OK.

[End of Interview]

RESPONDENT (HE_{13a})

Question #1

Interviewer: What is your understanding of Senate Bill (SB)

438 and House Bill (HB) 905?

Respondent HE_{13(a)}: OK. Now, basically from everything I understand, it was really dealing with institutional diversity. And I'm thinking across all lines - diversity of student population, faculty, staff - dealing with the overall culture of the campus. And, ah, with **HE₁₃**, you know, I'm very proud to say that historically, this university has been culturally diverse. You saw it even when I got [here] in

1977, there were studies going' on about the future direction of this institution. And one of the things that came of that study, you know, under Dr. John Doe's leadership as president, was academic direction. And we developed a course of programmatic direction. But the key thing about the programmatic direction, was that we were looking for programs that were unique, not only to the XXX, but to the State of Maryland.

Interviewer: OK.

Respondent HE_{13(a)}: And so, if you look at our new academic programs, we were culturally diverse, but how to keep that on track. We, started going into programs like physical therapy, ah, physicians assistant. Programs that are unique and would attract students from all cultures. So, that's the direction this university has continued to go in. That's our game plan of how to remain a diverse institution.

Interviewer: OK. Second question, um:

Question #2

Interviewer: How has Senate Bill 438 and the House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE_{13(a)}: It has very little effect because it was something we were already doing. We have always tried to be proactive, ah, in attracting the best, ah, in faculty and staff. Historically, we've served students that have not had the opportunities available to them. Many of our students, in excess of 50%, are first-generation college students. And so,

the things that we were already doing,
it's just a continuation of that.

Interviewer: OK. Third question:

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE_{13(a)}: And, ah, that's more of the same, basically. That's what we're here for. We looked at our academic programs. We looked at the housing facilities, you know, that we provide on our campus. We have, ah, opportunities for students in all areas. If you look at our housing, we started off with traditional housing years ago. We have the apartment-style housing on campus now. With the quality of the housing, we also enhanced the quality of the facilities through the support of donors as well as [those] that try to assist HE₁₃ had both political clout, as well as financial clout, ah, to grow this institution into an institution where anybody, no matter what your cultural background, would want to come, ah, to this institution. Um, and I think that's one of the, if you look at, ah, the overall direction of, particularly the enhancement programs for historical black institutions, it was trying to create an atmosphere on every campus where a student, no matter what color they are or what nationality, what background, you would want to come because of the academic programs being offered. Now, we have not reached that goal.

Interviewer: Right.

Respondent HE_{13(a)}: We still have a ways to go. But that was the direction that HE₁₃ wanted to go. Promote quality in its facilities and its academic programs.

Interviewer: OK. Question #4:

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE_{13(a)}: I think that we have, ah, a team approach, you know. We work towards a goal of providing educational opportunities for our students. And so, the people – whether it's HE₁₃ staff, whether it's the faculty – we come together trying to do [and] accomplish the overall mission and direction of this institution. So it's a very good climate to work in. We have very few negative issues that arise. Very, very few grievances or law suits, because, you know, most of these people are working with one common goal.

Interviewer: OK. Question #5:

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE_{13(a)}: Well, money's always an obstacle. But, to the degree that we're able to, from a financial standpoint, I think we're doing' very well relative to trying to offer opportunities for everyone. If we had the appropriate funding, then I think we could even do a better job.

Appropriate funding to offer new and additional academic programs that would also allow us to hire additional faculty because that is truly a need as well as to continue to enhance the quality of our facilities on campus.

Interviewer: OK, ah...

Respondent HE_{13(a)}: It's from the president. Let me catch it. [Answers phone] John Doe. Yes...That was no problem. OK...yeah, that's where we'll be. Oh you went there too? Alright. Talk to you later. [Hangs up phone] Sorry.

Interviewer: OK...last question.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE_{13(a)}: OK...Ah, what we want to do, you know, we want to continue to provide opportunities for the students that, ah, would not have otherwise had opportunities. We want to continue to enhance the academic offerings of our campus and, as I had said earlier, it takes money and resources to be able to get the faculty, get the facilities, as well as the support programs for our students. Because, as you know, students come with many problems and concerns, and we have to address them from where they are, and help move them forward. You know, we have programs, for instance, this fall we will be starting our first class of our XXX program.

Interviewer: OK.

Respondent HE_{13(a)}: But, if you can just imagine the financial burden it takes on to even initiate a program like [this]. You have two (2) years before you bring in your first class, you must have all your administrative staff hired. One year before you can bring in your first class, you must bring in that first group of faculty that will be teaching that first year class because they have a whole year to do the planning.

Interviewer: Hmm...

Respondent HE_{13(a)}: And then, ah, after you bring your first class in, while they're starting, you have to bring in your second year faculty.

Interviewer: Wow.

Respondent HE_{13(a)}: Ah, so, you can imagine that's several million dollars that's coming out of your base budget before you can even...

Interviewer: And this is before the students start on campus (?)

Respondent HE_{13(a)}: ...start paying' their tuition or anything.

Interviewer: Wow.

Respondent HE_{13(a)}: But, this program will end up benefitting not only the State of Maryland and the XXX, but nationally because there's a national shortage of XXX.

Interviewer: Yes.

Respondent HE_{13(a)}: And it will also, hopefully...this program will eventually become a self-supporting program. But you have to have the funds to initiate it.

Interviewer: Right.

Respondent HE_{13(a)}: And there are many other programs that we would like to look at and bring to our campus but financial constraints are holding' us back. But, I do see that if we continue in the direction, and if the State of Maryland provides the support, we will be able to achieve our vision of having an institution that people will choose, not because it's a historical black institution, not because of anything other than we have quality programs and they're meeting our needs of what [we] want to be.

Interviewer: OK, any final thoughts? You shared a lot regarding your programming and how that actually is bringing in a more diverse student body, but, ah, as we close this interview session, um, if you'd like to add anything?

Respondent HE_{13(a)}'s Closing Comments: If you look 30 years ago we were, ah, roughly 73% African-American. Today we are the same.

Interviewer: Wow.

Respondent HE_{13(a)}: What it's doing is enhancing the quality of the students and, as the numbers grow. So the institution is continuing to grow.

Percentage-wise in terms of the student population we're probably the fastest growing institution in the State. You can look at percentage and numbers.

Interviewer: OK. Thank you for your time.

Respondent HE_{13(a)}: Alright.

[End of Interview]

RESPONDENT (HE_{13b})

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE_{13(b)}: My understanding of the bill is to create a focused and systematic approach to ensuring that all higher education institutions in the State of Maryland adhere to a plan for promoting cultural diversity that is at a minimum, supportive of and consistent with the State Plan.

Question #2

Interviewer: How has Senate Bill 438 and the House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE_{13(b)}: It has influenced our policies, practices, and procedures to the extent that we are more deliberate in our efforts and we work hard to document our efforts to be able to respond to reporting requirements.

Question #3

Interviewer: What is your institution's history on promoting cultural diversity?

Respondent HE_{13(b)}: HE₁₃ has a strong history of promoting cultural diversity in its many efforts and its successes in attracting a diverse student body and workforce. HE₁₃ has been at the forefront of bringing cultural diversity awareness to [this] County and XXX through its varied offerings of culturally rich educational, social, and cultural events.

Question #4

Interviewer: How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE_{13(b)}: Our overall climate is extraordinarily respectful and welcoming due to the rich diversity that exists at the university. As a campus, we celebrate difference and view our diversity as an opportunity to learn about others.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905? And what are the obstacles?

Respondent HE_{13(b)}: We have no problem implementing this bill because we are currently practicing a host of diversity efforts that I believe would be equal too or greater than the

efforts included in any State Plan in this area.

Question #6

Interviewer: What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE_{13(b)}: My vision is for all of our campus constituents to grow to celebrate diversity. In order to achieve this, we need a dedicated person whose job is to do just this. Having this function in the Human Resources Office does not go far enough in ensuring that this vision is met. We need a university based effort to include faculty and students in making this a reality.

[End of Interview]

RESPONDENT (HE₁₄)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent HE₁₄: My understanding...the way I look at it is, holding institutions accountable for making sure that we are teaching our students the importance of diversity and multiculturalism. Our society is growing diverse every day. Um, our students will need to travel around the world, and they need to understand to have multicultural competence and understand cross-cultural communication skills. That is key. Ah, we look now

through K-12 in some areas that is a requirement that they actually do multicultural education. And then when you look at higher education, you know, there wasn't really a real mandate for it. So I think it's a positive step in the right direction. Not only are we reporting the great things we're doing on our campuses, but at the same time, we can share ideas. There may be something that St. Mary's College in Maryland is doing that we might find interesting that we can share and collaborate on. The same thing for us. Someone may see something interesting we're doing here. But I think the big piece is accountability.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your institution's policies, practices, and procedures?

Respondent HE₁₄: I think we streamlined a lot of things here at **HE₁₄** now where I would do a diversity program audit, as well as a course audit. Um, to gauge what courses are offered that will reflect multicultural diversity, domestic and international lives. The same thing for any of the programs we do. Making sure that we are meeting the needs of our institutional core, um, especially when you look at each freshman class that comes in. They're different. We may have one group of African-American students, but they all have different needs. And we try to make a clear distinction that not one African-American student is the same as the other. So that kind of guides the way we interact with our students.

They're individuals. Not as a whole group that, all of you need to do X, Y, and Z. Um, so it definitely helped spread of awareness of what we're doing here on campus, um, because I email everyone on campus asking them to provide me with any programs they felt had any diversity and multicultural content in it. And I give them examples and a definition of what it may look like. And they send that to me and we create the report. But it also, I think, helps us look at what we're doing well, what we're not doing well. For instance, um, we're part of a grant that is assessing diversity initiatives around campus. It's a grant we're doing with XXX College here in Maryland, ABC College, Washington and Jefferson in Pennsylvania. So a lot of this stuff is what we would turn into AO₂ is something we already have to do for the grant. And this is helping us gauge how well we are doing. Um, so that is how, I think, that bill is helping us because we're already doing the work. But now, we're showing them that we're actually doing it and sharing that information. Um, policy changes...I don't think we have reached that stage yet here for the simple reason [that] first, today is the first day of our new chief executive. Um, and the second thing is we just finished our Diversity Task Force report.

Interviewer: OK.

Respondent HE₁₄: So we are going to put that into action first, and then figure out from the things that we are learning from our peer institutions in Maryland of what they're doing [and ask] what can we do better? What are

some things that we can change about some of our policies? Um, I actually have to say, we have a very strong policy on benefits for significant others—same sex benefits—which people probably won't look at it as diversity or a great policy piece, but it is. Um, many institutions probably don't have something that in-depth. And you know, you do have requirements and demands for it, but at the same time though, we can, year by year, look at...is this working? Have the needs changed? Should we...and I think by doing that, that's something we, I think, always should put in a report that we are open to different groups [pause].

Respondent HE₁₄: And, you know, it's interesting when you read the bill. It's something about cultural diversity. And when I read it, the only thing I really thought about was about race and ethnic issues. And I think we expanded a lot more to include the other underrepresented populations. Because you can't separate one thing from one person and focus on you're educating the whole person. So I think, again, accountability. I think it helps us realize that some of our programs are working/some aren't, let's fix it and go from there.

Interviewer: OK.

Question #3

What is your institution's history on promoting cultural diversity?

Respondent HE₁₄: OK, this is my fourth year here. And most of the things I've been told has been hearsay.

Interviewer: OK,

Respondent HE₁₄: Um, when I first got here I did a lot of no talking and listening. So alumni...

Interviewer: Yeah.

Respondent HE₁₄: ...students and community members. I would say...not really good. Ah, we're a small institution and we're on the XXX of Maryland. As you know, I don't know if the other institutions shared anything with you. The XXX of Maryland has a very interesting history. That impacts the campus climate. And I think **HE₁₄** was a product of that. Um, during, you know, times where you didn't have too many African-Americans in this town in the area. You know, that created a lot of issues. So if you saw someone of a diverse background on campus or walking in XXX, it almost sounds like, "Oh, something new." I would say since my office has arrived, and my office was just revamped the year I got here. Um, before it was the Minority Affairs Advisor. And then my boss, both of us came in at the same time. So what we did was she changed the title to Director of XXX and the Office of XXX. So I think this office has been a great vehicle now to promote it, but back then there was no centralized place. There might have been key faculty or maybe staff members who, the majority of the time probably was a person of color, would do most of that work (laugh). And that was more centralized in my office, but I also collaborate now. So, I would say at the beginning, not very good. But now we have done

tremendous work in trying to bridge that gap.

Interviewer: Great. Question #4:

Question #4

How would you describe the overall climate at your institution in terms of cultural diversity?

Respondent HE₁₄: Ah, you know, I would say it's improving. Um, but it depends on the given year, whichever way the wind blows. And I tell students this all the time. They go, "Well, if I was at another institution this wouldn't be happening." And I always have to tell 'em, "It depends on which way the wind blows." Because the large institutions, whether they're diverse or not, they run into their same issues as well. Um, I would say our campus climate here...it needs work. I'm not going to lie. And I think the biggest issue is what, when we say cultural diversity, it's the LGBT population. Um, we need to spread more awareness on campus for that. Our assessment data said we have a strong campus climate, but we just do not at this point in time. And I think a lot of it is the historical context of the institution and some of the issues in our society [pause].

Respondent HE₁₄: You know, the one thing is, you have a black president now. People go we're in the post-racial period. I never knew we ended it in the first place (laugh). And I think that is what impacts our campus climate. People think, "Well, you got this. You should be fine." Well, no. That's not the full picture. So I would say it's a

work in progress. We're not there yet,
but it's a work in progress.

Interviewer: Ah, fifth question.

Question #5

Interviewer: To what degree is your institution able to implement Senate Bill 438 and House Bill 905, which are in essence the same bill? What are the obstacles?

Respondent HE₁₄: I don't think there really are obstacles. I think one of the things are when you look at an institution's strategic plan...um, all those aspects of what they ask for in the AO₂ report should be in every institution's strategic plan. That is just my opinion. Um, I think getting people on board to actually complete the projects is a different story. Um, for instance, that's one obstacle that can occur is Offices of Multicultural Affairs, Diversity Affairs, International Affairs. It tends to be the Offices responsible for it all. No. That's not what the report is trying to get to. The report is trying to say, as an institution we are meeting the following areas. So, you know, and I'm pretty sure there are probably some institutions who saw that and they go, "Oh, we've got to fill this out. Give it to the Chief Diversity Officer and they'll deal with it." But, the interesting part about it. You ask what are the policies, how do you recruit, you know, qualified candidates from culturally diverse backgrounds. They want to know what do you use besides the Chronicle of Higher Education; do you use the other higher education cultural diversity group magazines?

Interviewer: OK...Diverse Issues and other things like that?

Respondent HE₁₄: Yeah, XXX
Journal...advertise in that. Do you actually have things on campus to recruit people and show, OK, this is **HE₁₄**. Is our website actually culturally sensitive? Um, do we identify policies and procedures that are put in place, such as what happens if an act of discrimination happens on campus? Is there a clear-cut procedure? Um, and you know, I think people look at that and go, "We report that to AO₂." Ah, [with] that said, we have problems [pause].

Respondent HE₁₄: News flash. All institutions have problems. It's important that we look at it and I think it gives us an opportunity to say, "Hey, guess what? It may not be working Um, let's fix it." But I think so far, we have been implementing what they have been asking, but we weren't really cognizant of it.

Interviewer: Right.

Respondent HE₁₄: At least not the entire institution. But now people are getting it. OK, so when we start doing searches for positions, we need to make sure that we're hiring people that are culturally competent to interact with diverse populations. Do they have the understanding of what happens in the world? So you can't just come in saying, for instance, "Oh, well, I'm going to work with African-Americans." Well, sorry. This isn't (laugh) a good fit for you. You need to work with

everyone. So I think it depends on the institution. If they find it difficult, yes. But for me, I always start to push the envelope [pause].

Respondent HE₁₄: We can do it.

Interviewer: OK. Final question:

Question #6

What is your vision for achieving cultural diversity at your institution? And what do you think you need to achieve your vision?

Respondent HE₁₄: That one I really can't answer. And the reason why is, like I said, we have a new president now. The one vision we may have may change. Um, and that's how the game is played in higher education. You have one person who has a vision; you have someone else who has another.

Interviewer: Ok.

Respondent HE₁₄: And...I think we have achieved somewhat of our goal, I wouldn't say goal, or we don't have XXX in anything. But the increased number of underrepresented students in our incoming class this year. I think it's a testament of we are moving in the right direction that we want to diversify our campus. Um, because I can tell you, when I got here we might have had 14 or 15 underrepresented students out of 320 students.

Interviewer: Wow.

Respondent HE₁₄: Now this year we have 426 students coming in. Out of that, we have 63. So there is a big jump there! But we're doing something right to recruit them in, but for right now, I would just say to continue what we're doing. But until we get a clear understanding what the new president wants...that's kind of at a standstill.

Interviewer: OK. That ends our interview.

Respondent HE₁₄'s Closing Comments: I just think it's a really interesting profession. And I have friends who ask me every day, one friend's a lawyer and she asks me every day, how I do my job because she's a lawyer and she said, "I hate my job sometimes, but you have to hate yours every day." And I don't. Um, but, you know, the one thing that she said was, you have to be politically savvy. And you have to understand a whole view of what diversity means. It's just past the race and ethnicity part. Because you have to think about it too, and when I got here to HE₁₄, the one thing, the question I always got was, "Well, what are you going to do to increase the African-American population here?" And I came back and said, "You mean, what are we going to do to increase the underrepresented populations here?" And they go, well, no, but we're saying, you know, the black students. Well, news flash. What the students have told me, they're tired of you doing that. They want you to go after other students to make it more diverse [pause].

Respondent HE₁₄: As one student told me, "I'm tired of looking at people who look like me...let's just...mix it up a little bit."

And, you know, there's an article, if you're interested in it, I just read it

in *The Chronicle*, um, from a group of lawyers that went to a conference for higher education. And, yeah, I'm pretty sure you heard about it. It was talking about colleges need to recognize, and the only way they're going to succeed is [if] they broaden what diversity means. Because we're getting ourselves in situations where, for example, I call this for African-American men, the Tri-fecta Issue. You're black, you're male, and you're gay (laugh). So, you know, you've got three strikes against you right there. So how do you work with a student on your campus in that situation? We're dealing with the racial part, but we're ignoring the part of sexual orientation and sexual identity. And XXX College is a great example of how they're approaching this with the dress code. Because there are students who want to cross-dress. And they put a firm (laugh) statement in that all men need to wear men's clothing. So are you denying that one student their true identity? And then some people say, "Well, no. They know how this school is." But you've got to think about it. Where have we been when we went with racial issues? People were open about discrimination then. Now we're coming forward, and we're just as open and discriminative against the LGBT community like it's nothing. But people don't see that as diversity, so...hopefully that will help you in looking at that because I think SB 438 should be expanded to a point to say, well, what are you doing about LGBT issues? Because it's a growing concern.

Interviewer: Thank you for your time.

Respondent HE₁₄ You're welcome. Thank you.

[End of Interview]

RESPONDENT (A0₁)

Question #1

Interviewer: What is your understanding of Senate Bill 438 and House Bill 905?

Respondent A0₁: My understanding is this legislation is intended to get the institutions of higher education to focus on improving their cultural diversity.

Interviewer: Okay.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your Association's policies, practices and/or procedures?

Respondent A0₁: It hasn't had any effect on our Association at all because the institutions themselves are responsible for submitting these plans, and we do not get involved in working with them on their diversity issues.

Interviewer: Okay.

Question #3

Interviewer: How has your member institutions responded to this mandate?

Respondent A0₁: They have all prepared diversity plans and submitted them to the Maryland Higher Education Commission.

Interviewer: Okay.

Question #4

Interviewer: What role does your Association assume to insure compliance with Senate Bill 438 and House Bill 905 at your member institutions?

Respondent A0₁: We have no role in that. We don't see it as our role to ensure compliance.

Interviewer: Okay.

Question #5

Interviewer: What conditions do you think are most necessary in sustaining programs of cultural diversity?

Respondent A0₁: I think the first, probably the most important condition is the commitment of the president of the institution to this initiative; because, if it is not important to the top person it's not going to be important to the people further down the ranks. And, the second thing is, there has to be a financial commitment. It's all fine to talk about diversity and to have diversity and all of that - but people in higher education institutions look at how the money is spent; and if they see that on the one hand there's a lot of rhetoric about diversity but on the other hand the money is being spent on something else, then they pretty soon catch onto the fact that this diversity idea is just a lot of hot air and doesn't really have any meaning because there's no resources being put into it. So, I would say those are the two most important things: commitment from the top and putting the financial resources behind that commitment.

Interviewer: Okay.

Question #6

Interviewer: Who do you consider the major players in implementing both the Senate Bill and House Bill?

Respondent A0₁: I would say there are two major players: The Maryland Higher Education Commission and the Regents of the University System of Maryland.

Interviewer: Okay.

Respondents A0₁'s Closing Comments:

Well, my final thoughts would be this one thing. Commendable effort by the legislature to do this bill and I know that in the case of some of our community colleges, as a result of this bill there were some conversations started that otherwise would not have happened. People on campus were able to say, "Look, we have this legislation, we have to put together this plan in order to comply with the legislation; so we need to bring people together, have a conversation about what is going on with this institution, in terms of our cultural diversity. So it provided a useful vehicle for starting some conversations that needed to be held and probably wouldn't have been held if it hadn't been - if people were in the mode of well, we have to do this in order to comply with the law.

Interviewer: Okay, I'd like to thank you for your time and willingness to participate in this dissertation project.

Respondent A0₁: You're welcome.

[End of Interview]

RESPONDENT (A0₂)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent AO₂: Um, Senate Bill (SB) 438 and House Bill (HB) 905, ah, set up a process, um, and I'm going to address specifically how it impacts AO₂' colleges and universities, not the public institutions because the bill makes a distinct difference between the two.

Interviewer: OK.

Respondent AO₂: And what the legislation does is require all independent colleges in the State of Maryland that receive Sellinger funds to submit a report to AO₂ each year, um, by May 1st, and they must identify their activities on campus to promote and enhance cultural diversity. We, as an association, also have a responsibility in the legislation. And it's our responsibility to compile a summary report of those activities, and also to identify best practices and to submit that summary report to the Maryland Higher Education Commission by August 1st each year.

Interviewer: OK, second question.

Question #2

Interviewer: How has Senate Bill 438 and House Bill 905 influenced changes in your association's policies, practices, and/or procedures?

Respondent AO₂: OK, well, the first year that we prepared this report, ah, we met with, a team of about five or six individuals who work on the campuses on issues of cultural diversity.

Interviewer: OK.

Respondent AO₂: And we met with them to talk about what is the best way to gather this information. You know, there's a lot of work going on campus on cultural diversity that hits different portions of the campus. If it's Student Life or if it's Admissions or if it's, you know, Faculty Support Services, whatever permeates the entire campus operations. So our question was, to really get at what's happening on campus, who should we be contacting? And what kind of questions should we ask? Ah, so we started out, you know, through that first summer, holding a number of meetings with this group to help us understand what to do. Ah, and then, from there we started doing a survey, and we got the presidents of our member institutions involved from the start. And we said, you know, it's your responsibility at your office to identify someone and to have that person responsible for gathering data from all these different places. And, um, here is the series of questions we want to ask, and would you please let us know who your contact person is. Ah, and then, that first year we actually hired a consultant to help us, um, identify the different things going on, on campus, because it's a massive amount of information, so how do you boil that down and summarize that? Um, now this year we are writing the report on our own and, in fact, last year most of the report was written by AO₂. We just got some input from a consultant.

Interviewer: OK, third question.

Question #3

Interviewer: How have your member institutions responded to this mandate?

Respondent AO₂: Um, very well. I think that, um, you know, when, first of all, let me say that we supported the legislation. There are so many activities taking place on campus that we knew legislators and the public in general were not aware of. And we sort of approached this as giving us an opportunity to showcase some of the many good things that are happening, and also as an opportunity to spread ideas among the association. So, I have a Board of Trustees that is comprised of the presidents of each of our member institutions. And they were very accepting of this report immediately. They did appreciate that the reports would come to AO₂ because they do, ah, have autonomy and they want to protect their autonomy. But they also were very, um, willing and, ah, excited about sharing some of the activities on campus. I will also say that, um, the final report that we completed, we not only submitted to MHEC. We shared it broadly with our membership. And in fact, made a report to our presidents about what was happening. And I think, you know, that's something that, um, hopefully was intended in the legislation that, you know, it's sort of a little bit of challenge to all the institutions, but look at all these great things going on and makes them kind of think about, OK, are we doing enough here? Should we be doing more in this area?

Interviewer: OK. Fourth question:

Question #4

Interviewer: What role does your association assume in ensuring compliance with Senate Bill 438 and House Bill 905 at your member institutions?

Respondent AO₂: Ah, we require each institution to submit the report. We do follow up, um, calls with them. Ah, every single institution in our association submitted reports as required by law.

Interviewer: OK.

Respondent AO₂: And, ah, I will say they did a very nice job. They took it very seriously.

Interviewer: Ok, Question #5:

Question #5

Interviewer: What conditions do you think are most necessary in sustaining programs of cultural diversity?

Respondent AO₂: Um, I think that, um, there's a risk that they won't be sustained. There's a willingness and an understanding...on all of the campuses that programs of cultural diversity are not only critical in terms of the future of our state and our nation in terms of educating the populace and, you know, maintaining an inclusive and competitive environment. But we also think it's very important in terms of giving all students a broad education. I mean, if you're going to have a good education, you should be interacting with students from all cultures. And, and that's part of the educational process. Most of our campuses, um, not

all of them, but, um, about 10 of our institutions are liberal arts.

Interviewer: OK.

Respondent AO₂: And that sort of the thinking behind the liberal arts is, you know, how do you bring people together and talk about ideas and share ideas and, um, educate the whole person? So, I don't think there are any conditions that would inhibit that.

Interviewer: OK, question number six.

Question #6

Interviewer: Who do you consider the major players in implementing Senate Bill 438 and House Bill 905?

Respondent AO₂: I would say that no doubt the presidents of the association are critical in implementing the bill because for us it was a reporting requirement. And, the presidents of course, all campuses, all administrators and faculty are very, very busy. So it's like the president has to say, this is important. We want to showcase what we're doing. Ah, we want every division to be involved, so it starts from the top on that one.

Interviewer: OK.

Respondent AO₂'s Closing Comments: I think, one of the things that we have reported on in our report is, um, some things that we would like to do to promote and enhance cultural diversity if the resources were available and the institutions, when they submit their reports, there are some very exciting things that they had put a lot of thought into. That they really wanted to work on, but, you know, just, as in

any industry, this is a very difficult time financially. Um, and particularly at independent institutions because we depend more on endowments, which of course have taken a terrible dive. We depend more on tuition and many students can't pay and we've had to give out more financial aid. So we've had a lot of cost-cutting measures on campuses. So when I was reading these reports most recently from our members, and we're seeing all these, what I think, are very exciting proposals, it's disappointing that we can't find resources to do those kinds of things. And, in fact, it's made us start to think about is there something we could do as an association to go after some kind of grants, you know, to at least initiate some of those things. Yeah, and of course, you know, the reporting isn't the most expensive part. You know, quite frankly, it was more work for us at our institutions, but maybe not. I mean, each of the institutions had to do a report too, but I think what I was more referring to is, not the unfunded mandate but the lack of resources to fund the opportunities. And there were some great opportunities identified there.

Interviewer: OK, I would like to thank you for participating.

Respondent AO₂: I'm happy to do it.

[End of Interview]

RESPONDENT (AO₃)

Question #1

Interviewer: What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?

Respondent AO₃: OK. They, are, pieces of legislation that require public and non-public institutions of higher education in the State of Maryland to provide, programmatic information on their, ah, programs of culture and diversity[pause].

Respondent AO₃: The law requires institutions of higher education, public and non-public, to provide an annual report to the Legislature, to the Maryland Higher Education Commission, on their programs of cultural diversity. There are several elements in the legislation that are required. Ah, if the institution has a program it has to provide how it's going to improve that program. If the institution does not have a program, it must provide implementation strategies; timeline for meeting the goals; how the institution addresses it's cultural diversity among students, faculty, and staff; plans to enhance; a process for responding to campus-based hate crimes or biased motivated incidents; a summary of needed resources including state grants to recruit and retain cultural diversity in the body of faculty and staff; and make a provision for instruction and training for students, faculty, and staff to enhance cultural programming. Now the bill requires that the institution report to its governing board by May 1.

Respondent AO₃: That governing board has to report to the Maryland Higher

Education Commission by August 1. And then the commission reports subsequently to the Legislature. Umm...there's one other element that's not in the bill but has come about because of the bill that relates to this, and that is an opinion on May 15, 2008 by the Attorney General that challenges one provision of the bill which calls for, ah, racial and ethnic groups who are underrepresented. Ah, the opinion of the, Attorney General's office is that, the plan for cultural diversity programs should not limit itself solely to racial and ethnic considerations given, you know, current law.

Respondent AO₃: So we, the AO₃ comply, and the institutions therein, comply with the bills in that way. And we are in the second year. We did a plan the first year, in 2008, when it was made official. And in 2009 we submitted our first annual report.

Respondent AO₃: Now ah, in dialogue with SA₁ there has been some debate. The bill calls for programmatic reports. SA₁ argues that there should be demographic data provided as well. And we have done in our reports demographic data but, not just limiting it to race and ethnicity, ah, because we define diversity in its broadest sense.

Interviewer: Question #2:

Question #2

Interviewer: How has Senate Bill 438 or House Bill 905 influenced changes in your association's policies, practices, and procedures?

Respondent AO₃: It has and it hasn't.

Interviewer: OK.

Respondent AO₃: Because institutions have already...some institutions longer than others, have already had programs of cultural diversity, ah, going back long before this legislation was ever promulgated. Many of the institutions in the AO₃ already had various initiatives underway. Cultural centers, multicultural programs, ah, multicultural student organizations, ah, ethnic student associations, LGBT, ah, associations, ah, organizations, ah, things dealing with disabilities, ah, initiatives dealing with disabilities, and complying with the Cleary Act, the federal piece of legislation which the bill stipulates we need to report anyway. So a lot of this was in place. How it has influenced us is to cause us to look at it in a collective way.

Respondent AO₃: How, ah, institutions, what are the similarities? What are the differences? Which are the strong programs? Which programs need improvement? That sort of thing. What's the demographic picture? It creates an issue in the Historically Black Institutions (HBI's), regarding what is cultural diversity? It's not the same thing in the TWIs. So that's an issue that people seem to, in my opinion avoid. Ah, because on first blush, and as the legislation clearly stipulates, diversity means, ah, the visual forms of diversity...race, gender, and ethnicity. And even with ethnicity you can't always tell what the person is or is not. So, it has caused that debate. And even in the reports that I've done to the Board, they have questioned what do you mean by diversity? And again I say, it is diversity in its broadest sense. And we use...I don't know if

it's in here, the diversity wheel, that HE₁₀ in particular, brings out, in its report(s). And, it deals with three dimensions. It starts with the person and then the internal dimensions, the external dimensions. Internal would be, ah, the value, the culture, the religious beliefs, etc. The external would be, what the person looks like, ah, if there are visible disabilities, um, it could be, the occupation is a diversity, ah, the parents' education, the level of education is an internal dimension. So those are the kinds of things that the legislation has influenced with respect to the AO₃.

Interviewer: OK. Next question:

Question #3

Interviewer: How has your member institutions responded to this mandate?

Respondent AO₃: They've, all responded very well. Ah, when one goes back and looks at the two reports – the plan and the first annual report – it provides a very comprehensive picture of what each institution is doing and how that effort contributes to diversity across the entire system. And, let me be clear that there is great variability across institutions based on factors such as the availability of resources. You know some institutions are more fully capable of doing and providing initiatives than others because they have a different resource capacity, and have had to address the issue more formally, due to historical conditions than others have.

Question #4

Interviewer: What role does your association assume in ensuring compliance with Senate Bill 438 and House Bill 905 at your member institutions?

Respondent AO₃: Basically, because it is a State mandate and because the governing the Board is required to make a report annually to the Maryland Higher Education Commission it's a given that institutions have to respond. So, the process begins at the beginning of a fiscal year. A notice is sent out from my office through the chief academic officers that the report is due. Institutions are expected to do whatever they need to do to get the report. We provide a format, and basically the format mirrors the bill. Implementation, strategy timeline, description of how the institution addresses, how they do the training, what are they doing to recruit and retain a diverse faculty, students, and staff and then the demographic data to back that up. And we're asking an additional question, although it's a little premature. What impact? Some institutions have said that some of these initiatives have categorically caused their students to view the culture, the campus climate, the atmosphere differently than they have prior to this training and this experience.

Interviewer: OK, Question 5:

Question #5

Interviewer: What conditions do you think are most necessary in sustaining Programs of Cultural Diversity?

Respondent AO₃: First, is leadership. Leadership, from the president of the institution and his or her senior officers right on through to the colleges and schools within the institution...the divisions. The engagement of department heads and that's the first tier...that leadership. Second, [is] commitment and the articulation of that commitment in the mission and vision of the institution-programmatically, curricular, behaviorally on the part of faculty, staff and students toward one another (i.e. respect and civility). And then there is the programmatic initiatives that are, ah, conceived, developed and implemented to, provide for, an exploration of the divergence and differences in ideas, expressions, culture, values, mores, beliefs, etc., and that's manifested in the curriculum, in specific courses, in specific programs, whether they're support programs, academic support programs, or whether they're cultural programming such as an arts festival or a given speaker or performing artist.

Interviewer: OK. Question #6:

Question #6

Interviewer: Who do you consider the major players in implementing both Senate Bill 438 and House Bill 905?

Respondent AO₃: Ah, the major players are the people on the campuses—students, faculty, staff---and in staff I include the senior level administrators. They're the major players in that, unless they engage this enterprise substantively and formally, it's not going to happen. Ah, whatever goals an institution sets, whatever goals a system sets are not

going to be accomplished because unless there is an engagement, a commitment, from the leadership again, at the campus level down to the lowest level, a single student, ah, engaging another single student, and those two engage larger groups of students and those students engage faculty, and faculty engage students, and staff are engaged. It's an interactive, process it's a synergy. Ah, and then just because the Legislature mandates it, the players have to make it work. I mean there are lots of laws on the books that people ignore. And people could ignore this one. So what are the consequences? For AO₃, it's—and I'm not saying they're going to do this but, potentially it is, you know, if you don't do it, then you may not get the budget request that you asked for. If you do it doesn't mean that we're going to give it to you, even though the bill alludes to resources [pause].

Respondent AO₃: And the institutions have said, well, you know, you're asking us to do something. We need resources to do it. We can do it up to a certain point, but if you want us to go beyond that point then you have to make available resources. So that means that at the campus, at the institutional level, the stakeholders, the players are the students, the faculty, and the staff. At the statewide level, it's the Legislature. OK? To be supportive where institutions, both public and private, have implemented and acted upon the spirit and intent of the law, and the meaning of the law, to make it happen. Now, what are the results? That's yet to be seen. And I would suspect the expectation is that there is a longer term expectation for change than, OK, we promulgated and implemented the law

in '08, so by 2012 we're supposed to see these things. It isn't going to happen, because that's barely one graduating class we see, in 4 years. So, those are basically the players as I view it. And then the third set of players would be those communities in which institutions reside, what role do they play in it. How diverse are they? And, um, what do they contribute to this effort? Um, I think, so those three sets—the people who make up the institutions, the legislators, and then the communities in which the institutions reside. Those are the players and, ah, principals in all this.

Interviewer: OK. That concludes my questions.

Respondent AO₃: Sure [pause].

Respondent AO₃'s Closing Comments: Well, I think it's, a process that is in a state of evolution. It's evolving. Ah, what it produces remains to be seen. Ah, how the Legislature follows up on it remains to be seen. And, I think from the standpoint of spirit and intent, it's a good piece of legislation. Um, there probably could have been a better definition of diversity in the bill. Ah, because if you limit it to race and ethnicity, you're ignoring the rest of the culture in which those races and ethnicities exist. Thus, you're not achieving what I think the spirit of the bill is. Diversity of ideas, diversity of culture, diversity of everything, you know. Not just black people and white people and red people and brown people and yellow people. That's not, you know, what about these two brown people who come from two different hemispheres. And they bring similar human experiences, but they also bring

different cultural experiences that have a lot in common but are divergent as well. And, bringing those together in a fixed environment, you have to make adjustments for that. And if Maryland, like many states, is moving towards a demographic shift where there's no one majority, so whose culture is the one to which you conduct business [pause].

Respondent AO₃: You see the conundrum there is if there is no dominant majority, racial or ethnic majority in a given state or jurisdiction, whose culture is the vehicle for conducting business remains whatever the one that was dominant before this demographic shift occurred. So does the emergence of these other cultures coalesce in a way that changes the rule of the dominant culture, which is what's happening. And the dominant culture, wherever in the world, is influenced by all of these subcultures and other divergent cultures, whether it's language, style of dress, ah, thought, idea, whatever approaches to solving human problems...whatever it is, um, all of that comes to bear. So, um, you know, and we're working through this. There's lots of continuing dialogue with respect to this so we'll see where it goes.

Interviewer: OK. I'd like to thank you for your time and your interview.

Respondent AO₃: In biology, inclusion in that means ah, this is the literal definition—a body or particle recognizably distinct from the substance in which it's embedded.

Interviewer: Hmmm...

Respondent AO₃: When you think about that, in the context of diversity, um...that's what it's about because you have this college campus where people of all stripes and shapes come. They become a community. They don't say, "I'm such and such," when they're on campus. They say, "I'm a student at College Park. I'm John Doe second when I'm on the campus."

Interviewer: Hmmm...

Respondent AO₃: Right?

Interviewer: Ok.

Respondent AO₃: You know, and when you leave, in certain circles, I'm an alumnus of XYZ University.

Interviewer: Right.

Respondent AO₃: Or I got my Ph.D. at the University of X or wherever.

Interviewer: Ok.

Respondent AO₃: So, the identity shifts based upon the nature of the community.

Interviewer: Hmm...

Respondent AO₃: So inclusion is a better concept in many respects. There'll be people who disagree with it but, I got into that because I was trying to come up with looking at all the definitions for diversity, from *mélange* to variety to heterogeneity, array mixture, and inclusion. And I liked inclusion the best because you know, inclusion doesn't say "bring in." It's saying it is a noun and not a verb, OK (?) Ah, it's, an element that's there that doesn't lose its distinctive identity

because it's a part of that community and recognizes what it brings.

Interviewer: OK.

Respondent AO₃: ...at some point.

Interviewer: OK.

Respondent AO₃: I mean you can't because when you proffer the definition of diversity, what are you going to say?

Interviewer: Right.

Respondent AO₃: And if you say it's underrepresented minorities in the white institution, that's not diversity. Because all you've done is nixed something and the mixture is no different than what you had. I mean, the presence changes the character of the institution, if their presence is recognized. Right (?), if their presence is not recognized, if their presence creates a conflict, then what do you have? Which is part of what they're saying--instruction and training of the student body, in the bill, you know. Um, and, ah, that's why I kind of take issue with, ah, SA₁ about, ah, demographics, you know, that the report is only demographics. Because when you go read the piece of legislation, as you've done, no doubt, you don't find a reference or even an implication to it, other than students, faculty, and staff. So you're going to separate those segments and give numbers but, it's after programmatic stuff. That...when you look at the legislation it doesn't say, it doesn't imply, at least in my reading, anything about numbers. What are your programs and what are the resources you need? And how are you changing them? Now the implication is what are your programs?

How are you changing it? The numbers come in, and why are you changing it? Why are you making the changes? What assessments have you done? That's the implication again. What assessments have you done that warrant changing? What have you done on the recruitment question? OK, what have you done to recruit a diverse student? OK, so the numbers are going to take you right back to numbers again. How many black students, white students, Hispanic, African-American, etc., etc., do you have? What's the distribution male to female? It takes you there, but that's not what it asks for.

Respondent AO₃: I raised that when I did the first report in '08, actually it was in early '09 and then this year when I did the report. And I told them that they needed to define diversity, particularly because diversity doesn't mean the same thing at the HBI's. And then they asked me, what did diversity mean? And, as it relates to HBIs? I said that's a policy question that the Board has to resolve. The Board has to determine what its policy position is on diversity and how they define diversity for the HBI's because minority in an HBI does not mean the same thing as a minority in a white institution.

[End of Interview]

RESPONDENT (L₁)

Question #1

Interviewer: What significant events prompted the introduction of Senate Bill (SB) 438 and/or House Bill (HB) 905 in the State of Maryland?

Respondent L₁: Well, um, when I was involved as a co-sponsor I believe, the second time that there was an attempt to pass it. Ah, I sit on the XXX Appropriations Committee, ah, that has oversight for this kind of legislation. And so, there had been, ah, prior attempts to come up with, um, a law that would make it more visible, to understand what the different colleges, both public and private, were doing with respect to promoting, ah, diversity and to addressing the diversity that we have here in Maryland. Um, I'm not, ah, certain who the House sponsor was prior to that, but I'm sure you can look up, ah, this bill probably does say what the bill number for previous bills. It would be in the fiscal note. And so I recommend that if you don't have the fiscal note, it's probably the best analysis of any legislation that's done. It also identifies cost. And so, it is an important instrument for every bill, especially in economic crises like we're in today. Um, that if there is no fiscal implication, the chances of the bill passing are much higher. I believe this one had no major fiscal implication. And so it was a good bill to that extent. Um, the way I got involved was that, um, I was contacted by L₃ to see if I would carry it in the House as a cross file. And, ah, she was the Senate sponsor. With the idea that

it's always good to have, ah, someone in the committee that, ah, where it needs to be passed out of committee be a sponsor. And also because she and I had been working on many other issues that had to do with diversity. I am the only XXX representing XXX County. The first XXX ever elected in the history of Maryland. Ah, so it shows that we really haven't been there very long yet. We had worked on education issues and other bills that, um, we had worked on together, especially, um, a graduation rates bill so it's the relationship and the knowledge of someone else that usually is the basis why one decides to, ah, be the sponsor [pause].

Respondent L₁: We didn't have very much time. And so, um, what the process is for getting co-sponsors is that you go to those people that you think are going to be most supportive. And, ah, so I particularly went in the House to members of the Black Caucus informing them that this had the approval of the Caucus and that, ah, we needed as much support for it as possible. But I also went to a newly organized group, the New American Caucus, which is something that I helped to form, particularly to counter, ah, the anti-immigrant voices and measures that have been proposed. The New American Caucus represents, um, delegates, legislators who are foreign-born themselves or are children of foreign-born parents or grandchildren. So all of a sudden we had a pretty large group and a very diverse, foreign-born representatives serving with me from Jamaica, Grenada, etc. Um, there's, ah, individuals, ah, in the Senate that are Italian, another British person. Um, and then as grandchildren, there were many from other countries. Ah, there are three

Latinos in the overall Legislature, and so this is who primarily were the co-sponsors for this bill. So it was the kind of a coming together of the New American Caucus and the Black Caucus.

Interviewer: OK, Second question.

Question #2

Interviewer: In past legislative sessions, were there any attempts to introduce similar legislation?

Respondent L₁: Ah, I believe there was. And that's the one that I can't tell you precisely, but if you look at the fiscal note on this one, you should be able to ah, find that there probably was another one.

Interviewer: OK.

Respondent L₁: I do know that this is not an identical bill to a previous one because, I know I worked on the language here to make sure that, ah, we were being precise in what we wanted.

Interviewer: OK.

Respondent L₁: And wanted to make sure that we had the right requirements for what we wanted in the diversity plan. Ah, so that it would not be, ah, you know, a vague, ah, mandate and that, ah, it was something that one would expect an organization to have in place, and for that organization to see the value of having it in place. We didn't want to come with a big stick. We wanted to have a carrot approach that is kind of a good management for universities. So, I remember, ah, making sure that we defined cultural diversity, um, and it is defined in the bill so that, ah, there would not be

that, ah, "Oh, we don't know what this means." And then we also wanted to make sure that it was something that was implementable, that was not just going to sit on a shelf. I wanted to make sure that it had specific strategy and goals, had timeline, ah, because it's wonderful to say we're going to/the world's going to be perfect, but we want to know when (laugh) it's going to be perfect. And we also ensured that there were metrics that, ah, revealed the kind of, ah, evidence that indeed the diversity plan, ah, was working or was being taken serious. We look for, ah, information that sometimes is not readily available but we thought was important, ah, regarding the students, the faculty, um, and the overall state population so that you can tell, is this institution serious about diversity and reaching out to various groups rather than just to one or two groups. Ah, that was also going to be part of the plan, and, um, we also asked for whatever awareness measures they were going to have so that we could ensure that this again was not just going to sit on a shelf or in a single office. We wanted it to be something that became part of the culture of the university and, therefore, for that the way you do it is through training. We felt that there needed to be cultural diversity training to both the body of the students and the faculty and the general staff. Um, so it'll be interesting, um, to see if indeed these very clear, ah, measures have been responded to.

Respondent L₁: It did require an annual report. And it's been now 2 years for that report.

Interviewer: Ok. Third question:

Question #3

Interviewer: Can you identify any challenges in getting the bills passed through the State Legislature?

Respondent L₁: Oh, yeah! (laugh) Ah, it was hard, ah, because the Legislature has, a large number of, legislators that come from very conservative districts, for whom cultural diversity is really not important and, they felt that there was no need for this. That, ah, you know, and clearly, I don't know what the actual final vote was on this. It passed, ah, almost unanimously—122 to 9—but the hardest part is to get it out of committee. But you can still see that there was opposition—9 in the House and 5 in the Senate. Usually bills that have no challenges pass unanimously in both houses, so, um, as I recall, the discussions in my committee were all having to do with what was the value of something like this, and, ah, wasn't something like this already being done, why did we need a law, um, why would we be telling the universities and institutions what they needed to do. It was up to them. So kind of the normal, ah, resistance to it. But we were able, I think, to make the case that it was important for, institutions of higher learning, to include the awareness and knowledge of diverse cultures as something, ah, that should be at the core of a learning process. And that, ah, students, needed to be made aware of history, culture, language, customs of other groups so that they would be better citizens of a very diverse world. So I think that was the primary, goal that we had in our legislation.

Question #4

Interviewer: Since the passage of Senate Bill (SB) 438 House Bill (HB) 905, what is the disposition of the Legislature regarding cultural diversity? And what has been cited as the pros and cons of the bill, if any?

Respondent L₁: Well, ah, just in general the Legislature regarding cultural diversity, I can tell you, we've gone backwards. Ah, we are now, um, more than ever I think in a very divisive climate of, ah, a rejection of immigrants and its Arizona, but it's also here. I mean, we've had bills that have been so extreme they don't pass, thank God, you know. Every year there's about twenty (20) to twenty-five (25) bills but, the anti-immigrant heat is really clearly felt. Um, where, for example, no appreciation for language diversity, ah, English only to be taught, you know (laugh), by one county. One proposal that, in XXX County, English only would be there. I mean the minute that you passed you could speak another language, but not in XXX County. Um, so there ah, I would say that we have not really progressed in terms of embracing, ah, the concepts of cultural diversity. Um, and, ah, to be honest what's been cited as pros and cons of this bill, we haven't heard anything about it.

Interviewer: OK.

Respondent L₁: Not in the Legislature. As a matter of fact, looking at the bill now, it occurs to me that there was a report that should have been provided to us in our House Appropriations Committee, the Ways and Means Committee, the Senate Education,

Health and Environmental Matters, and Budget and Taxations Committee to the extent to which the institution of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education. And, I have not seen that. It could be that it has been sent. But, I don't think if it had been a significant report it would not have caught my eye. So, um, I'd be surprised if something real meaty has been produced, but I'd love to find out anyway [Pause].

Respondent L₁: Um, so, ah, I think we were all aware that this was not going to be a revolutionary kind of bill. That it would be more evolutionary. But it did have a kind of teeth in requiring the reporting and requiring the numbers to be indicated, you know the indicators. And then requiring the State Higher Education Commission to have that stick to be able to get the information from the institutions. Ah, so, I would hope that in the next 2 or 3 years we're going to be able to see some improvement. Because once the report is in, then it should be evaluated. And, I'll tell you, if I'm re-elected, I'm going to come back and say, well, this is not the kind of report that we wanted and we intended. We really want to see more action here or there.

Respondent L₁: And, I think, you know, we should be able to see differences. Big differences, I mean, in those that, have been making an effort and those that haven't. And, generally I would classify those, for example, in XXX County, which is enormously diverse, um, it's almost/ it's now a minority majority county. The students that go to the college are very diverse. There's no predominant group. The staff

has become diverse. So just by the very demographics and the nature, it is probably more diverse in its programming and its awareness, and it does have clubs and does a lot to reach out to the different groups. However, that doesn't mean that there are important steps being done to formalize in the institution the teaching of cultural diversity.

Respondent L₁: I don't know of any course, required or not required, that would be part of that freshman, ah, group. Because that eventually would be where we'd like to go. We can't mandate that yet (laugh). Ah, but I can tell you, other universities and, I'll be very honest, I think that the Black serving institutions are very good at serving African American students. But they do not have the diversity of reaching out to other, ah, students. Ah, and I've been making that as a concern that it's just as important for the Black serving institutions to reach out and bring in more diversity. And, unfortunately, to me, that was the importance of this bill to define cultural diversity in something other than black and white terms. Because, ah, as a XXX I can tell you, I get these reports about, oh, yes, we're serving minorities and then you look at the data there's only data on African Americans. They're not even collecting data on Hispanics or Latinos. Ah, and where it's more important is in health programs where you need to be able to craft a health program in the language and the culture of that person. And we know that there are disparities, but they're not the same disparities. So, no, this is something really, really important to me—not just for kind of, ah, you know, cosmetic reasons but um, I really think that in the end, we are

all going to be a better society if we understand each other better and that we bring the richness of the different cultures together. I think if you go to the Black serving institutions, um, there might be, you know, perhaps one percent (1%) of Latinos ah, that are being recruited. And, I think we can do better.

Interviewer: OK, Question #5.

Question #5

Interviewer: How would you describe the progress made since the enactment of HB 905?

Respondent L₁: Well, I really can't describe it ah, because I haven't seen the evidence yet. So I think that's why your work is an important one, and, ah, I will follow up to see what the Maryland Higher Education Commission has done.

Interviewer: OK, Question #6.

Question #6

Interviewer: How should this mandate be funded and resources distributed? Is the Legislature doing all it can to support this mandate?

Interviewer: One of the arguments that I've gotten from some of the higher education institutions is they need more money from the State to do this. But, ah, some other schools are already doing diversity so you get different perspectives

Respondent L₁: You know, I'm going to be really clear on this. It's bull-shit

(laugh). There is no reason why this should only be done if you're given money. This is something that you need to be doing. Your institution should be ashamed of not doing anything along these lines. It is, as I said, good governance and good management. AND, in their own self-interest. How much better than to outreach to get more students to come to their institution? And why are they going to come? It's because they feel welcome and invited because there's something there for them. Why do they stay? It's because they're valued. So what? You're going to give them, ah, \$100,000 for them to start looking around and seeing that the world is changing? No way! No way! We never intended it to be, a mandate that needed to be funded. Ah, it really is something that, actually in an ideal world, they could have written this report without a mandate and they would already be doing a lot of this here. There are some universities that are. HE, out on the XXX has been very aggressive. They need students. They are doing a much, much better job than some of the big ones that ah, are so comfortable because they can get all the students that they want and they don't need to worry about the diversity as far as they're concerned. But those are the ones that are more important to me because that is where we really do need to have representation of as many groups and ethnicities and cultures as possible.

Interviewer: OK last question.

Question #7

Interviewer: Would you know any other legislators who might be willing to be interviewed?

Respondent L₁: Yes. I really think that almost any one of the individuals who, um, ah, who co-signed my House Bill would definitely, ah, be willing to do it. Might be hard to find, but...

Respondent L₁'s Closing Comments: Well, you know, you've done me a favor. Because, ah, I had moved on and ah, focusing on many other more critical issues. But actually, ah, it is going to be important to follow-up on this and, see did this make any difference or not? Is it making the kind of difference that, ah, you need to have? Because two things are very clear to me. Um, there's a huge value in education for, ah, cultural diversity, and I am most familiar with it in the K-12 system. I served on the school board here in XXX County. We are probably the most diverse of any system in Maryland. Um, and I would always be very touched when I would get letters from graduates saying that they missed the diversity in XXX County. They would be in Michigan or they would be in Minnesota. Ah, and that they valued what they had been able to learn from sitting in class with kids from the United Nations [pause].

Respondent L₁: In K-12 you receive everybody. So the school system doesn't have to do anything. The diversity comes to it. But, when you go to higher education that's a selective process. And then, I think, that is what concerns me, is that in that selection, who gets selected and who doesn't. Ah, are we changing standards? Who has the opportunity and who doesn't? And why should I care? Well, because we're paying a lot of money to these institutions. Both the private and the public are getting a lot of our Maryland taxpayer dollars. So, ah, that

continues to be very much of a driver that I would want to see the same kind of open and welcoming approach that we see in the K-12 system in the higher education system. And it would be wonderful if the graduates of all of our institutions could come back and say, "Wow, one of the things I valued in Maryland institution XYZ was that I was able to get to know so many different people from different cultures, different languages, ah, and that that enriched my education." Ah, I think it's definitely a value and a goal that we need to continue trying to pursue because there's no doubt in my mind that, ah, my own life was changed by living in multiple countries and speaking many languages and getting to know people from all over the world, so, um, hopefully, we will have done something good. (laugh)

Interviewer: OK. I'd like to thank you for being interviewed for my dissertation. Thank you very much.

Respondent L₁: You're welcome! You're welcome.

[End of Interview]

RESPONDENT (L₂)

Question #1

Interviewer: What significant events prompted the introduction of Senate Bill (SB) 438 and House Bill (HB) 905 in the Maryland Legislature?

Respondent L₂: Well, actually there was an incident that happened—I think it was a Halloween party—and it had to do with John Hopkins University. And when we heard of the incident we were very,

very upset about what had transpired because it was racial tension detracting in terms of the object that they actually hung out of the frat house. And, you know, we were appalled by the fact that, you know, Halloween is Halloween and they do crazy things. But the indication was that what they did was very racist. They had an African-American dummy that they had transfigured as a man. They hung them, which indicated lynching to most African-Americans. And not only did they hang him; they painted the face black and put a big gold chain around the neck.

Question #2

Interviewer: In past legislative sessions, were there any attempts to introduce similar legislation?

Respondent L₂: Well, not necessarily relevant to the actual event. But there had been several bills in terms of competitiveness, of Historically Black Institutions incomparability as it related to the TWIs which are the Traditional White Institutions. So there had been other bills in terms of the resources and revenue received by the Historically Black Colleges as opposed to those, the amount of dollars and resources allocated to the Traditionally White Institutions. Now, it's not so much relevant to the incident, but relevant to race [Pause].

Respondent L₂: And it's very problematic. It's problematic in terms of, and I don't know why we're still in that mindset, but many of us are. And, I mean, you know, I just think, you know, every individual should have access to education. And obviously the Historically Black Colleges are making

a tremendous contribution in terms of the number of graduates, but there's also one other issue as it related to bills very similar to what happened with the diversity bill. Because it actually has to do with Fordice and the Supreme Court ruling which was a class action suit that was born in the South. And it talked about the diversity in Historically Black Colleges, but the problem now is that everybody has become so competitive that they now want to start duplicating the programs at the Historically Black Institutions. So I've had a battle with that for about 3 or 4 years. The initial bill that we have, and I don't even remember it, but it was about comparability and priority with the Traditional White Institutions. And the bill actually passed. It actually passed in terms of resources and competitiveness. Because I don't think they really understood the bill. The bill went out of the Senate like 46-0 because someone was absent. It went out of the House 137-something, and it passed both Houses [Pause].

Respondent L₂: But the governor vetoed it. Yeah, he vetoed it. And that was during the XXX Administration. He, he vetoed it. So then when they made the final decision relevant to the, um, duplication of programs for HE₈, the HE₈-HE₁₀ MBA program. I came back with a very similar bill that dealt specifically with duplication of programs at Historically Black Colleges, and it was a war. And it has continued to be a war. Not only is it a war, um, we finally got it out of the Senate that first year. It never passed the House. They didn't want to deal with it, based on personalities and other issues that they had with not so much Historically Black Institutions,

but I think at this time HE₈ was the focus. Because [they are] the only Historically Black Institution outside of the system.

Interviewer: And your Legislative District covers HE₈?

Respondent L₂: HE₈. Yes, it does.

Interviewer: OK. You kind of alluded to this, but Question #3.

Question #3

Interviewer: Can you identify any challenges in getting the bill passed through the State Legislature?

Respondent L₂: Well, like I said initially the bill passed. I don't want to be redundant. I kind of wrote them conjunctively together as it related to other pieces of legislation. But since that time, it has still been a war. That bill has been introduced at least two times. The last session, ah, we kind of dealt with another bill. Ah, I didn't really focus on that bill, but it was actually a war ah, with the House. It's always the House once we finally got it through the Senate. Um, and even one year it became so contentious that about a thousand students came down here from HE₈. And not only were there students from HE₈, but other students came and the religious community came to say, look, be fair. And it's not only about the Supreme Court ruling in terms of Fordice, but it's also about the multiple violations that the State of Maryland has [pause].

Respondent L₂: And Maryland is probably one, and I thought it was three because we thought that they had kind of

approved the other three OCR agreements, but actually we're one of six states that still don't have a OCR agreement with the Office of Civil Rights based on the multiple infractions that Maryland had probably when they did that study and when they came back—it was like '97 or '98.

Interviewer: OK. Question #4:

Question #4

Interviewer: Since the passage of Senate Bill 438 and House Bill (HB) 905, what is the disposition of the Legislature regarding cultural diversity? And what has been cited as the pros and cons of the bill?

Respondent L₂: Well, I mean, actually, it was good legislation. At least it's a report mechanism. Many other institutions already had, or so they say, cultural diversity plans and, they said they had diversity, they had student unions, and many other, um, groups and, I guess you'd call them, ah, I don't, um, and what do you call them? Student bodies...activities, but, um, I don't really see that much difference. Some of them get along very well, but even with the cultural diversity, ah, policies, you know, they've been so many incidents at so many institutions, including the HE₁₂ [Pause].

Respondent L₂: There was another incident at, ah, I think it was a private institution though. We knew about the Hopkins incident. But, you know they're still incidents. And there was this big incident at University of

Maryland system where they were hanging things on trees, and they were very upset about it. HE₁₂ thought there was a big stir about them having the lynching symbols up there, the ropes exactly. That was about 4 or 5 years ago. Yeah, they hung a lynching rope there. And there was a big tizzy about that. So, you know, although we talk about cultural diversity and we say that, um...racism is almost non-existent, you have a hard time convincing me that it is not based on many other things that happened. Would I say the vast majority of the white community is racist? No, I would not say that. But you do have a number of individuals who see it very differently as it relates to African-Americans.

Interviewer: OK. Question #5:

Question #5

Interviewer: How would you describe the progress made since both enactments of the Senate Bill and the House Bill regarding that?

Respondent L₂: I really don't see any progress per se. I see it as a reporting requirement. At least it will heighten the visibility in terms of us having knowledge as to what's happening at those institutions. But, you know, everything looks good on paper. It's not about what's on paper. It's about the actual implementation and how effective it flows and what the relationships are there with the students.

Interviewer: Ah, Question #6:

Question #6

Interviewer: How should this mandate be funded and the resources distributed? And is the Legislature doing all it can to support the mandate?

Interviewer: You know, one of the things I'm hearing from some of the schools I've interviewed is funding. So from your perspective, how do you think this should be funded?

Respondent L₂: Do you mean the actual bill?

Interviewer: Yes.

Respondent L₂: The bill, the schools can fund it. I mean, they have enough in their operating budget. They have many individuals sitting there. And with the advent and the advancement of technology, it's all about documenting and writing a report about the activities. And I'm sure they already have an events and activity list. And they know what transpires during those activities. So I don't think...it's not a huge expense on those institutions to actually implement the program. And it was odd that they would say that it needed to be funded when many of them acknowledged that they already have a policy in place.

Interviewer: One of the things I discovered when I called some of the legislators is that outside of the bill

supporters or the ones that sponsored the bill some of the legislators didn't really have a good grasp of the bill.

Question #7

Interviewer: Do you know any other legislators who might be willing to be interviewed?

Respondent L₂: The people who are kind of reluctant are the individuals on the House side. Did you talk to XXX House Protem?

Respondent L₂'s Closing Comments: I think that the bill set the bar...you understand? Although many acknowledged that they had it in place. It's a reporting mechanism that at least gives us greater insight as to what is actually going on. And like I said earlier, I don't really believe much has changed. I think those institutions that have not had any problems that, you know, there's some diversity in terms of social functions outside of the classroom, but you know, if I were to guess, I would say that was very little.

Interviewer: OK. Thank you for meeting with me today, and I appreciate your time.

Respondent's L₂: And you know, even, I mean, as it relates to this bill and I probably didn't include it while I was on it, but, um...Even the bills, you know, in terms of the comparability, the access to the funding, the priority in funding, etc. And I mean, it got so bad, to the point where there normally... [pause]

Respondent's L₂: And then they set up this...ah, well, it was the Hogan Commission and then Hogan left as it related to the priority and the competitiveness. And then it became the Bohanan(?) Commission and it was just a general talk in terms of them taking a look at the issues of comparability and competitiveness and the funding. And, ah, I was like, you know, we don't want that commission because they don't have the objectivity to do what we need them to do. So ultimately what happened was, because of my insistence that I did not want them to make the decision, they came up with the Southern Regional Educational Board. And then they got a board that was very, very familiar and experts in education relevant to HBIs. And even some of the presidents that were involved, um, also were presidents of white institutions. So they had a real good feel on the difference in the student body the access, the resources and it's all very different. So we ended up with that particular council. And now we have something called P220 Council. It's an outgrowth of that commission.

Interviewer: OK.

Respondent's L₂: And they spent a lot of money on that particular commission. And I told them the individuals who actually sat there. Because see the majority of the individuals who sat on the original commission to review the issues were prejudiced! They were prejudiced and did not have...and I don't say racially biased, but prejudiced in terms of what they could see happening at the institutions, right (?)

Interviewer: Ok.

Respondent's L₂: I said, well, you don't have the objectivity to make the assessment and to evaluate to see the difference. So they said they were going to spend like \$150,000-\$160,000 on this commission. I said, well, you're wasting your money to spend that kind of money with those individuals who are currently sitting there. Because most of them were institutions in Maryland. The University System of Maryland had all their employers there. And then the independent colleges had their players/representatives there. And then it was the four little Historically Black Colleges who were outvoted. And you got to remember, three of those Historically Black Colleges are under the system which makes it very difficult for me to sit there and forcefully say what's happening at my institution when you're my boss. So, that's where we are [pause].

Respondent's L₂: And see they consistently said that it was HE₈. It wasn't HE₈. The other Historically Black College presidents agreed with HE₈. But they were in a very awkward position and they could not fight as hard because they were employed by the system that was discriminating against them!

Respondent's L₂: They look at HE₈ and then they look at me and they say, oh, she only supporting HE₈! But they don't see it. They see me because I represent HE₈ and they're always stomping on HE₈ because we're not under the system. So they really want to make us look bad, we don't manage, we don't do this. And all of the assertions out there, they don't have any basis for their allegations. And when they do the investigation, they knew it was totally

untrue. But ultimately they have to say that because they know that those other Historically Black Colleges in the system have not been adequately funded. They have not...they are not as competitive as the Traditional White Institutions. And because they are under the system, they have been consistently duplicating their programs, under the system or not and it's illegal! So you know...I'm the warrior and, ah... (laugh). And I tell them, I said, it's awful strange, you know...HE₈'s the worst institution in the world, and we have some of the best and brightest coming out of HE₈. We had, what, two 4-star generals. I said, oh really? And we don't do anything? Yeah! I mean, we have remarkable people who have excelled and progressed, and they said if it had not been for HE₈ they don't know where they would be today. So I'm just one of those warriors and I will continue to fight the fight.

Interviewer: OK. Thanks so much for your time.

Respondent's L₂: Alright.

[End of Interview]

RESPONDENT (L₃)

Question #1

Interviewer: What significant events prompted the introduction of Senate Bill (SB) 438?

Respondent L₃: Well, the first year that I introduced the bill, um, it was introduced because of, um, a situation that happened at Johns Hopkins University, in response to that, as well as some other, um, situations that students had indicated had been going on down at the University of Maryland -

College Park. And, um, and I was curious about what the policies of the institutions were, and I found out that they didn't really have any clear-cut policies. Um, some that were kinda nebulous, and there didn't appear to be any real accountability for any enforcement. Not just with the students, but also with diversifying the staff, as well as the faculty.

Interviewer: OK. Question #2:

Question #2

Interviewer: In past legislative sessions, were there any attempts to introduce similar legislation?

Respondent L₃: Yes, I had tried this one year before. And, ah, it did not pass. And, um, it conveniently died in the late hours of the session. And, um, and I don't know what else has been done prior to that. I don't think anything. And at the time that I introduced it, I was the Chair of the Legislative XXX Caucus so this was one of the signature pieces.

Interviewer: OK, Third question.

Question #3

Interviewer: Can you identify any challenges in getting the bills passed through State Legislature?

Respondent L₃: Yes, um, I found the schools, the institutions, both public and private, were very resistant to being held accountable. They felt as though that they did this already. However, they couldn't materially, produce what they'd done and/or any statistics. The only thing that I heard most from them was, "Well, we could do

better, but we are doing something."
Um, and I felt as though this
accountability measure, just to do a
report frightened people. And there
wasn't as much resistance from the
other legislators because I don't think
they were really focused on this, um,
except for one or two comments about
why is this needed but, the real
resistance came from um, the
universities. Both public and private.

Question #4

Interviewer: Since the passage of the Senate Bill 438, what
is the disposition of the Legislature regarding cultural
diversity? What has been cited as possibly the pros or cons
of the bill, if any?

Respondent L₃: If I understand your
question, um, tell me if I don't. Um, I
think that whenever you talk about
diversity in this setting, people are
very polite. And it is something that
people would rather not deal with. So
we just have to keep pushing. Um, as
far as the second part of your
question...

Interviewer: Yes. What has been cited as the pros or cons
of this bill?

Respondent L₃: Well, I don't think it's
really been implemented...that's a con.
Um, I think that people have
stonewalled. I think that they don't
know what to do, um, because they're
afraid if they do something then it's
not right then they'll be accused of
doing something wrong, and they don't
want the truths to be exposed because
there's paranoia [pause].

Respondent L₃: Now the pros. I think it has shaken some people up. And there is some movement to doing something where there wasn't any movement. I think that they might have even hired some, um, people of color. It still has a long way to go. And also the gender diversity issue. I think that there's been more gender diversity, and just a very small increase in, um, in cultural diversity [pause].

Respondent L₃: Racial.

Interviewer: OK. Fifth question:

Question #5

Interviewer: How would you describe the progress made since the enactment of Senate Bill 438?

Respondent L₃: I can't tell because it hasn't, they just finally got the regulations done, you know. There have been so many stonewalls put up, um, for the true implementation of the bill. And that's something very important, I think, that people have to understand that just because a piece of legislation is passed doesn't mean that it's going to make any changes because sometimes the agencies can, you know, stonewall and slow things up to, you know, if it's a pilot until it's expired. Or if it's not a pilot, they can do it until there's a change in administration and somebody forgets it [pause].

Respondent L₃: I've had a couple bills that happened to. So, you know...public policy, the implementation of it is so key.

Interviewer: Ok, Question #6.

Question #6

Interviewer: How should this mandate be funded and the resources distributed? Is the Legislature doing all it can to support this mandate?

Respondent L₃: OK. The first one was a budget issue?

Interviewer: Yes. How should this be funded and the resources distributed?

Respondent L₃: I think it should be funded from the institutions. I think the institutions surely should, um, allow for this as part of their normal administrative, you know, um, work. That this should be something they should always want to be on top of this and always want to, um, improve. And if you don't have good data, you can't improve your strategy for change.

Interviewer: OK.

Respondent L₃: Now, the second part was...

Interviewer: Is the legislature doing all it can to support this mandate?

Respondent L₃: Ah no. Because it hasn't really fully been implemented and you haven't had anything to, um, critique or assess to say what needs to happen. So until you have that basic information, you can't do anything. I sit on the Budget Committee, and there's no information to say something's needed.

Interviewer: OK, Last question.

Question #7

Interviewer: Do you know any other legislators who might be willing to be interviewed?

Respondent L₃: What about L₁? She's over in XXX County, I think?

Interviewer: OK.

Respondent L₃: she was, um...and...another person, um, L₂. Not necessarily, I mean, you'd have to talk to her a little bit about this bill, but she's done a [pause]...she heads the Policy Committee on Higher Ed, as well as she's had some very key diversity issues herself.

Interviewer: OK.

Respondent L₃: Duplication of programs. That's an interesting one.

Interviewer: That concludes my questions.

Respondent L₃'s Final Thoughts: It would be interesting to, um, to see the results and to, um, to share them with people.

Interviewer: OK. Thank you for your time.

Respondent L₃: Sure. Thank you for looking at this issue.

[End of Interview]

RESPONDENT (L₄)

Question #1

Interviewer: What significant events prompted the introduction of Senate Bill (SB) 438 and House Bill (HB) 905 in the State of Maryland?

Respondent L₄: It was in response to a Halloween in the Hood Party at Johns Hopkins University. People were not pleased and demanded action. I supported the bill because I was asked by L₂. Underrepresented populations are generally sensitive to diversity and will usually support Bills dealing with diversity...Look; there are about 2000 pieces of legislation passed around. I carry 50-60 myself. I am concerned about the bills that I carry.

Question #2

Interviewer: In past legislative sessions, were there any attempts to introduce similar legislation?

Respondent L₄: Not that I can recall. In the 2010 Session SB 1007 *Public Schools-Law enforcement-Cultural Competency Model Training Curriculum* was passed. This bill requires the Maryland Police Training Commission in consultation with the State department of Education develop a cultural competency training model curriculum for certain law enforcement officers...

Question #3

Interviewer: Can you identify any challenges in getting the bills passed through the State Legislature?

Respondent L₄: No major challenges just got it done. No real conversations. No difficulty to pass bill. People have sensitivities toward this issue and people recognize that there is a lack of diversity in many venues.

Question #4

Interviewer: Since the passage of SB 438 and HB 905 what is the disposition of the Legislature regarding cultural diversity? What has been cited as the pros and cons of the bill, if any?

Respondent L₄: No conversations about it in the Legislature since the bills were passed.

Question #5

Interviewer: How would you describe the progress made since the enactment of SB 438 and HB 905?

Respondent L₄: Just enacted, no significant progress. It's too early to tell.

Question #6

How should this mandate be funded and the resources distributed? Is the legislature doing all it can to support this mandate?

Respondent L₄: The bill indicated that the schools should fund it.

Question #7

Do you know any other legislators who might be willing to be interviewed?

Respondent L₄: How about L₀ in XXX County?

[End of Interview]

RESPONDENT (SA₁)

Interviewer: OK. I have a series of questions that I want to ask you. The first question is:

Question #1

Interviewer: Describe your role in ensuring compliance with Senate Bill (SB) 438 and House Bill (HB) 905: Institutions for Higher Education - Plans of Cultural Diversity.

Respondent SA₁: OK. My role in implementation of this particular piece of legislation is basically to work along with the SA₁ staff to come up with some kind of a template that will feed information back to the legislators, as well as to the, ah, different institutions once we analyze the data. The template will basically structure the way in which we'll collect the data from the different institutions. And, that's something that's guided by the State Plan for diversity.

Interviewer: OK.

Respondent SA₁: Um, even though there's a diversity section in the State Plan, there are pieces of diversity tied to the State Plan all the way through. So my role is basically to come up with the template, um, and then get that out to the different campuses, so they'll know what data they need to be collecting over the course of the school year. Um, and then they'll have that data to submit the report to us.

Interviewer: OK. Second question:

Question #2

Interviewer: Does a strategic plan exist that addresses cultural diversity programming in Maryland higher education?

Respondent SA₁: It does, in terms of the State Plan. I don't know if you have a copy of the State Plan. I'll get you a copy of the state plan, but...

Interviewer: OK.

Respondent SA₁: It does within the state plan. It basically maps out where we want to go, um, and it gives some benchmarks, but it is not detailed enough to say you're going to do this, this, this, and this, because each campus is different. So how they arrive at the various milestones that are in the State Plan is based on their particular campus culture.

Interviewer: OK.

Respondent SA₁: You know, but, um, yeah. That's the guiding light for us. And

it's good for 4 years. Every 4 years we have to, um, review and update the State Plan.

Interviewer: OK. Third question:

Question #3

Interviewer: How would you describe the overall climate of cultural diversity in Maryland higher education?

Respondent SA₁: (laugh)

Umm...inconsistent. Umm, there are certain levels where diversity is in full bloom, um, but they're not in, well, how can I put it? If we include the student populations in the whole notion of diversity, then you're always going to have diversity in athletics, OK? Um, but when you talk about the faculty and staff, um, and this is just based on my observation. Ah, I don't have any data you know, to substantiate it, but, um, for instance, Wellson says you don't need any more than the ability to see in this little computer that you call a brain. Um, but if you look at the um, folks who actually manage the universities, the administrators, diversity is really lacking. And, I think it has an impact on the university because without the diversity at the top, doing the administrative duties, that gets lost, you know. It, as opposed to it being something that's just a natural. It's something that, that you just do, it becomes a special project every time they want to deal with it. And typically then, they're going to have, you know a person of color be that person who deals with it because it only pertains to them anyway. You know, and they don't see it as an institutional, necessity if in fact you're going to prepare your students

to deal in the real world. Because the real world is diverse, you know. So, it's inconsistent. You know, it's, I think, unfortunately, um, and this goes back a ways. I was, ah, president of XXX at HE₁₂. I was the first president. This was back in, you know, it was 1970, um, and we went away for a retreat, at that point, they said, well, we need a president of the organization. I ran, somebody nominated me, and there was this other XXX from Greek Affairs, um, and I won. Well, I was a grad student, but this is Black Faculty and Staff. I was also on staff. Um, and, at that time, the System was just starting to go through, HE₁₂ didn't have, and it wasn't the System at that point. It was HE₁₂ and everybody else, everybody was on their own. And we had submitted a plan for desegregation to the State of Maryland. There was a State Plan to desegregate. And we went down to, um, the, Department of Education to testify against it because it had the HBCUs dismantling all of their stuff and bringing in folks to integrate. But, it didn't have like goals for the predominantly white campuses. So we fought it, and we won. And even with that, there's still, you know, a problem. Right now, we're still [The State of Maryland], we haven't been released by our OCR. That's the other reason folks may be a little antsy about this [SB 438 and HB 905]. OK? Because the Office of Civil Rights still has not released us, OK? You see, so, um, we entered into an agreement back in the, what year was it? 2000-something [pause].

Respondent SA₁: We told them we had achieved the goals, but they still haven't released us. So we'll see what happens with that, but, you figure the mere fact that OCR said we had a

problem tells you where we as a State, as far as diversity is concerned, you know. And, rather than embrace it and go with it and make it happen, folks fight it! They fight it tooth and nail, you know. So, um, that's a long story...A long answer but...Sorry about that.

Interviewer: Ah, fourth question:

Question #4

Interviewer: What fiscal constraints exist that would prohibit the proper implementation of cultural diversity programming in Maryland higher education? How should this mandate be funded and the resources be distributed?

Respondent SA₁: Well, first of all, um, in order to really do it you would have to, um, basically put a freeze on hiring unless they were going to hire persons of color. OK? Well, that's not going to happen. OK? So they always look for extra money when it comes down to hiring to diversify the staff. They say, we need more money, you know. We can't take existing funds, and when somebody leaves, make sure that we fill that slot. So, you're talking' about more money for faculty, you know, and in some instances, staff. And that's part of the difficulty. Plus, in most instances, folks again view the whole issue of diversity in terms of feel good stuff, you know. Oh, it's Black History Month. Oh, it's Hispanic History Month. Oh, it's, now we got Asian History Month. And then we have, we celebrate Lunar New Year. We celebrate Cinco de Mayo. And that's their thought in terms of diversity. They don't see how changing your method

of teaching, um, is an issue as far as diversity is concerned. Because everybody doesn't learn the same way.

Respondent SA₁: And if you have the learning style based on your culture, then you're going to miss a lot of folks, um, and sometimes the folks that you miss or you kill off are your diamonds in the rough. And so, even before you start bringing in new folks, there's some priming that has to be done, some educating that has to be done with your existing faculty and staff so that they actually understand what diversity is all about. Because they don't get it yet, OK? Um, and...So, it's almost like having to educate the educators (laugh).

Respondent SA₁: Before you can fully implement a program. Um, otherwise what you're going to get is the same stuff folks have done for years. And we have an International Day provide food from their culture, and now tell me what you like. Right? (laugh) and it's not that, I think...there are a lot of folks who once they understand what it really is they're not intimidated. But in general, I think folks view it as a vehicle to blame, you know, to say, you know, I don't, I'm not sensitive to other folks' cultures because I'm a racist or whatever. You know, folks are still stuck there because, well, quite frankly, a lot of folks got punished, you know. And, I'm not saying whether that was right or it was wrong, but it was something that happened, you know. And now folks don't want to be labeled as being, um, prejudiced or racist or anything like that, so they kind of shy away from anything that says diversity because they think they might say the wrong thing, might do the wrong thing,

or get labeled. But I think, um, we have to educate them, and we have to put it in terms of dollars and cents. That's one thing that folks will pay attention to. If I can show you how it will bring more money, they'll pay attention. When I worked at the University of XXX, we had the largest number of international students, when you look at all the universities across the U.S., we were #1. Why? (laugh) Big money. A lot of folks from Iran. And they paid dearly. But, they were in the sun, and the only thing that made it go south was, ah, well, I'll never forget. The FBI came on campus and said that, ah, the Shah had been taken down, the Shah of Iran and they could no longer protect any of his family, any of his friends, or any of the students. And that if you stay, you stay at your own risk, you know. And so they split, but the University of XXX has always had a huge international student population because there's money in it, you know. So, you know, I think one of the things that will sell diversity, and I hate to look at it this way, but it's just a reality. It's a part of the culture.

Interviewer: Hmm...

Respondent SA₁: If I can show you how it will bring money to you, then maybe you'll embrace it and actually get into it as opposed to being afraid of it.

Interviewer: OK. Fifth question:

Question #5

Have some postsecondary institutions done better than others in implementing Senate Bill 438 and House Bill 905? And if so, why?

Respondent SA₁: In all fairness they've not really, ah, they haven't had enough time I don't think. For some schools, they were already into it. If you look at the game plan that HE₁₆ has, um, if you look at HE₁₀, they already had some kind of a game plan in place, um, even when it came down to recruiting faculty, trying to get that diverse look. And a lot of it has to do with leadership. You know? I mean, the bottom line is, if the president wants it, it'll happen in most cases, you know, unless the faculty senate, you know, rises up and fights it, [the president] will get it, you know. And so, you had some schools that were already in that particular vein all along. But it's hard to gauge, um, how well they're doing' because this is only the second year.

Respondent SA₁: You know, and the first year, what we got back were feel good kinds of things. We do this kind of program; we do that kind of program, um, nothing in terms of any seminars or anything. No coursework. Nothing in terms of, ah, well, there were a few schools that had taken it upon themselves to push their students out into the surrounding community to do, you know, things outside of the campus to work within the community.

Interviewer: Service learning and those types of things?

Respondent SA₁: Yes. That sort of thing...

Interviewer: OK.

Respondent SA₁: ...so those were things, but again some of them had been in place for eons. You know, so again, for me, that's a feel good because it

doesn't really explain why I need to have a diverse workforce, how that ties into the economy, you know, how it ties into the bigger picture, in terms of the global economy, um, and how it enriches my life experiences, you know. Um, so it's hard to tell right now. You know, and part of the difficulty in implementing it is again because I think folks, depending on where you are, they have a different picture of it. Some people see it as numbers, you know. They basically want to, ah, just count the number of folks that we have, you know. And that's their goal, just to get the picture, you know. Not whether or not the person's effective, whether or not the person even wants to be bothered with diversity issues. Because you know, it's not uncommon to hire somebody, a person of color, who doesn't want to deal with people of color. So we won't say any more about that, but...

Respondent SA₁: you know, I think that was AO₃ who brought this issue up, um, when we were doing the State Plan, AO₃ said that the administration has to set the tone. And the administration has to have within their mission something that deals with diversity and diversity has to become a part of the fabric of the university, so that people begin thinking, like here. When, I first got here, we had a lot of folks who had come up through the ranks. They were strictly SA₁ employees who had just risen to a certain level. Well, when I got here, I had experience in higher education. Of course, Dr. John Doe has a tremendous amount of experience. Then Dr. Jane Joe gets hired. Well, for us, when we look at different programs, when we look at getting opinions of the different segments, we say, OK, did we

get something from the community colleges? What does [this] Institution have to say about it? What does [that] institution have to say about it? What does the System have to say about it? Folks here were accustomed to, what does the System have to say about it? As if that's everything. You know, I mean, they're the big dog because they got so many schools under them, but they're not the only voice, you know. And when we looked at little things like hiring people...so, your applicants, they're all white. Why don't you have a diverse pool of applicants? They didn't see the need to make sure that that happened. So now we're at a place, um, probably a lot because of Dr. John Doe, you don't come to me with a list of any kind, I don't care if we're looking' for a dog catcher, I want to see a diverse group of dog catchers that we can interview. Because when you get people into that mindset, they, at some point, begin to realize that there's a value to it.

Respondent SA₁: But, ah, you know it's, um, the administration has to basically set the tone. And in their policies, that's the key point that AO₃ kept harping on. The policies have to be structured in such a fashion that the policies dictate that you will have a diverse workforce. And most universities don't have that in their policies. They, don't, they're not even willing to go beyond the statement of Affirmative Action when it comes to diversity. You know, we recognize the Affirmative Action laws. They're not willing to go beyond that, you know. This then says that, you know, if you choose to, you do. If you don't, you don't, you know.

Question #6

Interviewer: Are there any ways to enhance existing cultural diversity programs in Maryland higher education?

Respondent SA₁: Um, yeah, I think the way you enhance the existing programs is to go back and move beyond the feel good mode, um, and actually help folks to understand the value in diversity and, to, and I hate to harp on the economics, but it has a lot to do with economics you know. Um, and I think once folks can see the full value, and the way that diversity impacts their lives when they're not even thinking about it. I used to do a workshop with a client of mine; it was a construction company, heavy construction. And as soon as I just said "diversity," they immediately went to black-white. And a lot of these guys were from the mountains of XXX.

Interviewer: Ok.

Respondent SA₁: And this one dude told me, he lived up in a little town, he said, there are no people other than white people. I come down out of the mountains just to work here, and then I go back up into the mountains. What I got them to understand was that diversity wasn't just black and white. And it was perfect. I said, the carpenters don't get along with the electricians. The electricians don't get along with the concrete folk. And so, it made sense to them when you look at their industry in terms of diversity based on your trade, and the problems that they have because I've got to pour my concrete, but I can't pour my concrete until you carpenters get the forms in place for me.

Interviewer: Right.

Respondent SA₁: So, I need to understand what you have to do in order to get that in place because that's impacted by the people doing the grading and working with the heavy equipment over there. So once they could see that, then they could transition over to the value of diversity because when we make out the master plans for the construction project, we need to have everybody involved. Because it all ties together you know. And I gave them an exercise. At one point there was a hole, not a hole, but the Chesapeake Bay Bridge was one of their projects. And, there was concrete [that] had cracked, OK, at the base of the bridge, and they were working at night so that they wouldn't impede the flow during the day because it was beach time. So the exercise I gave them was to come up with a plan to patch [this section], because that's all they were trying to do was to patch this particular section. And I want you to go step by step, um, and I want, input from everybody. So once they did that, then they could begin to see how it's valuable to have a diverse group. Because the electricians aren't going to think like a carpenter or like the construction of the concrete guys. And then I got them to transfer that over to race, ethnicity, you know, so that they could start to see how you need to have everybody's perspective. Um, and it was easier for them to deal with [it] that way, you know. And they gave the downsides when they didn't have certain individuals involved, it cost them more money. See, for whatever reason, folks understand when it costs me more money, you know. They could see how it cost them more money because

they had to go back and do something over or it took them longer because they hadn't considered this particular trade and how it would fit into the scheme of doing things. So, um, you know, I think we really need to take the, sting out of diversity and put it on a much more positive, um, wavelength. I think folks still see it as some way to penalize me, and I think that's why you're not getting the cooperation that you need because folks think they're going to be penalized, based on the answers that they give.

Interviewer: Hmm...

Respondent SA₁: Yup.

Interviewer: OK. That concludes my questions?

[End of Interview]

SUMMARY OF THE FINDINGS

While the volume of information generated from this study was immense, only the most relevant and significant findings will be discussed in this section. At the present time, implementation scholars have not reached unanimity concerning a dominant implementation theory (Winters, 2006). They also disagree about the key concepts for implementation research. Saetren (2005), states that the highly fragmented character of implementation research is not very conducive to theory accumulation. Guy (1989) posited that throughout earlier Minnowbrook deliberations, little attention was devoted to the realities of implementation. Peter deLeon (1999), called for implementation analysts to change their expectations about what implementation research should (and can) offer. He suggests the need for a fourth generation of research that would (1) expend as much energy describing implementation success as its failures; (2) accept that implementation of new programs can be "all right" by appropriate standards of government administration, even if it appears flawed under contrastive standards [...] and (3) accept, at least for a while longer, simple implementation descriptions without demanding predictive capability. Lennon and Corbett (2003), advocates that searching for any single best approach to

implementation analysis is both unnecessary and unproductive [and that] various complementary approaches are now being used productively. Winters (2006), affirms that implementation research can be improved by accepting theoretical diversity and partial theories and hypothesis, rather than looking for one common and general theoretical framework. In this study, diverse implementation methods were undertaken based upon the institutional culture, resources, structure and demographics.

The 2010 Census (<http://2010.census.gov/2010census/data/>) indicates that the State of Maryland has a population of approximately 5,773,552 which represents a +9.0% increase between the ten year period (i.e. 2000-2010). Census projections suggest that combined, the number of underrepresented populations will nearly equal (if not surpass) that of the dominant culture. This browning of America will undoubtedly pose many challenges in the academy.

While the concept of representative bureaucracy suggests that the society is best served by a diverse body, the study sample revealed a lack of diversity within the Executive, administrative, faculty, managerial and trustee

board ranks. This lack of "Inclusive Excellence", mirrors the national trends as highlighted in the Chronicle of Higher Education's 2010-11 Almanac Issue and the Association of Governing Boards of Universities and Colleges 2010 report.

As one looks at the concept of social equity, contemporary scholars point to the field of public administration and allude that as a discipline the field has been slow to expand the social equity rubric. Contemporary social equity scholars warrant that cultural competency, social class, sexual orientation, and an expanded view of diversity should be equally embodied alongside the issues of gender and race. Svara and Brunett (2004) consider social equity vital to a representative government and state that "a public service that closely matches the socio-demographic characteristics of the general population will more accurately reflect the public interest.

As a place known for academic freedom, American higher education should be among the first to democratize its institutions. As with most other social equity and diversity advancements, attempts at implementation will take on a mixed approach.

Based upon the findings, it was determined that the study participants utilized the variegated implementation analytical frameworks cited on the next page.

Comparison of Implementation Analytical Frameworks Utilized by Respondents

Theory / Framework	HE ₁	HE ₂	HE ₃	HE ₄	HE ₅	HE ₆	HE ₇	HE ₈	HE ₉	HE ₁₀	HE ₁₁	HE ₁₂	HE ₁₃	HE ₁₄
Pressman & Wildavsky 1973	√					√				√	√	√	√	√
Rittel & Weber 1973							√	√		√				
Berman & McLaughlin 1974	√	√		√		√				√	√	√	√	√
Van Meter & Van Horn 1975	√	√	√		√	√		√	√					√
Hargrove 1975	√	√	√		√		√	√		√				
Lipsky 1976	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Dye 1976	√				√			√						
Bardach 1977	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Rein & Rabinovitz 1978	√		√	√		√	√	√		√		√		√
Peters 1978					√		√			√			√	
Elmore 1979	√	√		√						√	√		√	√
Mazmanian & Sabatier 1981		√					√							
Googin 1986								√		√	√	√	√	
Winter 1986					√	√	√			√				
Hull & Hjern 1987								√			√	√	√	
Moe 1989		√				√				√		√		√
O'Toole 1993	√				√	√				√	√		√	√
Parson 1995				√		√				√		√		√
Maitland 1995		√	√								√	√	√	
Bogason 2000	√			√			√	√			√	√		√
May 2003		√				√				√		√	√	

Comparison of Implementation Analytical Frameworks Utilized by Respondents

Implementation Frameworks	AO ₁	AO ₂	AO ₃	L ₁	L ₂	L ₃	L ₄	SA ₁
Pressman & Wildavsky 1973			√			√		√
Rittel & Weber 1973							√	√
Berman & McLaughlin 1974	√	√		√		√		
Van Meter & Van Horn 1975	√	√	√		√	√	√	√
Hargrove 1975	√	√	√	√	√		√	√
Lipsky 1976	√	√	√	√	√	√	√	√
Dye 1976	√				√			√
Bardach 1977	√	√	√	√	√	√	√	√
Rein & Rabinovitz 1978	√	√	√	√	√	√	√	√
Peters 1978					√		√	
Elmore 1979	√	√	√	√				
Mazmanian & Sabatier 1981		√					√	
Googin 1986								√
Winter 1986					√	√	√	
Hull & Hjern 1987								√
Moe 1989						√		
O'Toole 1993	√				√	√		
Parson 1995				√		√		
Maitland 1995	√	√	√	√	√	√	√	√
Bogason 2000	√			√			√	√
May 2003		√						

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

Instead of engaging in the process of "ready, aim, fire," we are operating in a continuous cycle of "ready, aim, study more."

- Susan T. Gooden

The purpose of this study was to examine how policy implementation theory illuminates the challenges of managing the implementation of new higher education social equity and diversity mandates in Maryland particularly in the first or early stages of implementation. This chapter will provide a conclusion followed by the researcher's recommendations.

Conclusion

The field of U.S. public administration must reframe the way in which it thinks about social equity in light of the profound demographic transformations and related changes in how diversity is conceived (Johnson and Borrego, 2009). As a discipline public administration may be dragged kicking and screaming. The American Society of Public Administration's Code of Ethics (2003) says that it supports 'principles of equality, fairness, responsiveness' and 'affirmative action' (Oldfield, 2007). However the

current state of affairs suggests that 'Liberty and Justice for All' is a statement of aspiration (Booker, 2010). In 1916, John Dewey described democracy as the most ethical aspiration conceived by ethical communities. This aspiration was unobtainable, he wrote, without a society's commitment to lifelong education to develop the capacities for associated living in a society characterized by complexity and diversity. The different points of view that emerge from diverse cultural heritages and ethnic backgrounds enlarge our aesthetic horizons, enrich our intellectual discourse, sharpen our cultural perspective, and give increased focus to who we are and what we stand for as a nation. The very best students want to study at colleges and universities where diversity is represented in several dimensions (Pelton, 2010).

As higher education plays an increasingly central role in our economy and society, the state-level public policy environment in which colleges and universities operate must change in significant ways to meet the challenges of the rapidly emerging knowledge-based global economy. To address these challenges, States must improve their capacities for dealing with higher education issues and providing public policy leadership (National Crosswalk, 2005). While States do not have an exclusive responsibility for higher

education policy and performance, States are the decision-making entities historically responsible for higher education policy. The capacity of the State to formulate and implement public policy is paramount and they must invest in diversity and take advantage of the increasing globalism of contemporary life.

Based upon the findings in this study, the following recommendations are offered for practitioners, scholars, and legislators and for further research possibilities. Given that there are multiple factors that affect policy implementation and acknowledging that these vary across college and university type, the recommendations put forth should be considered for their appropriateness on an individual basis.

Recommendation #1

One of the major controversies among implementation scholars has been whether implementation should be studied from the top-down or from the bottom-up. Related to that discussion is whether the proper evaluation standard for implementation studies should be goal achievement or problem solving. In terms of methodology, implementation analyses have been dominated by single case studies often

with several types of data sources (Yin, 2003). Other scholars have called for a replacement of single-case studies by comparative and statistical research designs (Goggin et al., 1990; and Winter, 2006). As a result of the findings in this study, I recommend that a contemporary implementation analytic framework scale be developed to further the understanding of the social equity policy implementation process in postsecondary institutions. Policy makers, scholars, and practitioners should consider developing a tool similar to the one described on the next page.

The 3_sCD (Social Equity, Social Justice, & Social Class), Cultural Competency and Diversity Implementation Analytic Framework Scale

3 _s CD Theoretical Frameworks	1st Generation	2nd Generation	3rd Generation	Score	Severity Level 1	Severity Level 2	Severity Level 3	Total Score	Course of Action
Gooden (Ready, Aim, Fire)									
Henderson (Diversity Policy)									
Johnson (Social Justice)									
Mathews (Organizational Justice/HR)									
Oldfield (Social Class)									
Rice (Cultural Competency)									
Wooldridge (Social Equity)									
Wyatt-Nichol (Curriculum Diversity)									
Riccucci (Diversity in Public Organizations)									
Mor-Barak (Workplace Diversity)									
Borrego (Multiculturalism)									
Farmby (Administration and the Other)									
Guy (Gender Diversity)									
Soni (Workforce Diversity)									
James (Social Alienation)									

STEPS

1. Determine which 3_sCD theoretical framework the campus incident and/or issue falls under.
2. Ascertain which generation of policy implementation theory the institution has utilized thus far.
3. Based on steps 1 and 2, the campus is assigned a score.
4. Each severity level (i.e. 1-3) is assigned a score range.
5. A total score is assigned after steps 1-4 are complete.
6. A course of action is determined based on the total score.

Recommendation #2

Given that the time to degree is approximately six years at the undergraduate level. It is recommended that a quantitative study be conducted in 2015 (e.g. Legislation enacted in 2008 + 6 = 2014) when one can better ascertain institutional change across the campus (after an entire graduating class has neared and/or reached degree completion). The quantitative study would include faculty perceptions, number (#) of courses added, number (#) of program enhancements, number (#) of professional development programs, number (#) of campus incidents, changes in overall student behavior, percentage (%) of funding increases per campus type.

Recommendation #3

Infuse diversity into the graduate curriculum at both the masters and doctoral level(s). The National Association of Schools of Public Affairs and Administration (NASPAA) have adopted a Diversity Across the Curriculum standard as a common curricular component¹².

¹² Diversity Across the Curriculum. Program activities must prepare students to work in and contribute to diverse workplaces and communities. Consequently, courses, curriculum materials, and other program activities should expose students to differences relating to social identity categories such as race, ethnicity, gender, class, nationality, religion, sexual orientation, disability, age and veterans status (<http://www.naspaa.org/accreditation/seeking/reference/standards/asp>).

The study revealed that most curriculum diversity initiatives occur at the undergraduate level (as a diversity requirement for graduation). Very little is done at the graduate level.

Recommendation #4

Broaden the concept of social equity and distinguish its theoretical framework from diversity's theoretical inferences. As suggested earlier in the study, viewing a topic through a narrow lens, or excluding it, limits how problems are defined and the range of possible options students, faculty and practitioners might consider under the social equity rubric.

Recommendation #5

Conduct a legislative audit to determine how engaged the State of Maryland is regarding diversity, equity and inclusion policy and practice in Maryland higher education. During the data collection phase of this study, it was determined that a portion of the Maryland General Assembly did not have a good grasp of the legislation that they supported. As one respondent said, Look...there are about 2000 pieces of legislation passed around. I carry 50-60

pieces of legislation myself. I am concerned about the bills that I carry.

APPENDIX A

Sample Letter Requesting Participation



LETTER REQUESTING PARTICIPATION

Dear President

I am a doctoral student in the School of Public Affairs at the University of Baltimore. For my dissertation, I am attempting to examine first stage implementation concerning Senate Bill (SB) 438 and House Bill (HB) 905: Institutions of Higher Education – Plans for Programs of Cultural Diversity in Maryland postsecondary institutions. As written, Senate Bill 438 and House Bill 905 will require a nonpublic institution of higher education eligible for State Aid under § 17-103 of the Education Article to submit a report on the institution's program to promote and enhance cultural diversity on its campus. Each public institution of higher education shall develop and implement a plan for a program of cultural diversity. If a plan already exists, the institution of higher education shall develop and implement a plan for improving the program (MHEC, 2008).

You have been invited to participate in this study because of your involvement with cultural diversity enhancement (e.g. multiculturalism, equity, inclusion, affirmative action, cultural competency, etc.) efforts at your institution. You can also participate by recommending individuals who are doing work related to cultural diversity at your institution.

Attached are several documents intended on providing you with an understanding of the research scope, the extent of your involvement, and your rights as a participant of the study. Participation in the study would require one interview, which will be recorded and transcribed.

This study is being supervised by my committee chair, Dr. Lenneal J. Henderson, Distinguished Professor of Government and Public Administration at the University of Baltimore. Dr. Henderson can be reached at (410) XXX-XXXX. If you have any concerns or problems regarding your participation in this study, you may contact the Institutional Review Board, Office of Sponsored Research, University of Baltimore (410) XXX-XXX.

I will be calling you soon to speak with you about participating. If you prefer to interact with me by email, my address is warren.haynes@ubalt.edu. I appreciate your consideration of my request and earnestly hope that you will agree to participate in the study. Thank you very much.

Warren E. Haynes

APPENDIX B

Sample Interview Protocol



INTERVIEW PROTOCOL

**Social Equity in the Academy: State Policy and Diversity in
Higher Education**

**Researcher: Warren E. Haynes
Doctor of Public Administration Program
University of Baltimore**

I would like to thank you for agreeing to participate in this interview. I want to take a few minutes to introduce what we will be doing during our interview session and also to make you aware of the expectations you should have of me as an interviewer. I want to reiterate that all of the responses that you provide me today will be held in strict confidence. I will be the only person listening to the tape of this interview, and will be transcribing the interviews before reporting the results of this session. All identifying characteristics, such as your name, the name of your institution, or the names of related persons will be changed. You may refuse to answer any question, and you may end the interview at any time. While some information which you provide during this session may be reported in the final dissertation or subsequent published material based on the dissertation, I can assure you that none of the information reported can identify you, the participant.

During the interview, I am going to ask you questions that are associated with Senate Bill 438 and House Bill 905: Institutions of Higher Education – Plans for Programs of Cultural Diversity. As written, Senate Bill 438 and House Bill 905 will require a nonpublic institution of higher education eligible for State Aid under § 17-103 of the Education Article to submit a report on the institution's program to promote and enhance cultural diversity on its campus. Each public institution of higher education shall develop and implement a plan for a program of cultural diversity. If a plan already exists, the institution of higher education shall develop and implement a plan for improving the program. Nonpublic institutions shall submit their plan to the Maryland Higher Education Commission through the Maryland Independent College and University Association and public institutions of higher education will submit their plan to the Maryland Higher Education Commission through their respective governing board (MHEC, 2008).

At the end of the interview session, I will encourage you to ask me any questions about the interview session and its focus. Do you have any questions before we begin?

Interview Protocol Summary

- 1) Explain focus of research.
- 2) Obtain consent form signatures.
- 3) Address questions and/or concerns.
- 4) Begin interview.

APPENDIX C

Sample Consent Form



CONSENT FORM

You have been invited to take part in a study regarding Social Equity in the Academy: State Policy and Diversity in Higher Education. This study will be conducted by Warren Haynes a graduate student in the Doctor of Public Administration Program at the University of Baltimore as part of his doctoral dissertation. His faculty sponsor is Dr. Lenneal J. Henderson, Distinguished Professor Government and Public Administration at the University of Baltimore. Dr. Henderson can be contacted at (410) XXX-XXX.

If you agree to be in this study, you will be asked to take part in an interview concerning Senate Bill (SB) 438 and House Bill (HB) 905: Institutions of Higher Education - Plans for Programs of Cultural Diversity.

Participation in this study will involve approximately one hour of your time for an interview. To participate in this study, you must be over the age of 21.

There are no known risks associated with your participation in this research beyond those of everyday life. Although you will receive no direct benefits, this research may help us to better understand the capacity of American colleges and universities to implement policy-driven diversity programs that are mandated by the State, particularly under current conditions of severe economic and fiscal constraints. If you have additional questions or wish to report a research related problem, you may contact the researcher at (410) XXX-XXX or warren.haynes@ubalt.edu.

For questions about your rights as a research participant, you may contact the Institutional Review Board Coordinator, Office of Sponsored Research, University of Baltimore (410) XXX-XXXX.

Participation is voluntary. You may refuse to participate or withdraw without penalty. You have the right to skip or not answer any interview questions for any reason.

Confidentiality of your research records will be maintained to the extent provided by law. Your interviews will be audio taped. You may review these tapes and request that they be destroyed.

You have received a copy of this consent document to keep.

AGREEMENT TO PARTICIPATE

SUBJECT'S NAME (please print legibly)

SUBJECT'S SIGNATURE

DATE

APPENDIX D

Interview Questions

INTERVIEW QUESTIONS

Legislature (L)

1. What significant events prompted the introduction of Senate Bill (SB) 438 and House Bill (HB) 905 in the Maryland State Legislature?
2. In past legislative sessions, were there any attempts to introduce similar legislation?
3. Can you identify any challenges in getting the bills passed through the State legislature?
4. Since the passage of SB 438 and HB 905 what is the disposition of the legislature regarding cultural diversity? What has been cited as the pros and/or cons of this bill?
5. How would you describe the progress made since the enactment of SB 438 and HB 905?
6. How should this mandate be funded and the resources distributed? Is the legislature doing all that it can to support this mandate?
7. Do you know any other legislators who might be willing to be interviewed?

Postsecondary Associations (AO)

1. What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?
2. How has Senate Bill 438 and House Bill 905 influenced changes in your associations' policies, practices, and procedures?
3. How has your member institutions responded to this mandate?
4. What role does your association assume in ensuring compliance to Senate Bill 438 and House Bill 905 at your member institutions?
5. What conditions do you think are most necessary in sustaining Programs of Cultural Diversity?
6. Who do you consider the major players in implementing Senate Bill 438 and House Bill 905?

Higher Education Institutions (HE)

1. What is your understanding of Senate Bill (SB) 438 and House Bill (HB) 905?
2. How has Senate Bill 438 and House Bill 905 influenced changes in your institutions policies, practices, and procedures?
3. What is your institutions history on promoting cultural diversity?
4. How would you describe the overall climate at your institution in terms of cultural diversity?
5. To what degree is your institution able to implement Senate Bill 438 and House Bill 905? What are the obstacles?
6. What is your vision for achieving cultural diversity at your institution? What do you think you need to achieve your vision?

State Agency (SA)

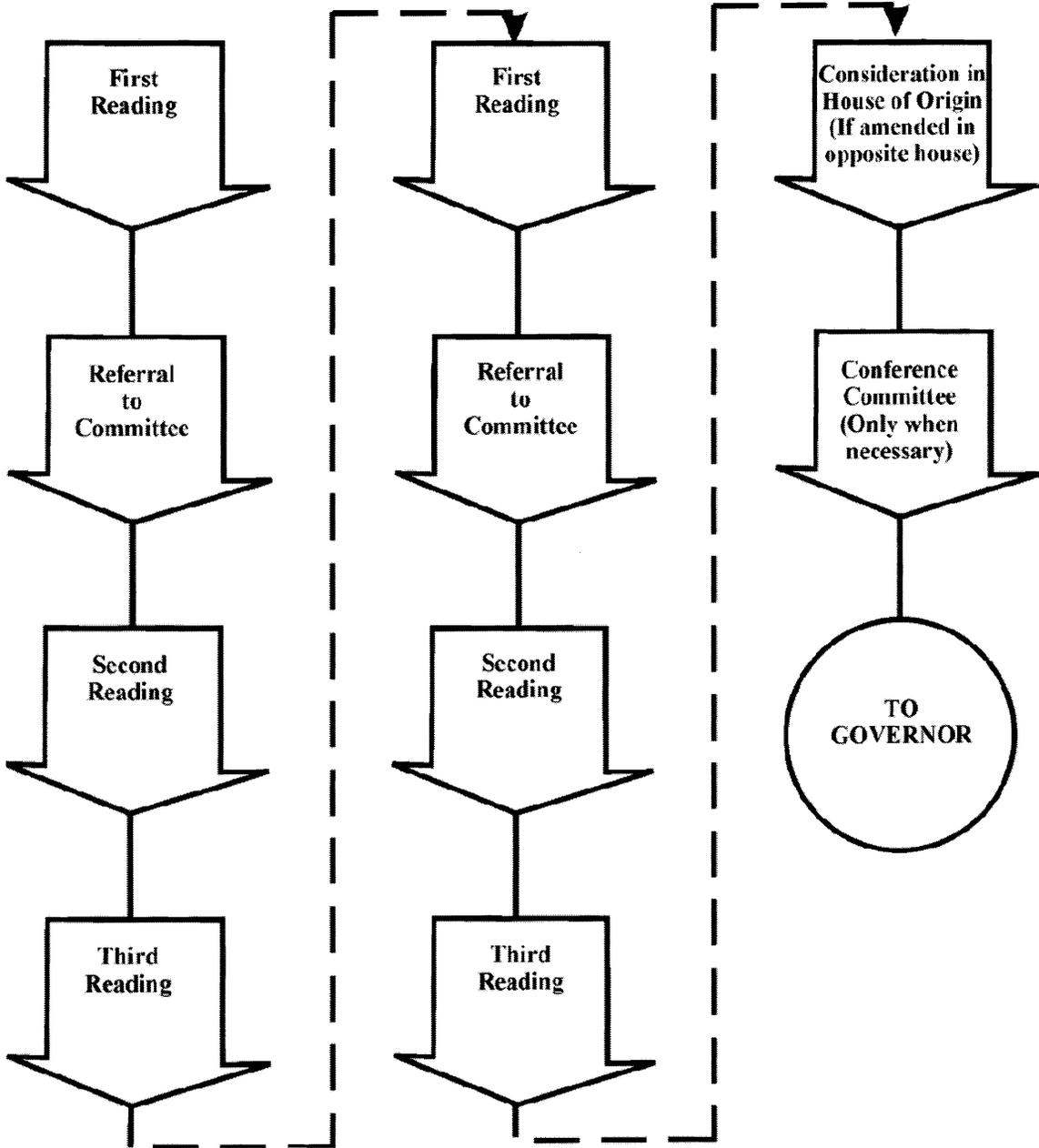
1. Describe your role in ensuring compliance of Senate Bill (SB) 438 and House Bill (HB) 905: Institutions of Higher Education – Plans for Programs of Cultural Diversity?
2. Does a strategic plan exist that addresses cultural diversity programming in Maryland Higher Education?
3. How would you describe the overall climate of cultural diversity in Maryland higher education?
4. What fiscal constraints exist that would prohibit the proper implementation of Cultural Diversity programming in Maryland higher education? How should this mandate be funded and the resources distributed?
5. Have some postsecondary institutions done better than others in implementing Senate Bill 438 and House Bill 905? If so, why?
6. Are there any ways to enhance existing Cultural Diversity programs in Maryland higher education?

APPENDIX E

Maryland Legislative Process

HOUSE OF ORIGIN

OPPOSITE HOUSE



Source: State of Maryland - Department of Legislative Services/Legislative Drafting Manual (2010)

APPENDIX F

Senate Bill (SB) 438

SENATE BILL 438

F2
SB 416/07 – EHE

8lr1508

By: **Senators Jones, Conway, Currie, Gladden, King, McFadden, Muse, Pugh, and Raskin**

Introduced and read first time: January 31, 2008

Assigned to: Education, Health, and Environmental Affairs

Committee Report: Favorable with amendments

Senate action: Adopted with floor amendments

Read second time: March 21, 2008

CHAPTER _____

1 AN ACT concerning

2 **Institutions of Higher Education – Plans for Programs of Cultural Diversity**

3 FOR the purpose of requiring certain nonpublic institutions of higher education to
4 submit a certain report regarding cultural diversity programs to the Maryland
5 Independent College and University Association on or before a certain date each
6 year; requiring the Association to submit a certain report on the status of
7 certain cultural diversity programs to the Maryland Higher Education
8 Commission on or before a certain date each year; requiring the report to
9 include a certain analysis; requiring certain public institutions of higher
10 education to develop and implement certain plans for a program of cultural
11 diversity; requiring certain plans to include certain improvements to certain
12 programs under certain circumstances; requiring certain plans to include
13 certain implementation strategies and timelines for meeting certain goals;
14 providing for the contents of a certain plan; requiring certain plans to enhance
15 certain programming and certain sensitivity through certain instruction and
16 training; requiring certain public institutions of higher education to submit
17 certain plans to the governing body of the institution for review on or before a
18 certain date each year; requiring the governing body of certain institutions to
19 submit a certain progress report to the Commission on or before a certain date
20 each year; requiring the Commission to review the progress report to monitor
21 compliance with the diversity goals of the State Plan for Higher Education;
22 requiring the Commission to submit a certain report to certain committees of
23 the General Assembly on or before a certain date each year; defining a certain
24 term; and generally relating to plans for programs of cultural diversity.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike-out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

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1 BY repealing and reenacting, with amendments,
 2 Article – Education
 3 Section 10–211
 4 Annotated Code of Maryland
 5 (2006 Replacement Volume and 2007 Supplement)

6 BY adding to
 7 Article – Education
 8 Section 11–406
 9 Annotated Code of Maryland
 10 (2006 Replacement Volume and 2007 Supplement)

11 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
 12 MARYLAND, That the Laws of Maryland read as follows:

13 **Article – Education**

14 10–211.

15 (a) The nonpublic institutions of higher education in the State are an
 16 important educational resource and are vital to the provision of postsecondary
 17 education in the State.

18 (b) The State shall continue to provide financial aid as provided by law to
 19 nonpublic institutions of higher education to foster this important educational
 20 resource.

21 (c) (1) IN THIS SUBSECTION, “CULTURAL DIVERSITY” MEANS THE
 22 INCLUSION OF THOSE RACIAL AND ETHNIC GROUPS AND INDIVIDUALS THAT ARE
 23 OR HAVE BEEN UNDERREPRESENTED IN HIGHER EDUCATION.

24 (2) ON OR BEFORE MAY 1 OF EACH YEAR, EACH NONPUBLIC
 25 INSTITUTION OF HIGHER EDUCATION ELIGIBLE FOR STATE AID UNDER § 17–103
 26 OF THIS ARTICLE SHALL SUBMIT A REPORT ON THE INSTITUTION’S PROGRAMS
 27 TO PROMOTE AND ENHANCE CULTURAL DIVERSITY ON ITS CAMPUS TO THE
 28 MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION.

29 ~~(2)~~ (3) (I) ON OR BEFORE AUGUST 1 OF EACH YEAR, THE
 30 MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION SHALL
 31 SUBMIT A REPORT ON THE STATUS OF THE PROGRAMS REPORTED TO THE
 32 ASSOCIATION UNDER PARAGRAPH ~~(1)~~ (2) OF THIS SUBSECTION TO THE
 33 COMMISSION.

34 (II) THE REPORT SUBMITTED TO THE COMMISSION UNDER
 35 SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL INCLUDE AN ANALYSIS OF THE
 36 ~~THE~~

1 ~~1.~~ ~~THE~~ BEST PRACTICES USED BY NONPUBLIC
 2 INSTITUTIONS OF HIGHER EDUCATION TO PROMOTE AND ENHANCE CULTURAL
 3 DIVERSITY ON THEIR CAMPUSES; ~~AND~~

4 ~~2.~~ ~~WHETHER THE ENHANCEMENT OF CULTURAL~~
 5 ~~DIVERSITY HAS IMPROVED THE RETENTION AND GRADUATION RATE OF A~~
 6 ~~CULTURALLY DIVERSE STUDENT BODY.~~

7 11-406.

8 (A) IN THIS SECTION, "CULTURAL DIVERSITY" MEANS THE VARIETY OF
 9 CHARACTERISTICS AND EXPERIENCES THAT DEFINE AN INDIVIDUAL,
 10 INCLUDING THE PRIMARY DIMENSIONS OF RACE, ETHNICITY, GENDER, AGE,
 11 RELIGION, DISABILITY, AND SEXUAL ORIENTATION AND THE SECONDARY
 12 DIMENSIONS OF COMMUNICATION STYLE, WORK STYLE, ORGANIZATIONAL ROLE
 13 AND LEVEL, ECONOMIC STATUS, AND GEOGRAPHIC ORIGIN INCLUSION OF
 14 THOSE RACIAL AND ETHNIC GROUPS AND INDIVIDUALS THAT ARE OR HAVE
 15 BEEN UNDERREPRESENTED IN HIGHER EDUCATION.

16 (B) (1) (I) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN
 17 THE STATE SHALL DEVELOP AND IMPLEMENT A PLAN FOR A PROGRAM OF
 18 CULTURAL DIVERSITY.

19 (II) IF AN INSTITUTION OF HIGHER EDUCATION ALREADY
 20 HAS A PROGRAM OF CULTURAL DIVERSITY, THE INSTITUTION OF HIGHER
 21 EDUCATION SHALL DEVELOP AND IMPLEMENT A PLAN FOR IMPROVING THE
 22 PROGRAM.

23 (III) A PLAN DEVELOPED AND IMPLEMENTED UNDER THIS
 24 SUBSECTION SHALL INCLUDE AN IMPLEMENTATION STRATEGY AND A TIMELINE
 25 FOR MEETING GOALS WITHIN THE PLAN.

26 (2) A PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS
 27 SUBSECTION SHALL INCLUDE:

28 (I) A DESCRIPTION OF THE WAY THE INSTITUTION
 29 ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENT, FACULTY, AND STAFF
 30 POPULATIONS;

31 (II) A DESCRIPTION OF HOW THE INSTITUTION PLANS TO
 32 ENHANCE CULTURAL DIVERSITY, IF IMPROVEMENT IS NEEDED;

33 (III) A PROCESS FOR ~~RESPONDING TO~~ REPORTING
 34 CAMPUS-BASED HATE CRIMES AND BIAS-MOTIVATED INCIDENTS THAT MAY

1 ~~OCUR ON CAMPUS~~, AS DEFINED UNDER TITLE 10, SUBTITLE 3 OF THE
 2 CRIMINAL LAW ARTICLE AND CONSISTENT WITH FEDERAL REQUIREMENTS
 3 UNDER 20 U.S.C. 1092(F), KNOWN AS THE JEANNE CLERY DISCLOSURE OF
 4 CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT; AND

5 (IV) A SUMMARY OF ANY RESOURCES, INCLUDING STATE
 6 GRANTS, NEEDED BY THE INSTITUTION TO EFFECTIVELY RECRUIT AND RETAIN
 7 A CULTURALLY DIVERSE STUDENT BODY, FACULTY, AND STAFF.

8 (3) A PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS
 9 SUBSECTION SHALL ENHANCE CULTURAL DIVERSITY PROGRAMMING AND
 10 SENSITIVITY TO CULTURAL DIVERSITY THROUGH INSTRUCTION AND TRAINING
 11 OF THE STUDENT BODY, FACULTY, AND STAFF AT THE INSTITUTION OF HIGHER
 12 EDUCATION.

13 ~~(B)~~ (C) (1) ON OR BEFORE MAY 1 OF EACH YEAR, EACH
 14 INSTITUTION SHALL SUBMIT THE PLAN DEVELOPED UNDER SUBSECTION ~~(A)~~ (B)
 15 OF THIS SECTION TO THE GOVERNING BODY OF THE INSTITUTION FOR THE
 16 GOVERNING BODY'S REVIEW.

17 (2) ~~(H)~~ ON OR BEFORE AUGUST 1 OF EACH YEAR, THE
 18 GOVERNING BODY OF AN INSTITUTION SHALL SUBMIT A PROGRESS REPORT
 19 REGARDING THE INSTITUTION'S IMPLEMENTATION OF ITS PLAN TO THE
 20 COMMISSION.

21 ~~(H) THE PROGRESS REPORT SUBMITTED UNDER~~
 22 ~~SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL INCLUDE AN ANALYSIS OF~~
 23 ~~WHETHER THE ENHANCEMENT OF CULTURAL DIVERSITY HAS IMPROVED THE~~
 24 ~~RETENTION AND GRADUATION RATE OF A CULTURALLY DIVERSE STUDENT~~
 25 ~~BODY.~~

26 ~~(E)~~ (D) (1) THE COMMISSION SHALL REVIEW THE PROGRESS
 27 REPORT SUBMITTED BY EACH GOVERNING BODY UNDER SUBSECTION ~~(B)~~ (C) OF
 28 THIS SECTION TO MONITOR COMPLIANCE WITH THE DIVERSITY GOALS OF THE
 29 STATE PLAN FOR HIGHER EDUCATION.

30 (2) ON OR BEFORE OCTOBER 1 OF EACH YEAR, THE COMMISSION
 31 SHALL SUBMIT A REPORT, IN ACCORDANCE WITH § 2-1246 OF THE STATE
 32 GOVERNMENT ARTICLE, TO THE SENATE EDUCATION, HEALTH, AND
 33 ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION
 34 COMMITTEE, THE HOUSE APPROPRIATIONS COMMITTEE, AND THE HOUSE
 35 COMMITTEE ON WAYS AND MEANS ON THE EXTENT TO WHICH THE
 36 INSTITUTIONS OF HIGHER EDUCATION IN THE STATE ARE IN COMPLIANCE WITH
 37 THE DIVERSITY GOALS OF THE STATE PLAN FOR HIGHER EDUCATION. 351

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
2 July 1, 2008.

Approved:

Governor.

President of the Senate.

Speaker of the House of Delegates.

APPENDIX G

House Bill (HB) 905

HOUSE BILL 905

F2

(8lr2789)

ENROLLED BILL

—Appropriations/Education, Health, and Environmental Affairs—

Introduced by **Delegates Gutierrez, Ali, Anderson, Barnes, Bobo, Branch, Braveboy, Carr, Gaines, Haynes, Heller, Hucker, Ivey, Jones, Kaiser, Lee, Manno, Nathan-Pulliam, Niemann, Pena-Melnyk, Proctor, Ramirez, Reznik, Rice, Robinson, Stukes, Taylor, V. Turner, and Valderrama**

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this

_____ day of _____ at _____ o'clock, _____ M.

Speaker.

CHAPTER _____

1 AN ACT concerning

2 **Institutions of Higher Education – Plans for Programs of Cultural Diversity**

3 FOR the purpose of requiring certain nonpublic institutions of higher education to
4 submit a certain report regarding cultural diversity programs to the Maryland
5 Independent College and University Association on or before a certain date each
6 year; requiring the Association to submit a certain report on the status of
7 certain cultural diversity programs to the Maryland Higher Education
8 Commission on or before a certain date each year; requiring the report to
9 include a certain analysis; requiring certain public institutions of higher
10 education to develop and implement certain plans for a program of cultural
11 diversity; requiring certain plans to include certain improvements to certain

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.

Underlining indicates amendments to bill.

~~Strike out~~ indicates matter stricken from the bill by amendment or deleted from the law by amendment.

Italics indicate opposite chamber/conference committee amendments.

1 programs under certain circumstances; requiring certain plans to include
 2 certain implementation strategies and time lines for meeting certain goals;
 3 providing for the contents of a certain plan; requiring certain plans to enhance
 4 certain programming and certain sensitivity through certain instruction and
 5 training; requiring certain public institutions of higher education to submit
 6 certain plans to the governing body of the institution for review on or before a
 7 certain date each year; requiring the governing body of certain institutions to
 8 submit a certain progress report to the Commission on or before a certain date
 9 each year; requiring the Commission to review the progress report to monitor
 10 compliance with the *diversity* goals of the State Plan for Higher Education;
 11 requiring the Commission to submit a certain report to certain committees of the
 12 General Assembly on or before a certain date each year; defining a certain term;
 13 and generally relating to plans for programs of cultural diversity.

14 BY repealing and reenacting, with amendments,
 15 Article – Education
 16 Section 10–211
 17 Annotated Code of Maryland
 18 (2006 Replacement Volume and 2007 Supplement)

19 BY adding to
 20 Article – Education
 21 Section 11–406
 22 Annotated Code of Maryland
 23 (2006 Replacement Volume and 2007 Supplement)

24 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
 25 MARYLAND, That the Laws of Maryland read as follows:

26 **Article – Education**

27 10–211.

28 (a) The nonpublic institutions of higher education in the State are an
 29 important educational resource and are vital to the provision of postsecondary
 30 education in the State.

31 (b) The State shall continue to provide financial aid as provided by law to
 32 nonpublic institutions of higher education to foster this important educational
 33 resource.

34 (c) (1) IN THIS SUBSECTION, “CULTURAL DIVERSITY” MEANS THE
 35 INCLUSION OF THOSE RACIAL AND ETHNIC GROUPS AND INDIVIDUALS THAT ARE
 36 OR HAVE BEEN UNDERREPRESENTED IN HIGHER EDUCATION.

1 **(2)** ON OR BEFORE MAY 1 OF EACH YEAR, EACH NONPUBLIC
2 INSTITUTION OF HIGHER EDUCATION ELIGIBLE FOR STATE AID UNDER § 17-103
3 OF THIS ARTICLE SHALL SUBMIT A REPORT ON THE INSTITUTION'S PROGRAMS
4 TO PROMOTE AND ENHANCE CULTURAL DIVERSITY ON ITS CAMPUS TO THE
5 MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION.

6 ~~**(2)**~~ **(3)** (I) ON OR BEFORE AUGUST 1 OF EACH YEAR, THE
7 MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION SHALL
8 SUBMIT A REPORT ON THE STATUS OF THE PROGRAMS REPORTED TO THE
9 ASSOCIATION UNDER PARAGRAPH ~~**(1)**~~ **(2)** OF THIS SUBSECTION TO THE
10 COMMISSION.

11 **(II)** THE REPORT SUBMITTED TO THE COMMISSION UNDER
12 SUBPARAGRAPH (I) OF THIS PARAGRAPH SHALL INCLUDE AN ANALYSIS OF THE
13 BEST PRACTICES USED BY NONPUBLIC INSTITUTIONS OF HIGHER EDUCATION
14 TO PROMOTE AND ENHANCE CULTURAL DIVERSITY ON THEIR CAMPUSES.

15 **11-406.**

16 **(A)** IN THIS SECTION, "CULTURAL DIVERSITY" MEANS THE INCLUSION
17 OF THOSE RACIAL AND ETHNIC GROUPS AND INDIVIDUALS THAT ARE OR HAVE
18 BEEN UNDERREPRESENTED IN HIGHER EDUCATION.

19 **(B)** (I) (I) EACH PUBLIC INSTITUTION OF HIGHER EDUCATION IN
20 THE STATE SHALL DEVELOP AND IMPLEMENT A PLAN FOR A PROGRAM OF
21 CULTURAL DIVERSITY.

22 **(II)** IF AN INSTITUTION OF HIGHER EDUCATION ALREADY
23 HAS A PROGRAM OF CULTURAL DIVERSITY, THE INSTITUTION OF HIGHER
24 EDUCATION SHALL DEVELOP AND IMPLEMENT A PLAN FOR IMPROVING THE
25 PROGRAM.

26 **(III)** A PLAN DEVELOPED AND IMPLEMENTED UNDER THIS
27 SUBSECTION SHALL INCLUDE AN IMPLEMENTATION STRATEGY AND A TIME LINE
28 FOR MEETING GOALS WITHIN THE PLAN.

29 **(2)** A PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS
30 SUBSECTION SHALL INCLUDE:

31 **(I)** A DESCRIPTION OF THE WAY THE INSTITUTION
32 ADDRESSES CULTURAL DIVERSITY AMONG ITS STUDENT, FACULTY, AND STAFF
33 POPULATIONS;

1 (II) A DESCRIPTION OF HOW THE INSTITUTION PLANS TO
2 ENHANCE CULTURAL DIVERSITY, IF IMPROVEMENT IS NEEDED;

3 (III) A PROCESS FOR ~~RESPONDING TO~~ REPORTING
4 CAMPUS-BASED HATE CRIMES AND BIAS MOTIVATED INCIDENTS THAT MAY
5 OCCUR ON CAMPUS, AS DEFINED UNDER TITLE 10, SUBTITLE 3 OF THE
6 CRIMINAL LAW ARTICLE AND CONSISTENT WITH FEDERAL REQUIREMENTS
7 UNDER 20 U.S.C. 1092(F), KNOWN AS THE JEANNE CLERY DISCLOSURE OF
8 CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT; AND

9 (IV) A SUMMARY OF ANY RESOURCES, INCLUDING STATE
10 GRANTS, NEEDED BY THE INSTITUTION TO EFFECTIVELY RECRUIT AND RETAIN
11 A CULTURALLY DIVERSE STUDENT BODY.

12 (3) A PLAN DEVELOPED UNDER PARAGRAPH (1) OF THIS
13 SUBSECTION SHALL ENHANCE CULTURAL DIVERSITY PROGRAMMING AND
14 SENSITIVITY TO CULTURAL DIVERSITY THROUGH INSTRUCTION AND TRAINING
15 OF THE STUDENT BODY, FACULTY, AND STAFF AT THE INSTITUTION OF HIGHER
16 EDUCATION.

17 ~~(B)~~ (C) (1) ON OR BEFORE MAY 1 OF EACH YEAR, EACH
18 INSTITUTION SHALL SUBMIT THE PLAN DEVELOPED UNDER SUBSECTION ~~(A)~~ (B)
19 OF THIS SECTION TO THE GOVERNING BODY OF THE INSTITUTION FOR THE
20 GOVERNING BODY'S REVIEW.

21 (2) ON OR BEFORE AUGUST 1 OF EACH YEAR, THE GOVERNING
22 BODY OF AN INSTITUTION SHALL SUBMIT A PROGRESS REPORT REGARDING THE
23 INSTITUTION'S IMPLEMENTATION OF ITS PLAN TO THE COMMISSION.

24 ~~(C)~~ (D) (1) THE COMMISSION SHALL REVIEW THE PROGRESS
25 REPORT SUBMITTED BY EACH GOVERNING BODY UNDER SUBSECTION ~~(B)~~ (C) OF
26 THIS SECTION TO MONITOR COMPLIANCE WITH THE GOALS OF THE STATE PLAN
27 FOR HIGHER EDUCATION.

28 (2) ON OR BEFORE OCTOBER 1 OF EACH YEAR, THE COMMISSION
29 SHALL SUBMIT A REPORT, IN ACCORDANCE WITH § 2-1246 OF THE STATE
30 GOVERNMENT ARTICLE, TO THE SENATE EDUCATION, HEALTH, AND
31 ENVIRONMENTAL AFFAIRS COMMITTEE, THE SENATE BUDGET AND TAXATION
32 COMMITTEE, THE HOUSE APPROPRIATIONS COMMITTEE, AND THE HOUSE
33 COMMITTEE ON WAYS AND MEANS ON THE EXTENT TO WHICH THE
34 INSTITUTIONS OF HIGHER EDUCATION IN THE STATE ARE IN COMPLIANCE WITH
35 THE DIVERSITY GOALS OF THE STATE PLAN FOR HIGHER EDUCATION.

1 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
2 July 1, 2008.

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.

APPENDIX H

Fiscal and Policy Note

Department of Legislative Services
Maryland General Assembly
2008 Session

FISCAL AND POLICY NOTE

Senate Bill 438

(Senator Jones, *et al.*)

Education, Health, and Environmental Affairs

Appropriations

Institutions of Higher Education - Plans for Programs of Cultural Diversity

This bill requires public institutions of higher education in Maryland to develop and implement plans for programs of cultural diversity and requires independent institutions of higher education that receive State funding under the Sellinger formula to report on the programs at the institutions that promote and enhance cultural diversity.

The bill takes effect July 1, 2008.

Fiscal Summary

State Effect: State institutions of higher education could develop and implement cultural diversity programs with existing personnel and resources. MHEC could collect plans and monitor compliance with the State plan for higher education with existing personnel.

Local Effect: Community colleges could develop and implement cultural diversity programs with existing personnel and resources.

Small Business Effect: Minimal. Independent colleges and universities receiving State funds would be required to adopt and implement programs of cultural diversity.

Analysis

Bill Summary: The plan developed by each public institution of higher education must enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training at the institution and must include implementation strategies and timetables for meeting goals in the plans. Each institution must submit its cultural

diversity plan to its governing board by May 1 of each year, and the governing boards must submit progress reports regarding the implementation of the plans to MHEC by August 1 each year.

By May 1 of each year, each independent institution of higher education that receives State funding under the Sellinger formula must submit its report to the Maryland Independent College and University Association. MICUA must submit annual reports on the status of programs at the independent institutions to MHEC by August 1, and the reports must include analyses of the best practices used at independent institutions.

MHEC must review the progress reports submitted by public governing bodies in order to monitor compliance with the goals of the State plan for higher education. By October 1 of each year, MHEC must report on the extent to which the institutions in the State are in compliance with the goals of the State plan.

Current Law: Institutions of higher education are not statutorily obligated to develop programs of cultural diversity.

Eligibility for funding from the Sellinger formula requires a nonpublic institution of higher education to □ be nonprofit; □ be approved by MHEC; □ be accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools; □ have awarded degrees to at least one class; □ maintain one or more earned degree programs; and □ submit each new program and each major modification of an existing program to MHEC. In fiscal 2009, 17 nonpublic institutions qualify for Sellinger funding.

Background: In fall 2006, a fraternity at Johns Hopkins University advertised and hosted a “Halloween in the Hood” fraternity party that many believe was offensive and possibly representative of underlying racial tensions on the campus. The fraternity that hosted the party was placed on social probation, meaning it could not hold parties or other social events, until January 2008. MICUA, of which Johns Hopkins University is a member, advises that most of its member institutions have programs on cultural diversity and that course requirements and school-sponsored events at the institutions reinforce cultural sensitivity.

St. Mary’s College of Maryland, a public institution of higher education, reports that its five-year strategic plan includes cultural diversity goals. St. Mary’s also advises that it has many academic programs and student-based initiatives supporting cultural diversity.

State Fiscal Effect: State institutions of higher education could develop and submit plans for programs of cultural diversity with existing resources. The plans are likely to

include many components of existing cultural diversity programs already implemented at the institutions. MHEC could collect the cultural diversity plans and monitor their alignment with the State plan for higher education with existing personnel. If MHEC is required to take a more active role in assisting institutions in the development and implementation of their plans, an additional staff position would be needed at a cost of approximately \$75,000 to \$85,000 annually.

Local Fiscal Effect: Community colleges would be required to develop and implement programs of cultural diversity. It is assumed that the plans and programs could be implemented with the existing resources of the colleges.

Additional Information

Prior Introductions: SB 416 of 2007, a very similar bill, was passed by the Senate. The House Appropriations Committee held a hearing for the bill but took no further action.

Cross File: HB 905 (Delegate Gutierrez, *et al.*) Appropriations.

Information Source(s): Maryland Independent College and University Association, St. Mary's College of Maryland, University System of Maryland, Maryland Higher Education Commission, Department of Legislative Services

Fiscal Note History: First Reader - February 22, 2008
mll/rhh

Analysis by: Mark W. Collins

Direct Inquiries to:
(410) 946-5510
(301) 970-5510

APPENDIX I

Maryland Attorney General Letter

DOUGLAS F. GANSLER
ATTORNEY GENERAL

KATHERINE WINFREY
Chief Deputy Attorney General

JOHN B. HOWARD, JR.
Deputy Attorney General



DAN FRIEDMAN
Counsel to the General Assembly

SANDRA BENSON BRANTLEY
BONNIE A. KIRKLAND
KATHRYN M. ROYER
Assistant Attorneys General

THE ATTORNEY GENERAL OF MARYLAND
OFFICE OF COUNSEL TO THE GENERAL ASSEMBLY

May 15, 2008

The Honorable Martin J. O'Malley
Governor of Maryland
State House
Annapolis, Maryland 21401-1991

RE: Senate Bill 438 and House Bill 905

Dear Governor O'Malley:

We have reviewed Senate Bill 438¹ and House Bill 905, identical bills entitled "Institutions of Higher Education—Plans for Programs of Cultural Diversity." While we approve both bills, we write to advise that any program be carefully implemented so as to avoid constitutional problems.

Senate Bill 438 and House Bill 905 address cultural diversity programs in Maryland higher education institutions. The bills require both public and non-public institutions of higher education to report to the Maryland Higher Education Commission (MHEC) regarding their plans to promote and enhance cultural diversity and require that MHEC, in turn, submit a statewide report to the General Assembly. The bills also require public institutions to develop and implement such plans, and specifies a wide range of elements to be included in the plans, including processes for reporting campus-based hate crimes, programming to enhance cultural diversity sensitivity through training of students, faculty and staff, and a summary of resources needed "to effectively recruit and retain a culturally diverse student body."

¹Senate Bill 438 was previously approved for constitutionality and legal sufficiency by our office on a letter to you dated April 11, 2008.

As originally introduced, Senate Bill 438 defined the phrase "cultural diversity" to include "the variety of characteristics and experiences that define an individual including the primary dimensions of race, ethnicity, gender, age, religion, disability, and sexual orientation and the secondary dimensions of communications style, organizational role and level, economic status, and geographic origin." The original version of House Bill 905 had no definition of "cultural diversity," effectively leaving it up to the institutions to define. Amendments resulted in a much narrower definition being included in both bills, limiting the definition to "the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education." It is our view that the bills do not limit the existing authority of higher education institutions to formulate plans based on a broader and more inclusive definition of cultural diversity, and that, where such plans meet the constitutional requirements set out in recent Supreme Court cases, they may make use of race-conscious criteria. If, however, a higher education institution develops a program confined to the narrow definition of cultural diversity used in the bills, that program must be limited to race-neutral remedies.

Efforts to achieve diversity in public higher education institutions are governed by principles first articulated in Justice Powell's concurring opinion in *Regents of University of California v. Bakke*, 438 U.S. 265 (1978). In *Bakke*, the Court rejected a race-based affirmative action program at the University of California medical school as violating the Equal Protection Clause of the Fourteenth Amendment of the Constitution. Justice Powell's concurrence, however, held out the possibility that the consideration of an applicant's race or ethnicity as part of a systematic effort to achieve a diverse student body could be permissible, provided that any favorable treatment of race and ethnicity did not operate as a "quota" and that race or ethnicity was "only one element in a range of factors a university properly may consider in attaining the goal of a heterogeneous student body." *Id.* at 314.

Justice Powell's suggestion that certain affirmative action measures to promote a diverse student body at an institution of higher education may be constitutionally acceptable, and his guidance on the parameters of an allowable diversity plan, were adopted by the Supreme Court in *Grutter v. Bollinger*, 539 U.S. 306 (2003) and reinforced recently in *Parents Involved in Community Schools v. Seattle School District No. 1*, 551 U.S. _____, 127 S.Ct. 2738 (2007). In *Grutter*, the Court held that diversity in the higher education setting can be a compelling State interest, and that narrowly tailored efforts targeted specifically at enhancing the racial and ethnic diversity of a campus may be a constitutionally acceptable component of such an effort.

In articulating the standards for an acceptable diversity initiative with respect to student admissions, however, the Court re-emphasized the importance of including a broad array of factors other than race and ethnicity.² According to the *Grutter* Court, the purpose of a permissible diversity effort is to achieve, “exposure to a widely diverse people, cultures, ideas, and viewpoints.” *Id.* at 330. Quoting *Bakke*, the *Grutter* Court reiterated that the kind of compelling state interest that allows for diversity initiatives “is not an interest in simple ethnic diversity.” *Id.* at 325, quoting *Bakke*, 438 U.S. at 315. The Court observed that the University of Michigan law school’s diversity plan at issue in *Grutter* gave “substantial weight to diversity factors besides race,” *id.* at 339, and, in fact, provided “many bases for diversity admissions” including international experience, fluency in languages other than English, past career experiences, or a record of having overcome adversity and hardship. Thus, the *Grutter* Court concluded that “by this flexible approach, the Law School sufficiently takes into account, in practice as well as in theory, a wide variety of characteristics besides race and ethnicity that contribute to a diverse student body.” *Id.*

The importance of a broad conception of diversity in higher education initiatives was reiterated in the Court’s 2007 *Seattle School District* opinion. In rejecting Seattle’s voluntary elementary and secondary school desegregation plan on various grounds, the Court contrasted the Seattle program with the acceptable *Grutter* plan. Importantly, it emphasized that “what was upheld in *Grutter* was consideration of ‘a far broader array of qualifications and characteristics of which racial or ethnic origin is but a single though important element.’” *Seattle School District*, 127 S.Ct. at 2753, citing *Grutter*, 539 U.S. at 325, quoting *Regents of University of California v. Bakke*, 438 U.S. 265 (1978).

We note that *Grutter* specifically addressed diversity measures in higher education admissions. We believe, however, that the courts would readily apply the Supreme Court’s principles with equal force in other aspects of higher education diversity programs. In fact, the U.S. Department of Education’s Office for Civil Rights routinely applies the *Grutter* principles in its review of campus efforts to enhance diversity through financial aid, student

²Also important to the Court in upholding the affirmative action measures in *Grutter* were the absence of rigid minority student quotas, the individualized, “holistic” nature of the evaluation of each student’s application, and the lack of feasible race-neutral alternatives for achieving the university’s diversity goals. *Grutter*, 539 U.S. at 337, 339. Although the diversity plans ultimately developed under either bill must acknowledge these principles, they are not implicated in a review of the bills’ facial constitutionality.

recruitment efforts, and student support programs.³ Thus, in reviewing the constitutionality of Senate Bill 438 and House Bill 905, we are guided by the *Grutter* principles.

As a result, we conclude that the broad requirement that each public institution of higher education adopt a diversity plan raises no constitutional questions. Moreover, the specific elements of those plans, and the reporting requirements imposed upon institutions and MHEC by the bills do not violate the Constitution. We believe, however, that the bill's narrow definition of "cultural diversity" – expressly limited to race and ethnicity – is inconsistent with the *Grutter* principle that campus diversity plans that have race-conscious elements should extend beyond consideration of just race and ethnicity. Thus, in developing their diversity plans under these bill, institutions that wish to include such elements should be advised not to limit the scope of those plans to the elements of the bill's definition of "cultural diversity."⁴

Rather, consistent with *Grutter*, each institution properly may define its own interest in promoting diversity by analysis of its individual educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institutions feels are appropriate to achieve its goal. In accepting the diversity plan of the University of Michigan Law School, the *Grutter* Court invoked its tradition of deference to university officials in matters of academic decision making, thus "taking into account complex educational judgments in an area that lies primarily within the expertise of the university." *Id.* at 328 (other citations omitted). Again quoting Justice Powell in *Bakke*, the *Grutter* Court observed that "[t]he freedom of a university to make its own judgments as to education includes the selection of its student body," and that university officials are uniquely able to "select those student who will contribute the most to the robust exchange of ideas." *Id.*, quoting *Bakke*, 438 U.S. at 312-13.

³See, e.g., U.S. Department of Education, Office for Civil Rights, *Achieving Diversity: Race Neutral Alternatives in American Education* (2004) (emphasizing the importance of the consideration of non-race based alternatives in developing diversity programs).

⁴We understand that some Maryland public institutions already have cultural diversity plans in place that include, but extend well beyond, the enhancement of racial and ethnic diversity. We do not believe that the General Assembly intended for Senate Bill 438 and House Bill 905 to require a narrowing of the scope of diversity promoted by existing campus plans.

The Honorable Martin J. O'Malley
May 15, 2008
Page 5

While race and ethnicity may receive substantial consideration in the development of a university cultural diversity plan, a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of "cultural diversity" solely to racial and ethnic considerations. With this caveat, we believe that the cultural diversity plans required by Senate Bill 438 and House Bill 905 may be implemented effectively and in a manner consistent with the requirements of the Equal Protection Clause of the Fourteenth Amendment of the U.S. Constitution. We recommend, however, that legislation be introduced in the next session to expand the definition of "cultural diversity" to one that is consistent with the holding of the *Grutter* Court.

Very truly yours,


Douglas F. Gansler
Attorney General

DFG/KMR/kk

cc: The Honorable Verna L. Jones
The Honorable Ana Sol Gutierrez
The Honorable Dennis C. Schnepfe
Joseph Bryce
Karl Aro

APPENDIX J

Institutional Review Board Approval Letter



Office of
Sponsored
Research

June 4, 2010

Dear Mr. Haynes,

This letter serves as official confirmation of our earlier communication regarding the Institutional Review Board's review and approval of your protocol for a study entitled "Social Equity in the Academy: State Policy and Diversity in Higher Education", submitted for review on April 14, 2010.

In your proposal, you indicated that you will collect data via interviews and record reviews in order to examine first stage implementation of Senate Bill 438 and House Bill 905 in the State of Maryland. You also indicated in your consent form and interview protocol that reasonable precautions will be taken to maintain the confidentiality and protect the identity of participants.

The Institutional Review Board considered your request and concluded that your protocol poses no more than minimal risk to participants. In addition, research involving the use of widely acceptable survey procedures where the results are kept confidential and the questions pose minimal discomfort to participants is exempt from IRB full-committee review per 45 CFR 46.101 (b) (2). As a result, the Institutional Review Board approved your proposal.

If you have any questions, please do not hesitate to contact me directly by phone or via email.

As authorized by Thomas Mitchell, Ph.D.
Chair, Institutional Review Board

Margarita M. Cardona, MS, CRA
Director of Sponsored Research
Secretary, Institutional Review Board

cc: Dr. Lenneal Henderson

University of Baltimore
1420 N. Charles St., AC 245
Baltimore, MD 21201-5779

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