



Findings and Recommendations Report

# **President's Council on Diversity, Equity and Inclusion**

*Submitted to President Joan Ferrini-Mundy*

**December 15, 2020**





Detail from Passamaquoddy Birch Bark Basket, David Moses Bridges, University of Maine at Machias Art Collections

“The beginning is always today.”

—Mary Wollstonecraft

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*The University of Maine recognizes that it is located on Marsh Island in the homeland of Penobscot people, where issues of water and territorial rights, and encroachment upon sacred sites, are ongoing. Penobscot homeland is connected to the other Wabanaki Tribal Nations—the Passamaquoddy, Maliseet, and Micmac—through kinship, alliances, and diplomacy. The University also recognizes that the Penobscot Nation and the other Wabanaki Tribal Nations are distinct, sovereign, legal and political entities with their own powers of self-governance and self-determination.*

# Executive Summary

Three months ago, the President's Council on Diversity, Equity and Inclusion (the Council) began its work, charged with advising "the President and members of the President's Cabinet on matters of diversity, equity and inclusion at the University of Maine (UM) and the University of Maine at Machias (UMM) and to provide an annual report to the President on the status and efforts to ensure that inclusive excellence is foundational at the University." The Council includes 33 members, who collectively bring knowledge and experiences with the nine areas of diversity: ability, age, ethnicity, sex and gender, race, religion, sexual orientation, socio-economic status, and nationality, and serve as a community of advocates for diversity, equity and inclusion (DEI) on the UMaine and UMM campuses. The Council's work is directed by the following guiding questions, provided by President Joan Ferrini-Mundy:

- What are areas of systemic racism and other structural impediments to diversity, equity and inclusion at UM and UMM, and what policies and practices must be changed to dismantle and reform those structures? In particular, what positions, realignments of responsibility, and other changes are most urgently needed?
- Are major University planning documents and processes — including the Strategic Vision and Values Framework and the Define Tomorrow initiative — sufficiently focused on advancing the values of diversity, equity and inclusion? If not, please suggest processes and timeline for addressing.
- What data should the University be collecting and reviewing to guide its progress, and identify problems and priorities in advancing diversity, equity and inclusion?
- Is our current portfolio of committees, offices, organizations and activities that promote diversity, equity and inclusion well aligned and adequately resourced to move us into a transformed future with inclusion at the core? Please make recommendations for change.

President Ferrini-Mundy requested that the Council bring forward a first set of recommendations in an initial report to be provided in December 2020. The Council decided to launch its work by focusing on the first and third questions within its charge — areas of systemic racism and other structural impediments to diversity, equity and inclusion and data that should be collected and reviewed. The collection and review of both quantitative and qualitative data are integral to progress in any areas of the charge, since they permit ongoing identification of problems, measurement of progress, and evidence-guided refinements in programs, policies and practices.

The Council has developed its recommendations through five committees: Culture Integration, DEI Governance, Retaining Great Talent, Search and Enrollment, and Supporting DEI Professional Learning. Committee recommendations were presented and discussed by the full Council, to take full advantage of the Council's broad expertise. As the Council considered its work, providing infrastructure and processes to sustain valued DEI initiatives has been a high

priority. A second major consideration has been the meaningful and ongoing use of data to determine UM and UMM campus needs, the effectiveness of programs, practices, and policies, and ways to leverage investment and make ongoing improvements.

Through careful consideration, review of current data available, and discussion both in committees and as a whole, the Council, in this very short time, has identified 45 recommendations, presented in this report, that will set the stage for significant progress in understanding and beginning to address UMaine and UMM DEI issues. There is considerable overlap and alignment between the Council's recommendations and those arising from the Students Roundtable on Race. Three Council recommendations are particularly urgent and important, supporting all of the additional recommendations. The first is to conduct a campus climate survey. This survey will provide baseline data invaluable for identifying current problems and for measuring progress in DEI work. The second is to establish an Office of Diversity, Equity and Inclusion, led by a Vice President or Vice Provost for DEI. The third is to prioritize creation of an immersive environment (physical and virtual) that reflects diversity and inclusivity on campus.

These recommendations are a small first step, the initial contribution of a Council that envisions its work as ongoing, comprehensive, educative and reflective. Most important are that these initial recommendations lead to action plans and that those plans are implemented in sustainable ways. Action plans should include a process for ongoing evaluation and improvement, with responsibilities and resources for the work clearly identified.

## **Recommendations**

### **A. Culture Integration (14 recommendations)**

A.1.1 Create a system to coordinate scaled immersion and communication of DEI programming.

A.1.2 Beginning with UM and UMM most-visited, used, and important virtual, physical and relational sites, analyze visual and auditory elements to ensure representation, welcoming, celebration, etc. without tokenizing.

A.1.3 Integrated diverse practices, narratives, dialogue, and commemorations, such as instituting an Annual Invocation, a passage of creative writing delivered by the President that expresses a DEI focus and call for action for each academic year, excerpts of which would appear on key sites and university documents.

A.1.4 Provide identity/affiliate groups for students/faculty/staff designed for populations whose relational connection more greatly supports them and their contributions and successes.

A.1.5 Support diverse personal food desires and cultural teaching in dining options on campus.

A.1.6 Ensure and monitor equity support by allocation of resources and engagement with diverse populations. Audit pay equity regularly and correct inequities.

A.1.7 Implement an Experience Promise and Values set that facilitates DEI interactions and planning.

A.2.1 Hold a seminar /discussion series focused on DEI, with opportunities for smaller, more in-depth discussions.

A.2.2 Focus on expanding DEI representation through the aesthetic enhancement and redesign of physical spaces (themed hallways and elevators; landscaping with living legends; spiritual sanctuaries), workplace platforms (infusion of artwork from university collections into MaineStreet and an opening image/quote at the start of Zoom meetings), of institutional icons (new backdrops to UMaine and UMM logos/graphic marks).

A.2.3 Update UMaine and UMM documented histories to reflect multiple voices left out or underrepresented.

A.2.4 Regularly implement Wabanaki Land Acknowledgement, incorporating into Council DEI Report and other DEI documentation.

A.3.1 Conduct an audit of current offerings and areas of need, including revisiting Gen Ed requirements and options for Cultural Diversity and International Perspectives.

A.3.2 Offer a course or other professional learning experience on community history (multiple options: micro-credential or for-credit course) for faculty, staff and students.

A.3.3 Hire an interdisciplinary team of researchers (cluster hire) to investigate aspects of DEI and bring research expertise to the UMaine and UMM campuses.

## **B. DEI Governance (8 recommendations)**

B.1.1 Develop DEI definitions unique to UMaine and to UMM and ensure the same definitions are included and “implemented” in all governance documents.

B.2.1 Develop a diversity, equity and inclusion statement specific to UMaine and UMM.

B.2.2 Create and implement UMaine and UMM Affirmative Action Plans.

B.3.1 Review the list of governing documents for consistency and alignment of DEI values. (Mission statement, employee handbook, student handbook, R&D plan, BOT Policy 401, Enrollment Management plan, promotion and tenure policy, faculty recruitment handbook).

B.3.2 Review documents from other institutions to see how their documents align with DEI values.

B.3.3 Prepare a rubric using a DEI lens for review of the institutional documents.

B.4.1 Establish a position at the level of VP or Vice Provost to coordinate and oversee all diversity, equity and inclusion entities at the universities and provide this position with the appropriate resources.

B.4.2 Conduct an inventory of roles at UMaine, UMM and University of Maine System (UMS).

## **C. Retaining Great Talent (9 recommendations)**

C.1.1 Conduct an audit of current resources available from UMS and community organizations and build upon them to ensure that new UMaine and UMM community members are provided with a mentor to introduce them to the surroundings of their campus. (Currently learning experiences are uncoordinated and an emphasis on DEI needs to be provided.)

C.1.2 Develop the proposed Office of DEI, with one essential function as a referral hub for opportunities on campus, such as Center for Innovation in Teaching and Learning (CITL) programs, grant writing workshops, etc.

C.2.1 Audit and supplement UMS offerings as needed, to include a staff “buddy” program, to help guide new staff as they adjust to life at UMaine or UMM and the surrounding communities. Encourage ongoing informal meetings between buddies and new staff by supporting coffee breaks on campuses.

C.3.1 Provide fun, purposeful and structured programming with clear learning outcomes that are informative and give students across different groups a chance to learn and interact together.

C.3.2 Assess needs and gaps for groups with different identity affiliations. Meet unfilled needs by supporting gatherings (with food) for students to engage with identity/affiliate groups.

C.3.3 Provide opportunities for informal interactions among faculty, staff and students from identity/affiliate groups.

C.4.1 Review surveys used elsewhere, adapt best one for use with UMaine and UMM students, staff, and faculty, and pilot in spring 2021.

C.4.2 Review survey findings, celebrate successes and make recommendations to address issues shown by surveys.

C.4.3 Disseminate and discuss findings with campus groups and other stakeholders.

## **D. Search and Enrollment (6 recommendations)**

D.1.1 Restore the opportunity hire fund and provide transparency about how it is employed.

D.2.1 Clarify the search process and provide support/training/data for committees. Provide funds and resources for expanded recruiting to reach a more diverse pool of applicants.

D.3.1 Provide programs in summer and partner with historically black colleges and universities (HBCU) and tribal colleges.

D.3.2 Bring students from other areas to campus for exposure programs.

D.3.3 Enhance visiting professor programs to increase exposure.

D.4.1 Have departments compile suggestions to better recruit within their areas and list problems/solutions they are working on interdepartmentally.

## **E. Support DEI Professional Learning (8 recommendations)**

E.1.1 Create a Professional Learning Institute to develop diversity content to complement the UMS Academy.

E.1.2 Audit available resources/professional learning.

E.1.3 Create a foundational plan for a Professional Learning Institute that prioritizes DEI efforts.

E.1.4 Create a named professorship/ fixed-length appointment of staff dedicated to DEI professional learning and planning, with two (2) two-year alternating fixed-length appointments.

E.2.1 Incorporate DEI efforts as a part of the documentation in promotion and tenure (P&T) packages and yearly reviews. Show the influence of DEI on research, service and teaching.

E.3.1 Create a professional development path and incentive structure for supervisors and professional and hourly staff and adjunct faculty to include DEI, and other foundational elements utilizing the Training Institute.

E.3.2 Require Level 1 DEI training for administrators and managerial staff.

E.4.1 Expand on DEI offerings at CITL and the University's Diversity Leadership Institute (UMDL).

# Introduction

Diversity, equity and inclusion at the University of Maine (UM) and its regional campus, the University of Maine at Machias (UMM) did not just begin with the convening of the President's Council on Diversity, Equity and Inclusion (DEI). Throughout history, at both institutions, DEI champions, advocates and allies existed (long before the terms became popular). By reaching across boundaries and differences, they built inclusive support programs that ensured UM and UMM engaged in equitable treatment of all community members and they demonstrated the power and robustness that diversity and multiculturalism bring to an organization.

A significant reminder of the institutions' commitment to diversity, equity and inclusion is found in their respective mission statements. In the very beginning of the UMaine mission statement is the sentence: *Opportunity for all members of the University of Maine community is a cornerstone of our mission.* Similarly, the UMM mission statement states: *UMM embodies an active community of diverse learners who share a commitment to exploration, leadership, collaboration, and interdisciplinary problem solving.* These important phrases from each organization's declaration of aims and values clearly convey a commitment to inclusive excellence.

The Council recognizes the contributions of those trailblazers and views its work as an opportunity to continue that work, evaluate where we are now and recommend ways in which we can continue to enhance the human experience for students, faculty, staff, alumni and community partners of UMaine and UMM.

In her [June 10, 2020 Maine Memo](#) which addressed the continuing unrest in the nation following the killing of George Floyd, President Ferrini-Mundy outlined a series of actions that UMaine and UMM would engage in to support the UMS' commitment to better understanding "pervasive, structural racism" with a focus on an "[Imperative for Change](#)." One such action, a recommendation from the report [Diversity, Equity and Inclusion at UMaine](#), was the establishment of the President's Task Force on Diversity, Equity and Inclusion.

Shortly thereafter, recognizing the importance of convening a group of university stakeholders to participate in a sustainable, ongoing institutional review and implementation process, President Ferrini-Mundy invited 33 students, faculty, staff, alumni and community partners from the UMaine and UMM communities to serve on the President's Council for Diversity, Equity and Inclusion. The appointment of this august body of individuals was an intentional action to affirm and operationalize her commitment to the core values of inclusion, diversity, equity and anti-racism. This Council is unique in its cross-campus representation and continues DEI work at our institutions by building upon existing programs and initiatives to move this work forward. Examples of these existing programs and initiatives include the development of the Office of Equal Opportunity, the establishment of the Rising Tide Center through support of a National

Science Foundation (NSF) grant to “create institutional transformation around faculty gender equity” and the creation of the Office of Diversity and Inclusion, to mention a few several of the numerous examples.

The Council was given an overarching charge to “advise the President and members of the President’s Cabinet on matters of diversity, equity and inclusion at UMaine and UMM and to provide an annual report to the President on the status and efforts to ensure that inclusive excellence is foundational at the University.” The Council’s work was directed by the following guiding questions:

- What are areas of systemic racism and other structural impediments to diversity, equity and inclusion at UMaine and UMM, and what policies and practices must be changed to dismantle and reform those structures? In particular, what positions, realignments of responsibility, and other changes are most urgently needed?
- Are major University planning documents and processes — including the Strategic Vision and Values framework and the Define Tomorrow initiative — sufficiently focused on advancing the values of diversity, equity and inclusion? If not, please suggest processes and a timeline for addressing.
- What data should the University be collecting and reviewing to guide its progress, and identify problems and priorities in advancing diversity, equity and inclusion?
- Is our current portfolio of committees, offices, organizations and activities that promote diversity, equity and inclusion well aligned and adequately resourced to move us into a transformed future with inclusion at the core? Please make recommendations for change.

## Data Highlights

To begin its work, the Council reviewed data provided by the Office of Institutional Research and Assessment. This data, included as Appendix I, shows how far UMaine and UMM need to progress in order to establish a diverse community, with inclusive pathways to success for all community members. The student body and faculty are predominantly white, and the percentages of those who are white have not changed significantly in the last five years. In terms of its student body, 87% of UMaine undergraduate students who provided their race/ethnicity report themselves as white, which is tied with the University of New Hampshire for the highest percentage of white students among the New England land grant universities. This percentage has ranged from 86-87% over the last five years. The percentage of undergraduate students at UMM who report themselves as white is 81%, with a range of 81-88% over the last five years. At the graduate level, UMaine has the highest percentage of white students among the New England land grant universities, with 83% of graduate students who provided their race/ethnicity self-identifying as white. This percentage has ranged from 81-84% over the last five years.

At UMaine, 89% of the faculty who provided their race/ethnicity self-identify as white, while at UMM, 95% of the faculty self-identify as white. These numbers make it unlikely that many students at UMaine or UMM have opportunities to learn from faculty of other races, diverse backgrounds and experiences, and unlikely that white students have many interactions with students of other races. These realities pose a particular challenge for UMaine and UMM in providing campus communities that are inclusive, equitable, and diverse and bring to the forefront the need for rapid, effective action in recruitment and retention for faculty, staff and students.

## Process

When designing the meetings for the President's Council on Diversity, Equity and Inclusion, it was important to create an atmosphere in which each member, regardless of their role at the university, background, experience and perspective, felt open and comfortable to speak their truth and to share without fear of judgment. At its initial meeting, the DEI Council participated in a norming exercise to establish a collective set of expectations and rules of engagement that would foster mutual respect, understanding and team-building. Given the sometimes personal nature of the discussions and deliberations, the Council decided to have closed meetings to reinforce the "safe space" of the meetings and allow members to openly share their thoughts and experiences.

During the fall 2020 semester, the President's DEI Council held four meetings that served four significant purposes:

1. to understand and define the role of the Council in the context of the UMaine and UMM portfolio of DEI work;
2. to review and discuss data provided by the UMaine Office of Institutional Research and Assessment (OIRA), especially those items relevant to DEI;
3. to determine an initial focus for this report and a working committee structure to provide a set of recommendations to President Ferrini-Mundy; and
4. to begin to build knowledge among the Council members of DEI work that's being done on the UMaine and UMM campuses and critical issues that members identified that needed to be addressed.

As part of its discussion of data, the Council also began a review of campus climate surveys used at other institutions; with a goal of conducting a comprehensive climate survey on the UMaine and UMM campuses during the spring 2021 semester.

Through a survey of the Council membership and follow-up discussion, the Council membership decided that, of the four areas included in the Council's charge, it would focus, for the initial recommendations in this report, on *structural impediments to DEI* for the UMaine and

UMM communities. Members were polled to identify structural impediments to DEI and consider what must be changed to dismantle these impediments. In particular, what positions, realignments of responsibility and other changes are most urgently needed? This question guides this report’s recommendations. A plan for data collection was interwoven in discussions about structural impediments, and recommendations related to their removal. The purposes served by a clear plan of data collection, analysis, and review are (1) to identify areas in which action is most needed; and (2) to measure progress made as recommendations are implemented.

The Council plans to begin work on two additional parts of its charge in spring 2021:

**Vision and Operations Integration:** Evaluate major university planning documents to ensure sufficient focus on advancing DEI values. Suggest processes/timeline if applicable.

**Alignment and Resourced:** Consider whether our current portfolio of committees, offices, organizations and activities promoting DEI are well aligned and adequately resourced to move us into a transformed culture with inclusion as the core. Pose recommendations.

Realizing the scope and magnitude of its work, the Council determined that it would not be able to address all four guiding questions outlined in its charge for this initial report and, by consensus, decided to focus on structural impediments first. The table below provides the committee compositions for this phase of the Council’s work

Table 1. President’s DEI Council Structural Impediments Committees

<b>Culture Integration: Curricular, visual representation, cultural norms/lore</b>	
Abdou Hagenimana	Student
Anila Karunakar	Director of Diversity & Inclusion
John Bear Mitchell	Wabanaki Center Student Development Coordinator and UMS Native American Waiver and Educational Coordinator
Marcus LiBrizzi	Professor of English
Mary Freeman	Assistant Professor of New England History
Megan Clough	UMS Learning/Organizational Development Director Council Consultant
<b>DEI Governance: Guiding documents, roles, aligned/supported by UMS</b>	
Alan Cobo-Lewis	Associate Professor of Psychology and Director of Center for Community Inclusion and Disability Studies
Danielle Gabrielli	Graduate student and Council Support
Gayle Zydlewski	Director, Maine Sea Grant; Professor of Marine Sciences
Kimberly Whitehead	VP and Chief of Staff, Council Co-Chair

Margo Lukens	Professor of English
Orlina Boteva	Director, International Programs
<b>Retaining Great Talent: Creating a welcoming environment from orientation</b>	
Debra Allen	Assistant Provost for Institutional Research and Assessment
Denise Skonberg	Professor of Food Science & Nutrition Cooperating Research Professor
Hannah Carter	Dean, Cooperative Extension
Judith Josiah-Martin	Lecturer in Social Work
MJ Smith	Student
SuriyaPrakaash LakshmiBalasubramanian	Doctoral Student in Food and Nutrition Sciences
Susan McKay	Physics Professor Director, Maine Center for Research in STEM Education (RiSE Center), Council Co-Chair
<b>Search and Enrollment: Faculty, staff and students</b>	
Deshawn Stevens	Student - 5th Year Captain, UMaine Football
Lauri Sidelko	Assistant Dean & Director for Community Life
Marnie Kaler	Dean of Students and Admissions, UMM
Mary Gresham	Interim Dean, Education and Human Development
Michael Scott	Faculty, New Media
Robert Dana	Vice President for Student Life and Inclusive Excellence
Silvestre Guzman	Admissions Counselor
<b>Supporting DEI Professional Development</b>	
Alyssa Anaya	Senior Human Resources Partner
Kevin Roberge	Adjunct Lecturer of Mathematics and Women's, Gender, and Sexuality Studies
Lenard Kaye	Professor & Director of the Center on Aging
Marwa Hassanien	Graduate student/instructor
Meredith Kirkmann	Assistant Professor, Construction Engineering Technology
Sandra Caceres Tijerina	Compliance Coordinator

# Summary of Committee recommendations

## Culture Integration

Context for recommendations:

This committee considered the need for DEI values and programming to be integrated into all aspects of campus life at UMaine and UMM. These recommendations seek to begin to develop coordination of programs and intentionality in the visual and auditory ways that UMaine and UMM are presented to visitors both virtually and in-person.

Table 2. A. Culture Integration committee recommendations

<b>OBJECTIVE (What change would you like to make happen?)</b>	<b>MEASURE(S) OF CHANGE</b>	<b>RECOMMENDATION</b>	<b>PARTIAL LIST OF RESOURCES NEEDED</b>
<p>1. Strengthen integration programming related to DEI, with coordination across both campuses.</p>	<p>Clarity/ease for program implementers and other community members to understand and locate available resources and groups. Integration of DEI values across campuses as measured by visual symbols and spaces representing elements of diverse cultures.</p>	<p>A.1.1 Create a system to coordinate scaled immersion and communication of DEI programming.</p> <p>A.1.2 Beginning with UMaine and UMM most visited, used, and important virtual, physical and relational sites, analyze visual and auditory elements to ensure representation, welcoming, celebration, etc. without tokenizing.</p> <p>A.1.3 Integrated diverse practices, narratives, dialogue, and commemorations, such as instituting an Annual Invocation, a passage of creative writing delivered by the President that expresses a DEI focus and call for action for each academic year, excerpts of which would appear on key sites and university documents.</p>	<p>To be led by the Office of DEI described below, with responsibilities delegated to various UMaine and UMM communities, as appropriate.</p>

		<p>A.1.4 Provide identity/affiliate groups for students/faculty/staff designed for populations whose relational connection more greatly supports them and their contributions and successes.</p> <p>A.1.5 Support diverse personal food desires and cultural teaching in dining options on campus.</p> <p>A.1.6 Ensure and monitor equity support by allocation of resources and engagement with diverse populations. Audit pay equity regularly and correct inequities.</p> <p>A.1.7 Implement an Experience Promise and Values set that facilitates DEI interactions and planning.</p>	
<p>2. Create an immersive, inclusive DEI environment that expresses multiple senses and different ways of knowing.</p>	<p>Increased dialogue among people with different ideas and perspectives, more people participating in meaningful learning and discussion related to DEI, reflection of DEI daily in UMaine and UMM ceremonies, diverse viewpoints showcased throughout UMaine and UMM community events.</p>	<p>A.2.1 Hold a seminar /discussion series focused on DEI with opportunities for smaller, more in-depth discussions.</p> <p>A.2.2 Focus on expanding DEI representation through the aesthetic enhancement and redesign of physical spaces (themed hallways and elevators; landscaping with living legends; spiritual sanctuaries), workplace platforms (infusion of artwork from university collections into MaineStreet and an opening image/quote at the start Zoom meetings), of institutional icons (new backdrops to UMaine and UMM logos/graphic marks).</p>	

		<p>A.2.3 Update UMaine and UMM documented histories to reflect multiple voices left out or underrepresented.</p> <p>A.2.4 Regularly implement Wabanaki Land Acknowledgement, incorporating into Council DEI Report and other DEI documentation.</p>	
<p>3. Enhance curriculum and research to build understanding and culture of DEI (with curriculum meaning learning that leads to a credential, class, or credit of some sort for students, faculty, or staff).</p>	<p>Expanded courses and programs in Black, LatinX, Women’s, Gender, and Sexuality Studies, and Native American Studies, in response to needs identified in the audit.</p> <p>Increased numbers of students taking one or more courses beyond Gen Ed requirement.</p> <p>Development of new programs that support DEI.</p> <p>Faculty, postdocs, grad and undergrad students involved in DEI-related research.</p>	<p>A.3.1 Conduct an audit of current offerings and areas of need, including revisiting Gen Ed requirements and options for Cultural Diversity and International Perspectives.</p> <p>A.3.2 Offer a course or other professional learning experience on community history (multiple options: micro-credential or for-credit course) for faculty, staff and students.</p> <p>A.3.3 Hire an interdisciplinary team of researchers (cluster hire) to investigate aspects of DEI and bring research expertise to the UMaine and UMM campuses.</p>	<p>A cluster hire of 3-4 faculty to teach new courses, support the development of new programs, and conduct research related to DEI.</p>

## DEI Governance

Context for recommendations: The DEI governance committee conducted a preliminary review of UMaine documents and determined that developing a set of definitions for diversity, equity and inclusion was primary as these definitions would guide the creation of a DEI statement and give direction to the subsequent inventory of documents. The committee felt it was important to have a position with requisite experience and education to coordinate DEI activities and programming at UMaine and UMM and decision-making power and authority to make a significant impact toward ensuring DEI goals are met.

Table 3. B. DEI Governance committee recommendations

<b>OBJECTIVE (What change would you like to make happen?)</b>	<b>MEASURE(S) OF CHANGE</b>	<b>RECOMMENDATION</b>	<b>PARTIAL LIST OF RESOURCES NEEDED</b>
<p>1. Develop definitions for Diversity, Equity and Inclusion</p>	<p>All documents convey consistent messaging and definitions for how UMaine and UMM define diversity, equity and inclusion.</p>	<p>B.1.1 Develop DEI definitions unique to UMaine and to UMM and ensure the same definitions are included and “implemented” in all governance documents.</p>	<p>Assignment to DEI Council for implementation or identification of a task force/work group.</p>
<p>2. Create Diversity, Equity, and Inclusion Statement AND Affirmative Action Plan, with concrete benchmarks for implementation</p>	<p>Creation of statement and benchmarks in Affirmative Action Plan</p>	<p>B.2.1 Develop a diversity, equity and inclusion statement specific to UMaine and UMM.  B.2.2 Create and implement UMaine and UMM Affirmative Action Plans</p>	
<p>3. Conduct an inventory for DEI governance in institutional and UMS documents.</p>	<p>Completed inventory of UMaine, UMM and UMS documents.  Comparative analysis and crosswalk of documents for UMaine, UMM and UMS.</p>	<p>B.3.1 Review the list of governing documents for consistency and alignment of DEI values. (Mission statement, employee handbook, student handbook, R&amp;D plan, BOT Policy 401, EM plan, promotion and tenure policy, faculty recruitment handbook).  3.2 Review documents from other institutions to see how their documents align with DEI values.  3.3 Prepare a rubric using a DEI lens for review of the institutional documents.</p>	<p>Units will use the developed rubric/framework (definitions, statement) to assess and align with adopted (internally critique UMS/BOT documents).</p>

4. Coordinate DEI positions, roles, policies and practices.	Defined organizational structure with shared resources for diversity, equity and inclusion related work.	<p>B.4.1 Establish a position at the level of VP or Vice Provost to coordinate and oversee all diversity, equity and inclusion entities at the university and provide this position with the appropriate resources.</p> <p>B.4.2 Inventory of roles at UMaine, UMM and UMS.</p>	<p>Position/ appointment at the level to impact decisions. DEI education /training/ experience as a requirement of employment.</p> <ul style="list-style-type: none"> <li>● Budget to support work</li> <li>● Appropriate staffing</li> <li>● Office space</li> </ul> <p>Identification of person/group to perform the inventory.</p>
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## Retaining Great Talent

Context for recommendations: This committee recommends that the UMaine and UMM campuses have welcoming and ongoing connection-building and professional learning systems in place for all new faculty, staff, and students. Programs should be evaluated by participants for their value, with participants also suggesting strategies for their improvement. The committee recognizes the need for a center to be created for faculty and staff professional learning, mentoring, leadership, and other growth opportunities. All of this center’s work would be done through a strong DEI lens, coordinated with the Office of DEI described below, thus contributing to integration of DEI in the UMaine and UMM cultures.

There was also awareness that students, staff, and faculty in the majority often do not interact significantly with those from underrepresented groups or with those with viewpoints different from their own. (Please see appended National Survey of Student Engagement (NSSE) data related to students.) On the other hand, community members from under-represented groups often do not have much time with others from group(s) with which they identify. This committee’s recommendations are designed to begin to address both of these important DEI issues.

Finally, the committee recognizes the importance of those from underrepresented groups not being overburdened with search committee service or other areas of work connected with DEI. It is essential for their professional success that they have the focus and time to spend on their position responsibilities, such as academic work, teaching, research, and administrative work, without being given too many additional committee assignments. This aspect is challenging,

because committees benefit from including diverse perspectives in their work, but the success of employees and students needs to be primary and DEI work needs to be distributed among all members of the community.

Table 4. C. Retaining Great Talent committee recommendations

<b>OBJECTIVE (What change would you like to make happen?)</b>	<b>MEASURE(S) OF CHANGE</b>	<b>RECOMMENDATIONS</b>	<b>PARTIAL LIST OF RESOURCES NEEDED</b>
<p>1. Create a welcoming, supportive environment for those joining the UMaine or UMM communities, from onboarding through their early years.</p>	<p>Surveys and interviews of new faculty, staff and students.</p> <p>Exit interviews.</p> <p>Campus climate surveys.</p> <p>Improved retention data for faculty and staff, particularly those from underrepresented groups.</p>	<p>C.1.1 Conduct a current audit of resources available from UMS and community organizations and build upon them to ensure that new UMaine and UMM community members are provided with community mentors to introduce new members of the campus community to the surroundings of their campus. (Currently learning experiences are uncoordinated and an emphasis on DEI needs to be provided.)</p> <p>C.1.2 Develop the proposed Office of DEI, with one essential function as a referral hub for opportunities on campus, such as CITL programs, grant writing workshops, etc.</p>	<p>Facilities, leadership, and staff for the Office of DEI.</p>
<p>2. Increase the retention of racially, ethnically, and culturally diverse staff on campus.</p>	<p>Improved retention data for staff, particularly those from underrepresented groups.</p> <p>Campus climate surveys.</p> <p>Surveys and interviews of new staff.</p>	<p>C.2.1 Audit and supplement UMS offerings as needed, to include a staff “buddy” program, to help guide new staff as they adjust to life at UMaine or UMM and the surrounding communities.</p> <p>Encourage ongoing informal meetings between buddies and new staff by supporting coffee breaks on campuses.</p>	<p>Office of DEI and supporting personnel as described more fully below, plus a small food allowance for each pair for occasional coffee or lunch breaks for two years (e.g. \$50 per month).</p>

<p>3. Increase student interaction with diversity.</p>	<p>NSSE survey measures of student experiences with diversity.</p>	<p>C.3.1 Provide fun, purposeful and structured programming with clear learning outcomes that are informative and give students across different groups a chance to learn and interact together.</p> <p>C.3.2 Assess needs and gaps for groups with different identity affiliations. Meet unfilled needs by supporting gatherings (with food) for students to gather with identity/affiliate groups.</p> <p>C.3.3 Provide opportunities for informal interactions among faculty, staff and students from identity/affiliate groups.</p>	<p>Additional budget for events as planned.</p>
<p>4. Understand and track progress related to campus climate and DEI.</p>	<p>Campus climate survey administered biannually.</p>	<p>C.4.1 Review surveys used elsewhere, adapt best one for use with UMaine and UMM students, staff, and faculty, and pilot in spring 2021.</p> <p>C.4.2 Review survey findings, celebrate successes and make recommendations to address issues shown by survey.</p> <p>C.4.3 Disseminate and discuss findings with campus groups and other stakeholders.</p>	<p>Surveys will be administered and analyzed by OIRA. Additional data analysis capacity will be needed to do this work (as well as other DEI-related data collection, analysis, and reporting).</p>

## Search and Enrollment

Context for recommendations: The Search and Enrollment committee recommendations focus on increasing diverse representation among students, faculty and staff. Suggestions for mechanisms to meet this objective include the restoration of the funding to support opportunity hires, gaining a better understanding of HR policies regarding search and recruitment at both the campus and UMS levels, and designing and implementing a comprehensive diversity

recruitment plan for UMaine and UMM that is complementary to the UMS Proposed Plan for Inclusive Hiring.

Table 5. D. Search and Enrollment committee recommendations

<b>OBJECTIVE (What change would you like to make happen?)</b>	<b>MEASURE(S) OF CHANGE</b>	<b>RECOMMENDATION</b>	<b>PARTIAL LIST OF RESOURCES NEEDED</b>
1. Increase support for recruiting and hiring more diverse faculty and staff.	Opportunity hire fund restored.	D.1.1 Restore the opportunity hire fund and provide transparency about how it is employed.	Financially supporting hiring and recruitment efforts
2. Implement proposed policy from HR for recruitment and hiring.  (The DEI committee should weigh in on policy prior to implementation.)	Newly developed and implemented diversity recruitment and hiring policy.  Increased % of faculty and staff hired from underrepresented groups.	D.2.1 Clarify the search process and provide support/training/data for committees. Provide funds and resources for expanded recruiting to reach a more diverse pool of applicants.	Identification of task force or workgroup to conduct policy review.  Additional recruitment funds for searches to reach more diverse applicant pools.
3. Increase recruitment of underrepresented students through admissions and faculty and staff recruitment.	% of students, faculty and staff from underrepresented groups.	D.3.1 Provide programs in summer and partner with historically black colleges and universities (HBCU) and tribal colleges.  D.3.2 Bring students from other areas to campus for exposure programs.  D.3.3 Enhance visiting professor programs to increase exposure	

4. Ask every department to increase the diversity within its discipline.	% of diverse student populations (nonwhite students).  Institutional recruitment plan that is comprehensive	D.4.1 Departments compile suggestions to better recruit within their areas and list problems/solutions they are working on interdepartmentally.	
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## Supporting DEI Professional Learning

Context for recommendations: The supporting DEI professional development committee created recommendations that seek to better define and identify specific programming to enhance the knowledge, skills and abilities for all UMaine and UMM employees within the DEI lens. These recommendations span from point of connection with the organization to the end of the career cycle and build upon the existing professional development programs for faculty and staff.

Table 6. E. Supporting DEI Professional Learning committee recommendations

<b>OBJECTIVE (What change would you like to make happen?)</b>	<b>MEASURE(S) OF CHANGE</b>	<b>RECOMMENDATION</b>	<b>PARTIAL LIST OF RESOURCES NEEDED</b>
1. Enhance onboarding training for staff and ongoing training pathways for DEI and other training resources for professional and hourly staff as well as faculty (expand upon current offerings of UMDLI, CITL, SDI).	Measure hours of engagement, retention rates, pre- and post-training attitudes and knowledge surveys, employee satisfaction surveys, Equal Opportunity complaints and investigations. Audit/review of offerings to ensure intersectionality and centering of marginalized voices and experiences.	E.1.1 Create a Professional Learning Institute to create diversity content to complement the UMS Academy.  E.1.2 Audit available resources/professional learning.  E.1.3 Create a named professorship/ fixed-length appointment of staff dedicated to DEI professional learning and planning, with two (2) two-year alternating fixed-length appointments.  E.1.4 Named professorship/ fixed-length appointment of staff dedicated to DEI professional learning and planning, 2 two-year alternating fixed-length appointments.	Financial resources and expertise to create and house a professional learning institute. Allow release time for all staff to attend professional learning — 12 hours/year to all employees, or funding for part-time employees. Administrative staff support — full time. Funding for travel to national conferences to bring back knowledge to the institute.

2. For faculty, create expectations for tenure, promotion and advancement based on meeting some minimal standard (or exceeding) a minimal standard for DEI professional learning.	Hours of engagement, types of engagement, Research dollars associated with DEI.	E.2.1 Incorporate DEI efforts as part of the documentation in P&T packages and yearly reviews. Show the influence of DEI on research, service, and teaching.	Learning opportunities through DEI professional learning institute, CITL and UMS Academy.
3. Specific outlined professional learning path for staff that includes DEI training.	Measure pre- and post-training attitudes and knowledge; Turnover reports; Post training; surveys	E.3.1 Create a professional development path and incentive structure for supervisors and professional and hourly staff and adjunct faculty to include DEI, and other foundational elements utilizing the Training Institute.  E.3.2 Require Level 1 DEI training for administrators and managerial staff.	Funding for training, HR and administrative support.
4. Expand DEI learning opportunities for faculty.	Hours of professional learning, participation in DEI-specific learning opportunities.	E.4.1 Expand on DEI offerings at CITL and UMDLI.	Funding and support staff to offer professional learning experiences.

## Overarching Recommendation for an Office of Diversity, Equity, and Inclusion

The Council recognizes the decentralized nature of current DEI efforts is a major impediment to accomplishing DEI goals and sustaining successful programs on both campuses. UMaine and UMM need a campuswide institutional home responsible for planning, overseeing and coordinating this work. Therefore, the Council recommends the creation of an Office of Diversity, Equity and Inclusion as a central hub for professional learning, resources and services. This office would also be responsible for overseeing the review of data and its use to inform DEI priorities, policies and practices on the UMaine and UMM campuses. This centralized leadership is essential in order to achieve and sustain a major culture change and significant ongoing improvements in DEI. This office would be responsible for developing a

strategic plan for DEI through an inclusive process, including metrics for improvement. Further, this office would guide the strategic plan's implementation, using documented review processes to ensure that programs are accomplishing their goals in a timely and cost-effective way.

The Council recognizes that successful culture change in DEI requires an expanded emphasis on and investment in data collection and analysis, and dissemination of findings to stakeholders and other interested community members. Qualitative and quantitative data, including the biannual campus climate survey of students, staff and faculty, are crucial to determining the outcomes and impacts of existing and new programs, and to identifying weaknesses to be addressed. Discussion of data and findings is an important part of our communities' culture change and development of an understanding of DEI.

The recommended office would be responsible for ensuring that DEI components are included in a comprehensive ongoing orientation programming available for all new and existing UMaine and UMM employees and students. Programs would provide information, programs, and services offered previously through Maine Career Connect, such as initial onboarding, introduction to campus and community resources, assistance with partner accommodations and other needs for those relocating to the communities. They would also oversee the community mentoring program and other related initiatives discussed above. Their services would be available to faculty and staff, as well as graduate and nontraditional students, as needed, with the goal of retaining great talent on the UMaine and UMM campuses.

## **Next Steps**

The Council recognizes that the recommendations put forth through this abbreviated evaluative process is just the initial phase of its charge and will continue to build upon what has been started. Looking forward to the next phase of its charge, the Council's next actions or steps include the following:

1. Reconcile the 45 recommendations that resulted from the initial phase of the Council's review;
2. Conduct an inventory of DEI efforts at UMaine and UMM and determine the status of these efforts;
3. Explore the fields of opportunity to advance DEI efforts;
4. Address the other components/elements of the charge;
5. Review UMS DEI engagement and explore how efforts of UMaine and UMM are complement those of the UMS; and
6. Convene a campus group to develop a campus climate survey, conduct a pilot survey in early spring 2021 and a campuswide survey by the end of the spring 2021 semester.

# Closing comments

1. Sustainability of DEI work — UMaine has, at various times, invested in programs to recruit and retain more diverse groups of faculty, staff and students. It has also previously worked to address inequities to ensure that they do not reoccur. Discussions have occurred about inclusivity in the community, particularly at the higher levels of administration where the most impactful decisions are made. Similar initiatives have been launched at UMM. Yet these initiatives have often been short-lived and have disappeared, frequently due to budget cuts. Thus, a focus of the Council is the sustainability of work on the UMaine and UMM campuses. Four elements essential to maintaining this work are: (1) the proposed Office of Diversity, Equity, and Inclusivity; (2) ongoing rigorous evaluation of DEI programs and review of data related to DEI on both campuses; (3) continuation of the Council, with regular discussions of DEI issues with the President, to include student groups, faculty, staff and administrators; and (4) base budgeting for positions, programs, and aesthetic improvements as they are established in response to Council recommendations.
2. Coordination of UMaine and UMM DEI initiatives with those of the UMS — The UMS is launching and refining programs to address, systemwide, issues of DEI. The Council will work to ensure that members are familiar with these initiatives, review data related to their effectiveness, and, without duplication, provide the kinds of programs that are unique to the needs of the UMaine and UMM communities. In particular, UMaine, with its large research and graduate education missions within the UMS, requires additional professional learning for faculty, staff and students to move DEI forward in the research and graduate student communities.
3. Coordination of student recommendations from the President's Roundtable on Race with DEI Council work — In conjunction with the Multicultural Center, President Ferrini-Mundy convened a group of students to share their experiences with DEI at UMaine. During those sessions, students put forward recommendations to enhance and improve the climate at UMaine based on their experiences. (Appendix III) Some of these recommendations have already begun to be implemented. The appended list provides a valuable resource as the Council moves forward with its future recommendations.

# Appendices

## Appendix I - Institutional DEI Data

### **Preliminary Ethnicity Data for the President’s Council on Diversity, Equity and Inclusion**

The following are an initial set of data regarding (a) enrollment, (b) faculty, and (c) student retention and graduation by ethnicity category.

#### **Background**

The ethnicity categories used for federal reporting (i.e., Integrated Postsecondary Education Data System or IPEDS) are as follows:

- 1) International
- 2) Race and Ethnicity unknown
- 3) Hispanic, any race

For non-Hispanic individuals only:

- 4) American Indian or Alaska Native
- 5) Asian
- 6) Black or African American
- 7) Native Hawaiian or Other Pacific Islander
- 8) White
- 9) Two or more races

In the following tables/charts, when possible, we included international students and faculty in the appropriate race/ethnicity category. We labeled cases where that was not possible as an IPEDS ethnic group.

# Enrollment Data

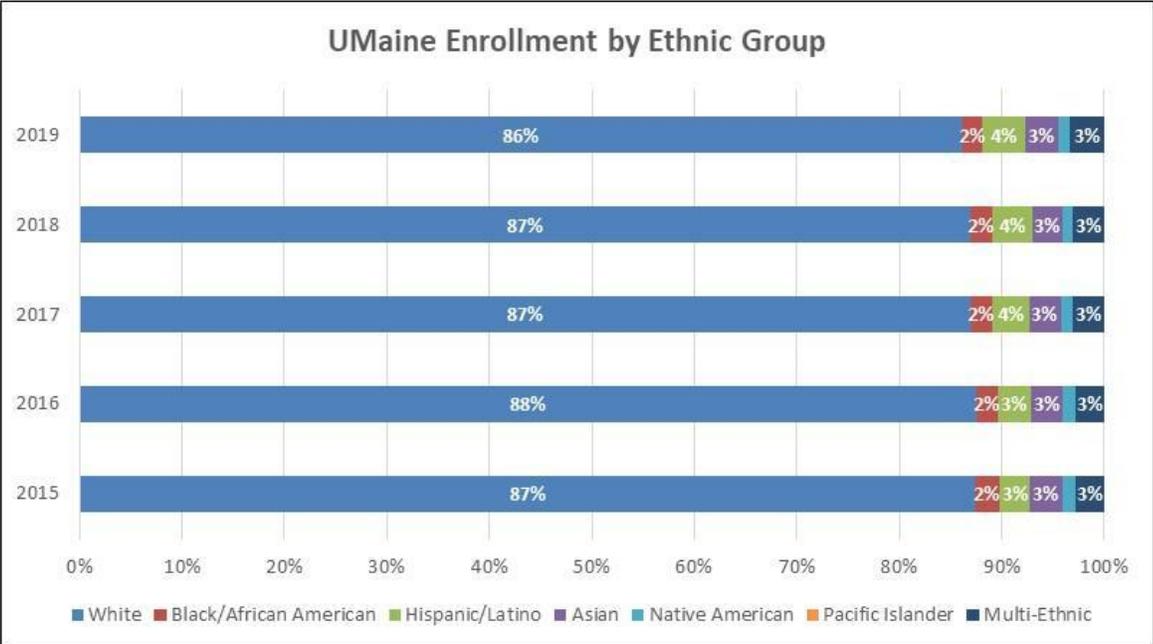


Figure 1. UMaine Enrollment by Ethnic Group

Table 7. UMaine Enrollment by Ethnicity and Degree Level

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		
	n	% of reporting	n	% of reporting	n	% of reporting	n	% of reporting	n	% of reporting	
Degree-seeking undergraduate	White	7,230	88%	7,406	88%	7,523	88%	7,563	87%	7,505	87%
	Black/African American	210	3%	193	2%	195	2%	192	2%	175	2%
	Hispanic/Latino	246	3%	280	3%	324	4%	369	4%	382	4%
	Asian	177	2%	179	2%	172	2%	172	2%	193	2%
	Native American	82	1%	82	1%	87	1%	71	1%	76	1%
	Pacific Islander	1	0%	0	0%	0	0%	2	0%	4	0%
	Multi-Ethnic	238	3%	244	3%	289	3%	291	3%	318	4%
	Total	8,677		8,757		8,836		8,861		8,832	
	Not Specified	493		373		246		201		179	
Nondegree undergraduate	White	203	84%	211	86%	179	81%	230	84%	322	82%
	Black/African American	1	0%	4	2%	10	5%	4	1%	6	2%
	Hispanic/Latino	10	4%	2	1%	7	3%	7	3%	10	3%
	Asian	9	4%	13	5%	10	5%	10	4%	18	5%
	Native American	8	3%	4	2%	8	4%	12	4%	15	4%
	Pacific Islander	0	0%	0	0%	1	0%	0	0%	2	1%
	Multi-Ethnic	10	4%	12	5%	6	3%	10	4%	21	5%
	Total	620		566		443		504		598	
	Not Specified	379		320		222		231		204	
Degree-seeking graduate	White	1,041	82%	1,109	81%	1,146	82%	1,249	84%	1,323	83%
	Black/African American	24	2%	25	2%	20	1%	26	2%	32	2%
	Hispanic/Latino	32	3%	41	3%	45	3%	44	3%	56	4%
	Asian	119	9%	129	9%	135	10%	120	8%	132	8%
	Native American	28	2%	34	2%	26	2%	25	2%	26	2%
	Pacific Islander	1	0%	1	0%	0	0%	0	0%	0	0%
	Multi-Ethnic	26	2%	25	2%	24	2%	21	1%	26	2%
	Total	1,464		1,564		1,570		1,673		1,853	
	Not Specified	193		200		174		188		258	
Nondegree graduate	White	98	92%	221	96%	264	97%	274	96%	212	95%
	Black/African American	0	0%	0	0%	0	0%	0	0%	1	0%
	Hispanic/Latino	0	0%	1	0%	1	0%	4	1%	4	2%
	Asian	6	6%	2	1%	1	0%	4	1%	5	2%
	Native American	2	2%	5	2%	3	1%	1	0%	0	0%
	Multi-Ethnic	1	1%	1	0%	2	1%	2	1%	0	0%
	Total	161		332		391		366		278	
	Not Specified	54		102		120		81		56	
All Students	White	8,572	87%	8,947	88%	9,112	87%	9,316	87%	9,362	86%
	Black/African American	235	2%	222	2%	225	2%	222	2%	214	2%
	Hispanic/Latino	288	3%	324	3%	377	4%	424	4%	452	4%
	Asian	311	3%	323	3%	318	3%	306	3%	348	3%
	Native American	120	1%	125	1%	124	1%	109	1%	117	1%
	Pacific Islander	2	0%	1	0%	1	0%	2	0%	6	0%
	Multi-Ethnic	275	3%	282	3%	321	3%	324	3%	365	3%
	Total	10,922		11,219		11,240		11,404		11,561	
	Not Specified	1,119		995		762		701		697	

Note: Please see corresponding Excel file Enrollment by Ethnicity (9.23.20) for further disaggregation by residency.

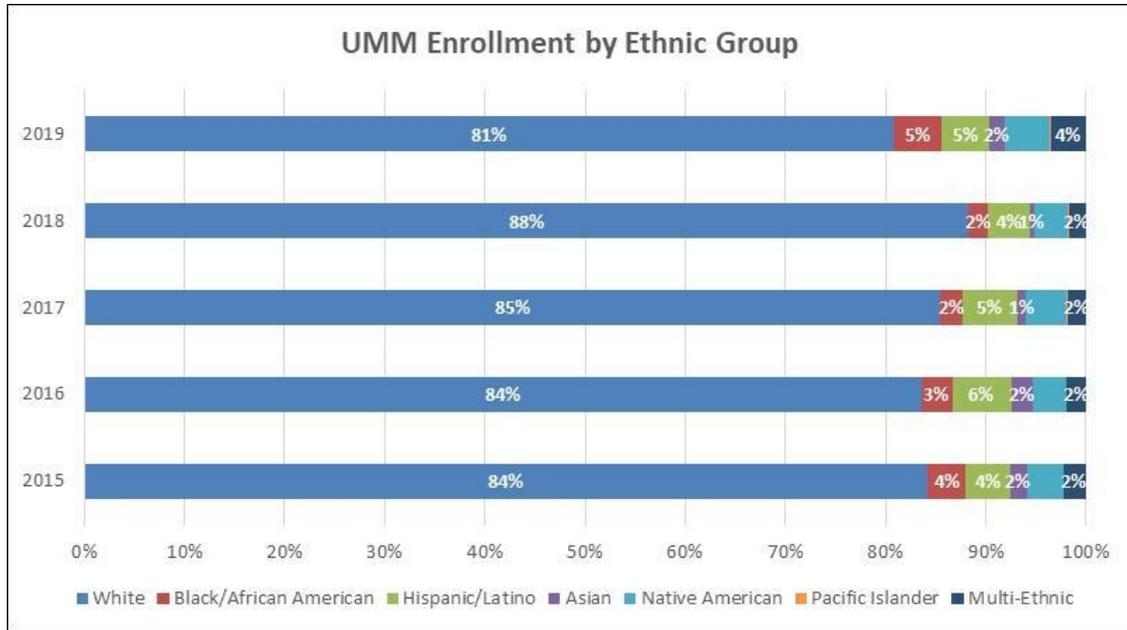


Figure 2. UMM Enrollment by Ethnic Group

Table 8. UMM Enrollment by Ethnicity and Degree Level

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		
	n	% of reporting	n	% of reporting	n	% of reporting	n	% of reporting	n	% of reporting	
Degree-seeking undergraduate	White	422	82%	441	82%	423	84%	403	86%	322	76%
	Black/African American	23	4%	18	3%	13	3%	12	3%	26	6%
	Hispanic/Latino	28	5%	38	7%	31	6%	21	4%	23	5%
	Asian	8	2%	11	2%	4	1%	3	1%	7	2%
	Native American	23	4%	20	4%	23	5%	17	4%	25	6%
	Pacific Islander	0	0%	0	0%	1	0%	1	0%	1	0%
	Multi-Ethnic	12	2%	11	2%	11	2%	10	2%	18	4%
	Total	546		560		522		480		434	
Nondegree undergraduate	White	134	93%	91	94%	92	95%	114	96%	162	92%
	Black/African American	2	1%	1	1%	1	1%	0	0%	3	2%
	Hispanic/Latino	1	1%	0	0%	2	2%	3	3%	5	3%
	Asian	3	2%	2	2%	1	1%	0	0%	2	1%
	Native American	1	1%	2	2%	1	1%	2	2%	2	1%
	Pacific Islander	0	0%	0	0%	0	0%	0	0%	0	0%
	Multi-Ethnic	3	2%	1	1%	0	0%	0	0%	3	2%
	Total	240		185		179		195		225	
All Students	White	556	84%	532	84%	515	85%	517	88%	484	81%
	Black/African American	25	4%	19	3%	14	2%	12	2%	29	5%
	Hispanic/Latino	29	4%	38	6%	33	5%	24	4%	28	5%
	Asian	11	2%	13	2%	5	1%	3	1%	9	2%
	Native American	24	4%	22	3%	24	4%	19	3%	27	5%
	Pacific Islander	0	0%	0	0%	1	0%	1	0%	1	0%
	Multi-Ethnic	15	2%	12	2%	11	2%	10	2%	21	4%
	Total	786		745		701		675		659	
Not Specified	126		109		98		89		60		

## Faculty Data

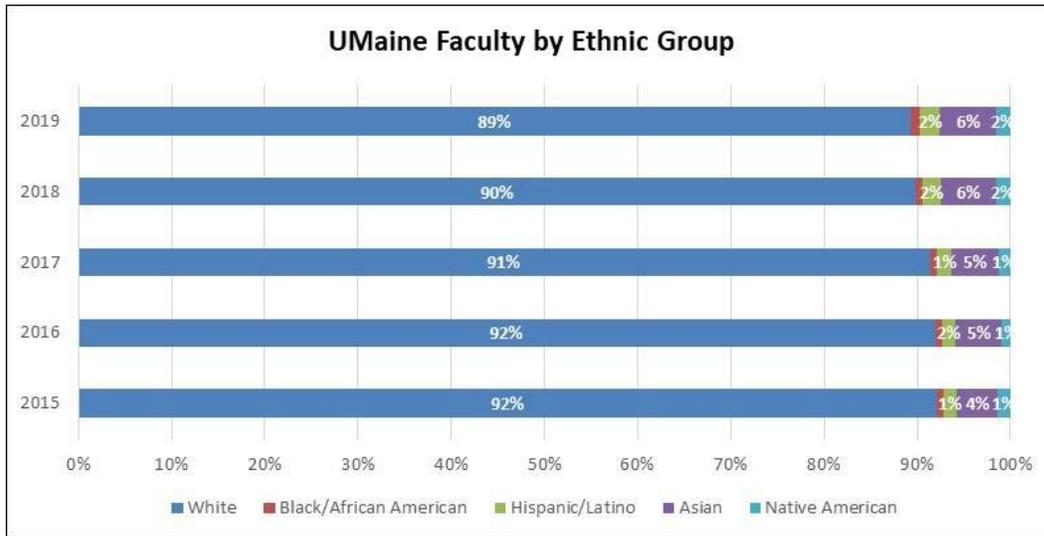


Figure 3. UMaine Faculty by Ethnic Group

Table 9. UMaine Faculty by Tenure Status

		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
		n	% of reporting								
Tenured/tenure-eligible	White	414	92%	403	91%	400	91%	391	89%	378	89%
	Black/African	3	1%	3	1%	3	1%	3	1%	4	1%
	Hispanic/Latino	5	1%	5	1%	4	1%	6	1%	7	2%
	Asian	24	5%	26	6%	29	7%	33	8%	32	8%
	Native American	5	1%	5	1%	4	1%	5	1%	5	1%
	<b>Total w ethnicity</b>	<b>451</b>		<b>442</b>		<b>440</b>		<b>438</b>		<b>426</b>	
	<b>Total faculty</b>	<b>470</b>		<b>482</b>		<b>486</b>		<b>494</b>		<b>489</b>	
	Unknown	19		40		46		56		63	
Not tenured/tenure-eligible	White	93	90%	89	89%	92	90%	88	86%	89	84%
	Black/African	2	2%	2	2%	2	2%	2	2%	2	2%
	Hispanic/Latino	3	3%	3	3%	3	3%	5	5%	6	6%
	Asian	4	4%	6	6%	4	4%	6	6%	9	8%
	Native American	1	1%	0	0%	1	1%	1	1%	0	0%
	<b>Total w ethnicity</b>	<b>103</b>		<b>100</b>		<b>102</b>		<b>102</b>		<b>106</b>	
	<b>Total faculty</b>	<b>113</b>		<b>125</b>		<b>129</b>		<b>136</b>		<b>143</b>	
	Unknown	10		25		27		34		37	
Temporary	White	214	93%	181	95%	197	93%	201	93%	208	93%
	Black/African	1	0%	0	0%	1	0%	1	0%	1	0%
	Hispanic/Latino	3	1%	3	2%	4	2%	3	1%	4	2%
	Asian	6	3%	4	2%	5	2%	6	3%	4	2%
	Native American	5	2%	2	1%	5	2%	6	3%	7	3%
	<b>Total w ethnicity</b>	<b>229</b>		<b>190</b>		<b>212</b>		<b>217</b>		<b>224</b>	
	<b>Total faculty</b>	<b>305</b>		<b>265</b>		<b>295</b>		<b>306</b>		<b>302</b>	
	Unknown	76		75		83		89		78	
Total	White	721	92%	673	92%	689	91%	680	90%	675	89%
	Black/African	6	1%	5	1%	6	1%	6	1%	7	1%
	Hispanic/Latino	11	1%	11	2%	11	1%	14	2%	17	2%
	Asian	34	4%	36	5%	38	5%	45	6%	45	6%
	Native American	11	1%	7	1%	10	1%	12	2%	12	2%
	<b>Total w ethnicity</b>	<b>783</b>		<b>732</b>		<b>754</b>		<b>757</b>		<b>756</b>	
	<b>Total faculty</b>	<b>888</b>		<b>869</b>		<b>905</b>		<b>929</b>		<b>922</b>	
	Unknown	105		137		151		172		166	

**Table 10. UMM Faculty by Tenure Status**

		2018-2019		2019-2020	
		n	% of reporting	n	% of reporting
Tenured/tenure-eligible	White	24	100%	22	100%
	Black/African	0	0%	0	0%
	Hispanic/Latino	0	0%	0	0%
	Asian	0	0%	0	0%
	Native American	0	0%	0	0%
	<b>Total w ethnicity</b>	<b>24</b>		<b>22</b>	
	<b>Total faculty</b>	<b>25</b>		<b>23</b>	
	Unknown	1		1	
Not tenured/tenure-eligible	White	3	100%	4	100%
	Black/African	0	0%	0	0%
	Hispanic/Latino	0	0%	0	0%
	Asian	0	0%	0	0%
	Native American	0	0%	0	0%
	<b>Total w ethnicity</b>	<b>3</b>		<b>4</b>	
	<b>Total faculty</b>	<b>3</b>		<b>5</b>	
	Unknown	0		1	
Temporary	White	24	100%	27	93%
	Black/African	0	0%	1	3%
	Hispanic/Latino	0	0%	0	0%
	Asian	0	0%	0	0%
	Native American	0	0%	1	3%
	<b>Total w ethnicity</b>	<b>24</b>		<b>29</b>	
	<b>Total faculty</b>	<b>28</b>		<b>31</b>	
	Unknown	4		2	
Total	White	51	100%	53	95%
	Black/African	0	0%	1	2%
	Hispanic/Latino	0	0%	0	0%
	Asian	0	0%	0	0%
	Native American	0	0%	2	4%
	<b>Total w ethnicity</b>	<b>51</b>		<b>56</b>	
	<b>Total faculty</b>	<b>56</b>		<b>58</b>	
	Unknown	5		2	

## UMaine 2010 vs. 2019: Enrollment, Faculty, and Staff

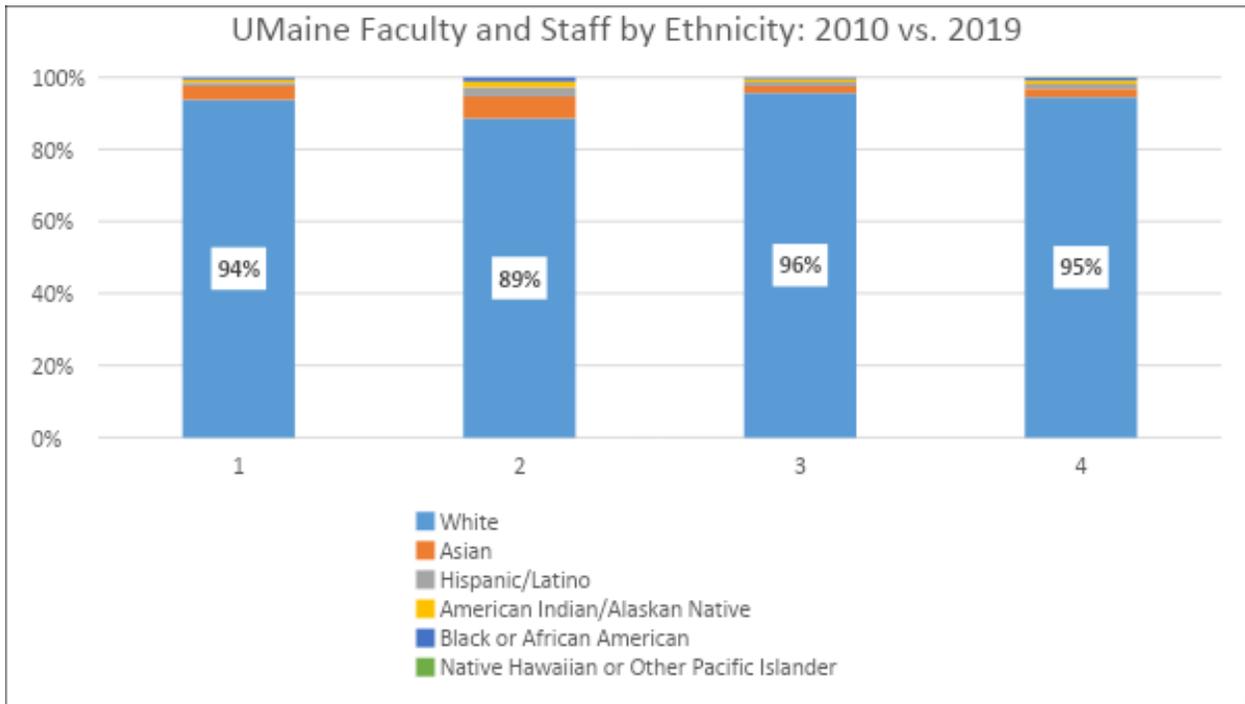


Figure 4. UMaine Faculty and Staff by Ethnicity: 2010 vs. 2019

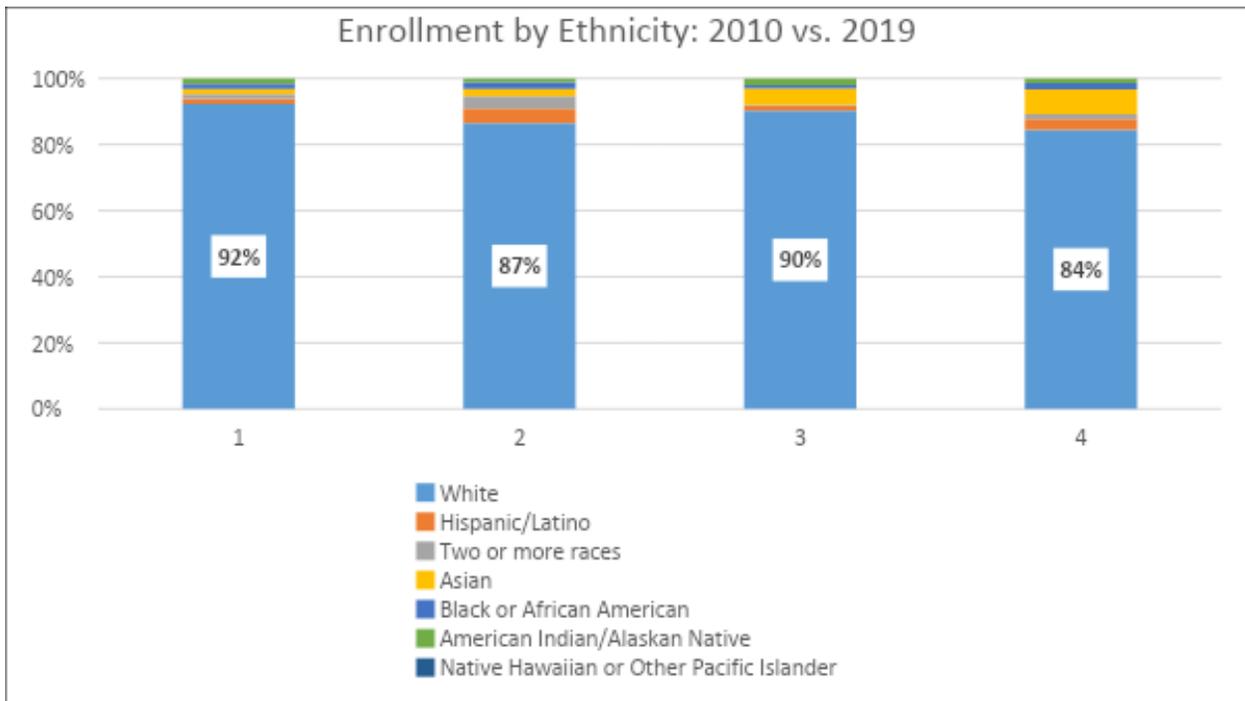
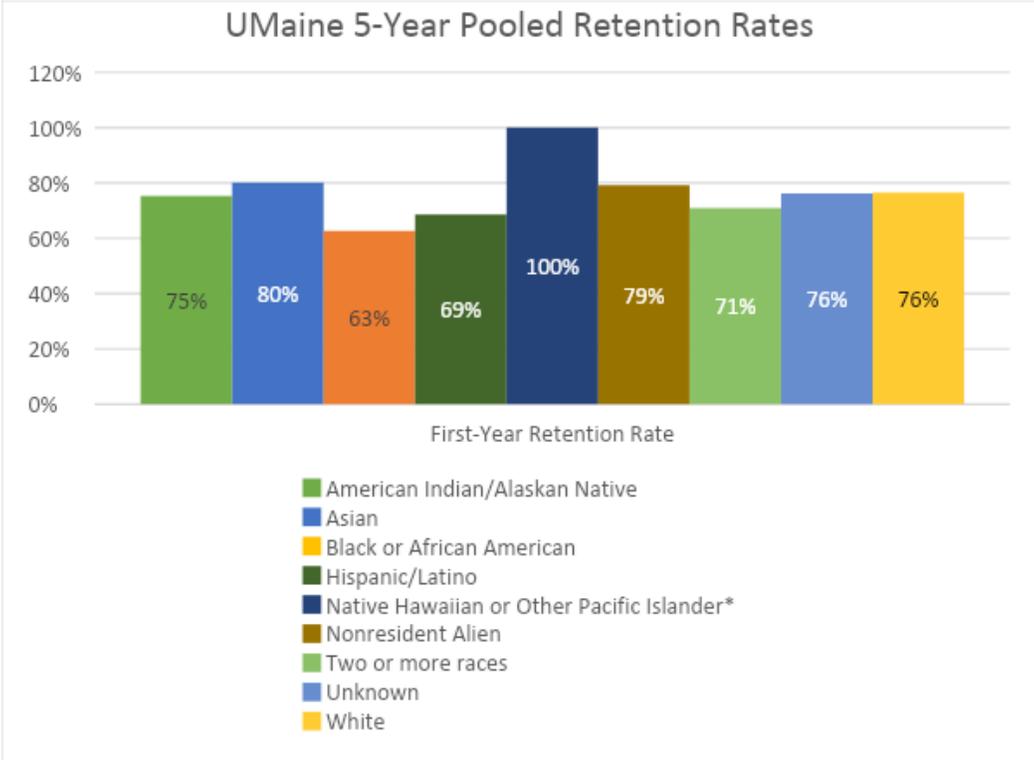
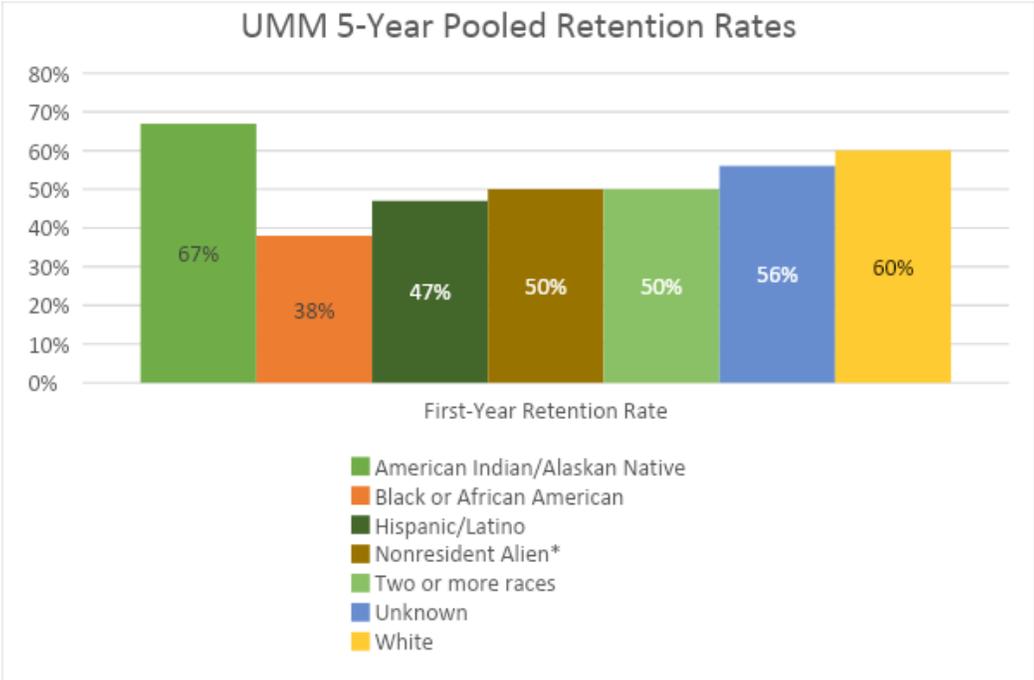


Figure 5. Enrollment by Ethnicity: 2010 vs. 2019

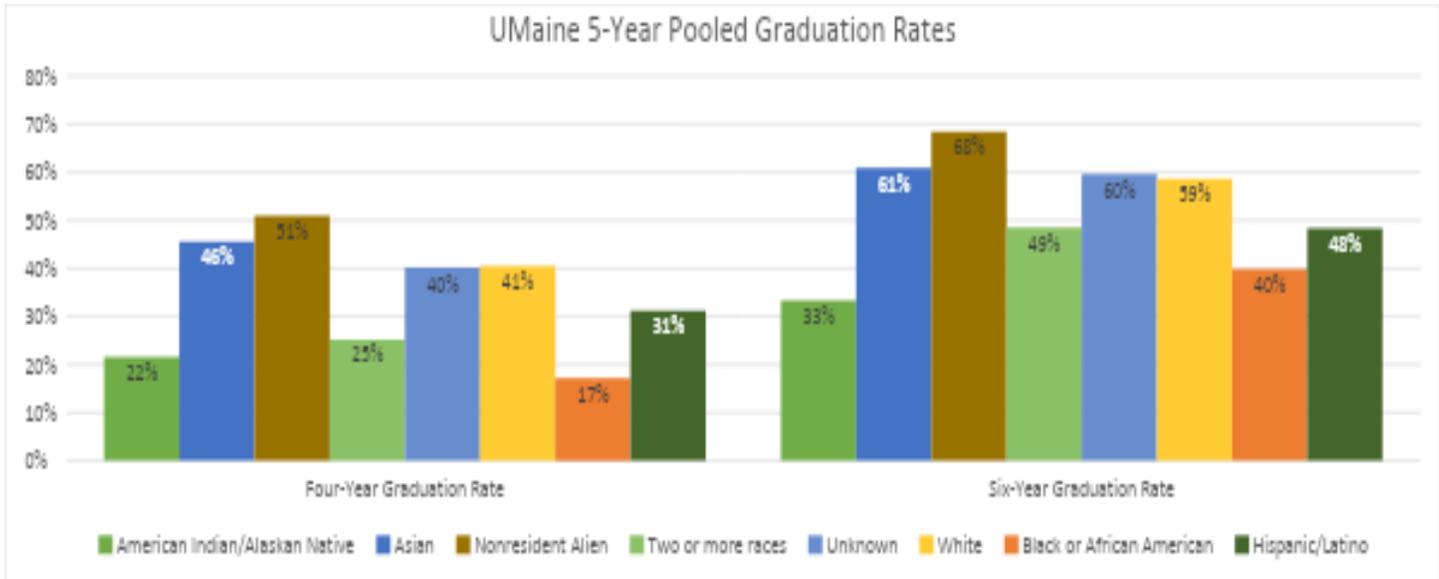
### Retention and Graduation Rates by IPEDS Ethnic Group



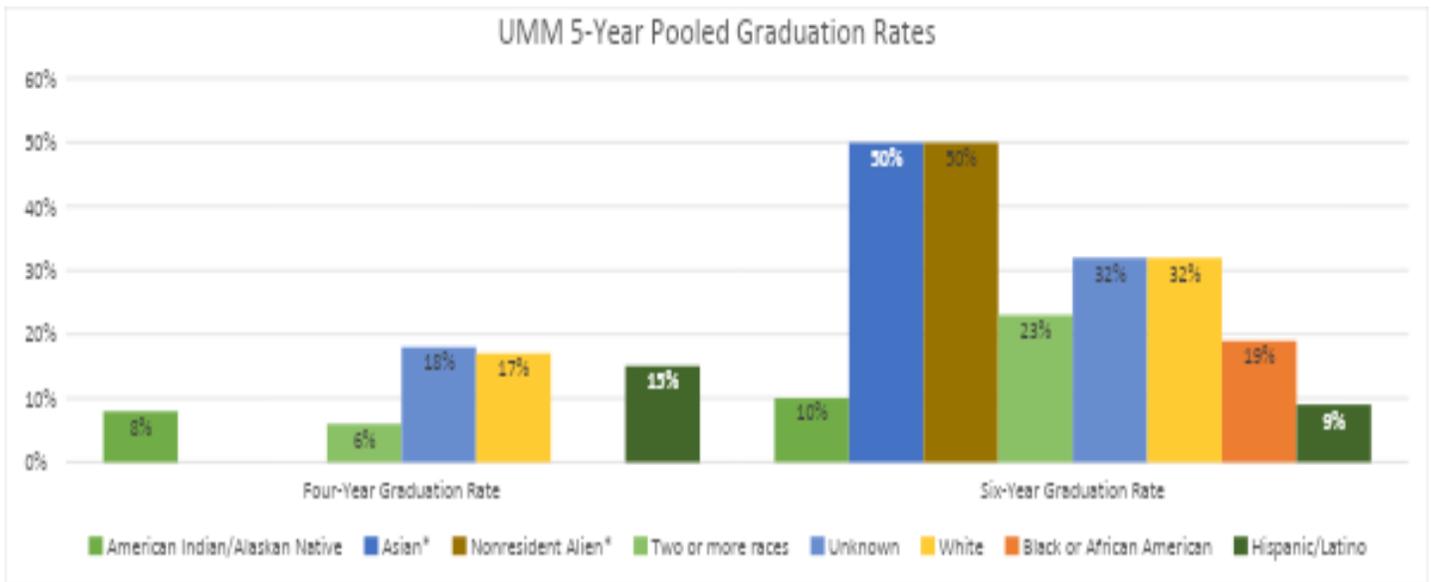
**Figure 6. UMaine 5-Year Pooled Retention Rates** Note: \* Rate based on n = 1.



**Figure 7. UMM 5-Year Pooled Retention Rates** Note: \* Rate based on n < 10.



**Figure 8. UMaine 5-Year Pooled Graduation Rates**



**Figure 9. UMM 5-Year Pooled Graduation Rates** Note: \* Rate based on n < 1

**Table 11. UMaine Retention and Graduation Rates**

IPEDS Ethnic Group	Most Recent Cohorts				Five Years of Cohorts Combined			
	First-Year Retention Rate (2018 cohort)	Four-Year Graduation Rate (2015 cohort)	Five-Year Graduation Rate (2014 cohort)	Six-Year Graduation Rate (2013 cohort)	First-Year Retention Rate (2014 - 2018)	Four-Year Graduation Rate (2011- 2015)	Five-Year Graduation Rate (2010- 2014)	Six-Year Graduation Rate (2009- 2013)
American Indian/Alaskan Native	78%	27%	44%	13%	75%	22%	32%	33%
Asian	87%	55%	61%	65%	80%	46%	58%	61%
Black or African American	52%	14%	45%	35%	63%	17%	42%	40%
Hispanic/Latino	68%	33%	47%	41%	69%	31%	46%	48%
Native Hawaiian or Other Pacific Islander*	100%	-	-	-	100%	0%	0%	0%
Nonresident Alien	93%	48%	36%	69%	79%	51%	62%	68%
Two or more races	67%	28%	33%	45%	71%	25%	42%	49%
Unknown	74%	41%	52%	60%	76%	40%	56%	60%
White	75%	42%	55%	59%	76%	41%	56%	59%
Total	74%	41%	54%	57%	76%	39%	55%	58%

Note:

\* Rate based on n = 1.

Note: Please see corresponding Excel file Retention and Graduation Rates by IPEDS Ethnic Group (8.8.20) for further disaggregation by cohort.

**Table 12. UMM Retention and Graduation Rates**

IPEDS Ethnic Group	Most Recent Cohorts				Five Years of Cohorts Combined			
	First-Year Retention Rate (2018 cohort)	Four-Year Graduation Rate (2015 cohort)	Five-Year Graduation Rate (2014 cohort)	Six-Year Graduation Rate (2013 cohort)	First-Year Retention Rate (2014 - 2018)	Four-Year Graduation Rate (2011- 2015)	Five-Year Graduation Rate (2010- 2014)	Six-Year Graduation Rate (2009- 2013)
American Indian/Alaskan Native	50%*	0%*	0%*	50%*	67%	8%	9%	10%
Asian	-	-	-	-	-	-	0%*	50%*
Black or African American	0%*	0%*	0%*	0%*	38%	0%	16%	19%
Hispanic/Latino	50%*	8%	50%*	25%*	47%	15%	18%	9%
Native Hawaiian or Other Pacific Islander	-	-	-	-	-	-	-	-
Nonresident Alien	67%*	-	0%*	0%*	50%*	0%*	50%*	50%*
Two or more races	33%*	0%*	33%*	0%*	50%	6%	13%	23%
Unknown	50%*	17%*	17%*	40%*	56%	18%	30%	32%
White	51%	15%	25%	32%	60%	17%	28%	32%
Total	49%	13%	24%	31%	58%	16%	27%	30%

Note:

\* Rate based on n < 10.

Note: Please see corresponding Excel file Retention and Graduation Rates by IPEDS Ethnic Group (8.8.20) for further disaggregation by cohort.

## UMaine Peer Institutions: Enrollment by IPEDS Ethnic Group (Percentage of Students Providing Ethnicity)

**Table 13. UMM Retention and Graduation Rates**

	University of Maine	University of Connecticut	University of Mass-Amherst	University of Vermont	University of New Hampshire-Main Campus	University of Rhode Island	Montana State University	North Dakota State University-Main Campus	South Dakota State University	University of Idaho	University of Wyoming	NELG Average	Hanover Peers Average
<b>Undergraduate</b>													
American Indian or Alaska Native	1%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	0%	1%
Asian	1%	11%	11%	3%	3%	3%	1%	1%	1%	1%	1%	5%	2%
Black or African American	2%	6%	5%	1%	1%	6%	1%	3%	2%	1%	1%	4%	2%
Hispanic/Latino	4%	11%	7%	4%	3%	10%	4%	3%	3%	11%	8%	7%	6%
White	86%	58%	66%	82%	86%	75%	85%	87%	87%	77%	80%	76%	83%
Two or more races	3%	3%	3%	3%	2%	3%	5%	3%	2%	4%	4%	3%	3%
International	2%	10%	7%	6%	4%	2%	3%	2%	4%	4%	4%	5%	3%
Race/ethnicity unknown	4%	3%	6%	3%	5%	5%	1%	1%	0%	8%	12%	5%	4%
<b>Graduate</b>													
American Indian or Alaska Native	1%	0%	0%	0%	0%	0%	3%	1%	2%	1%	0%	0%	1%
Asian	2%	7%	8%	5%	2%	5%	1%	2%	2%	2%	2%	5%	2%
Black or African American	1%	6%	4%	3%	2%	3%	0%	2%	2%	1%	1%	3%	2%
Hispanic/Latino	2%	6%	5%	6%	3%	4%	3%	2%	2%	7%	3%	5%	3%
White	82%	53%	53%	75%	78%	75%	81%	66%	65%	71%	74%	69%	74%
Two or more races	1%	2%	2%	3%	1%	1%	4%	1%	1%	2%	3%	2%	2%
International	10%	25%	28%	7%	14%	11%	8%	25%	26%	16%	16%	16%	16%
Race/ethnicity unknown	12%	26%	28%	7%	14%	11%	8%	25%	26%	15%	16%	8%	16%

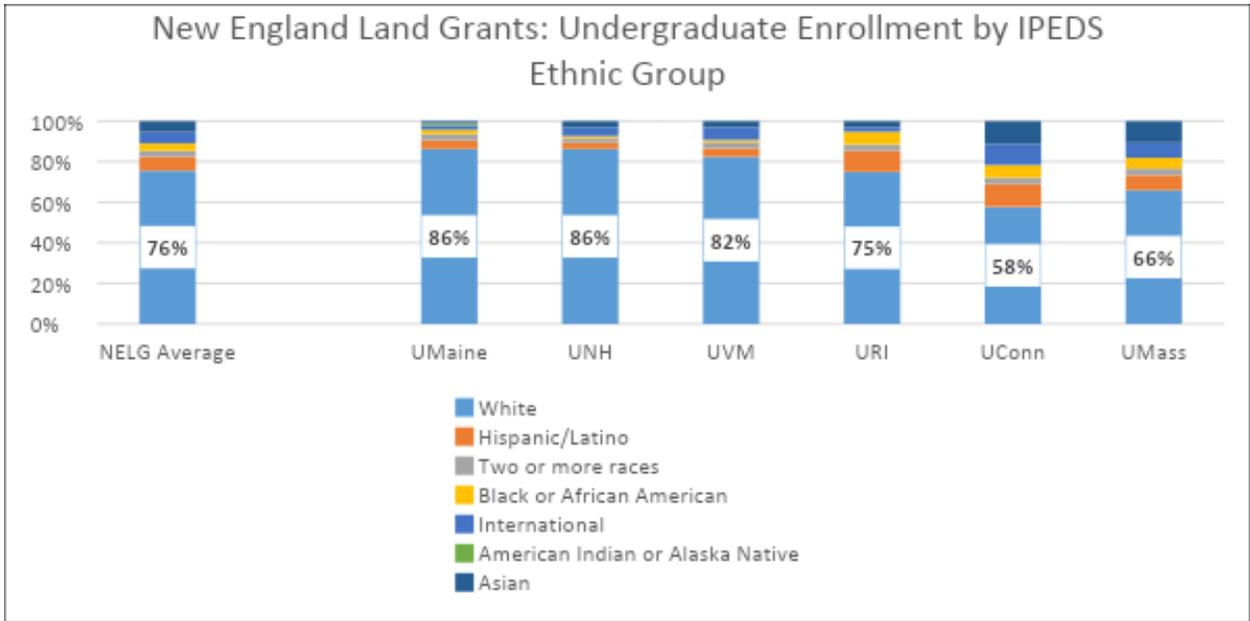


Figure 10. NE Land Grants: Undergraduate Enrollment by IPEDS Ethnic Group

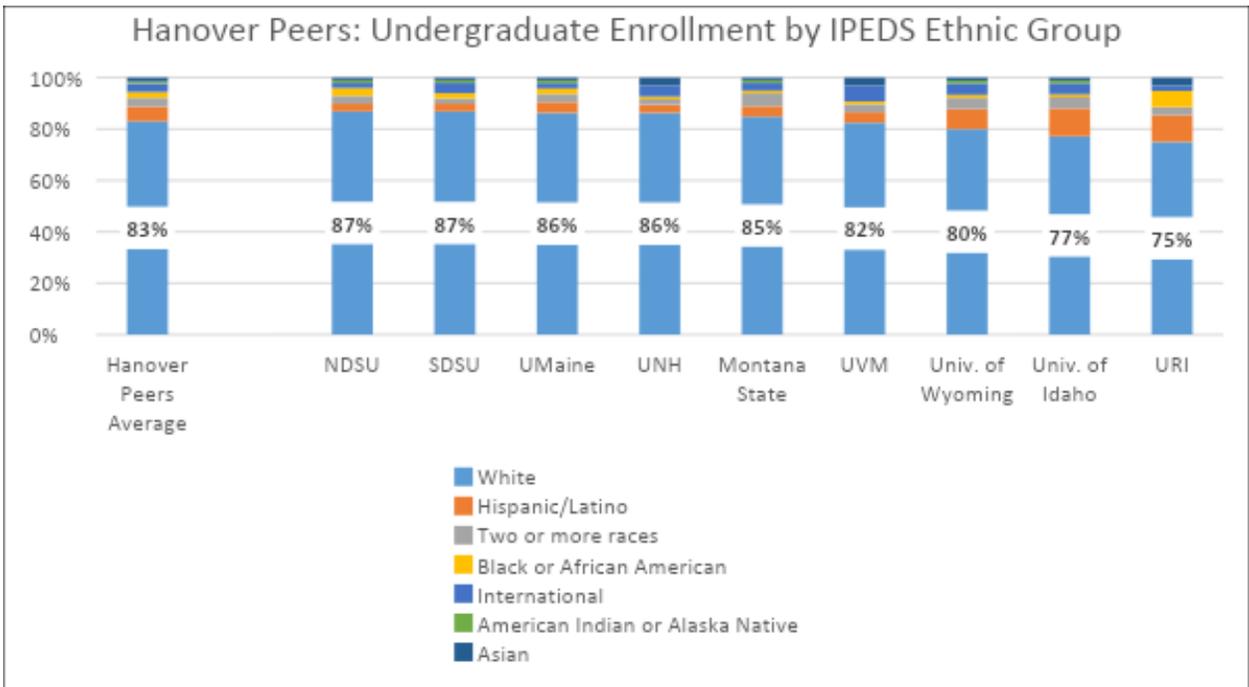
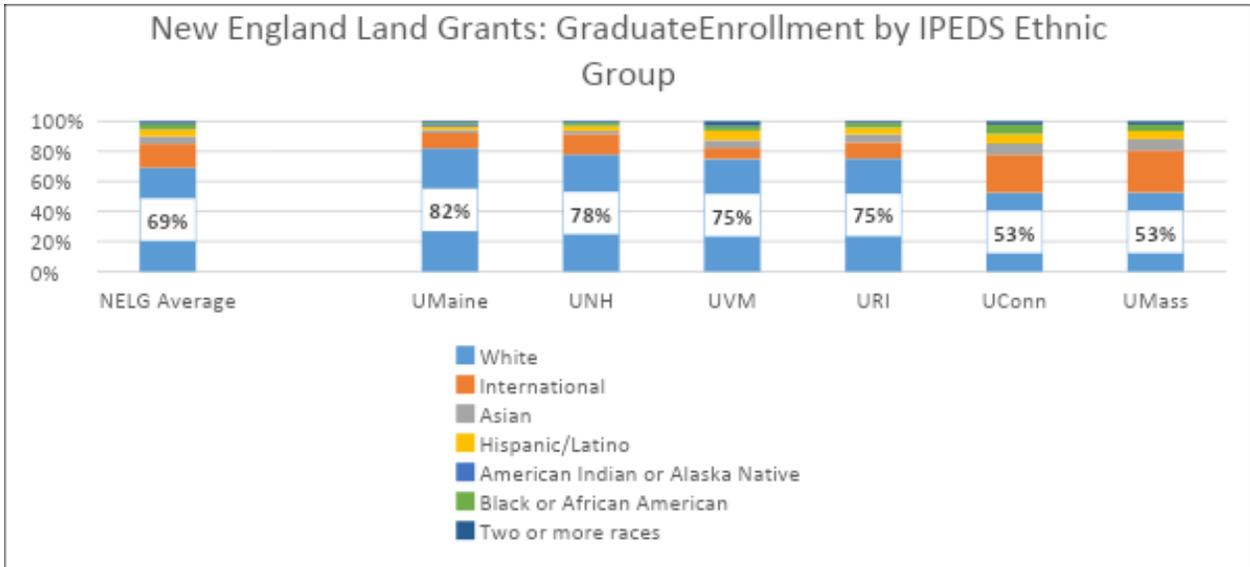
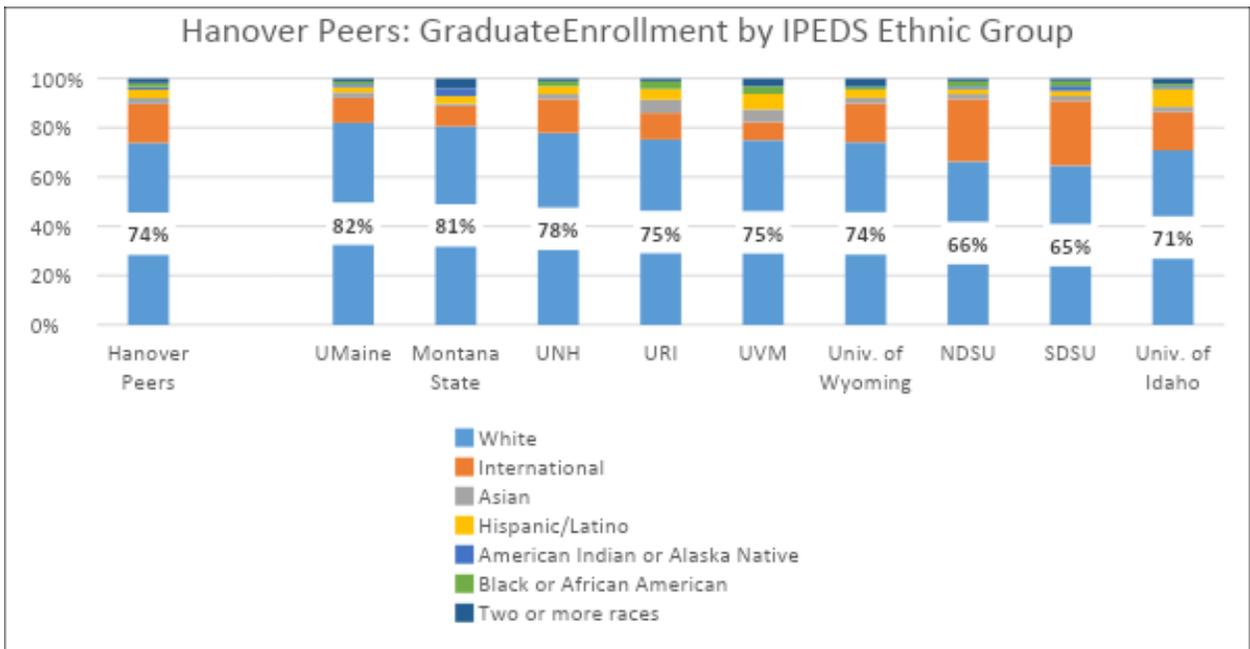


Figure 11. Hanover Peers: Undergraduate Enrollment by IPEDS Ethnic Group



**Figure 12. NE Land Grants: Graduate Enrollment by IPEDS Ethnic Group**



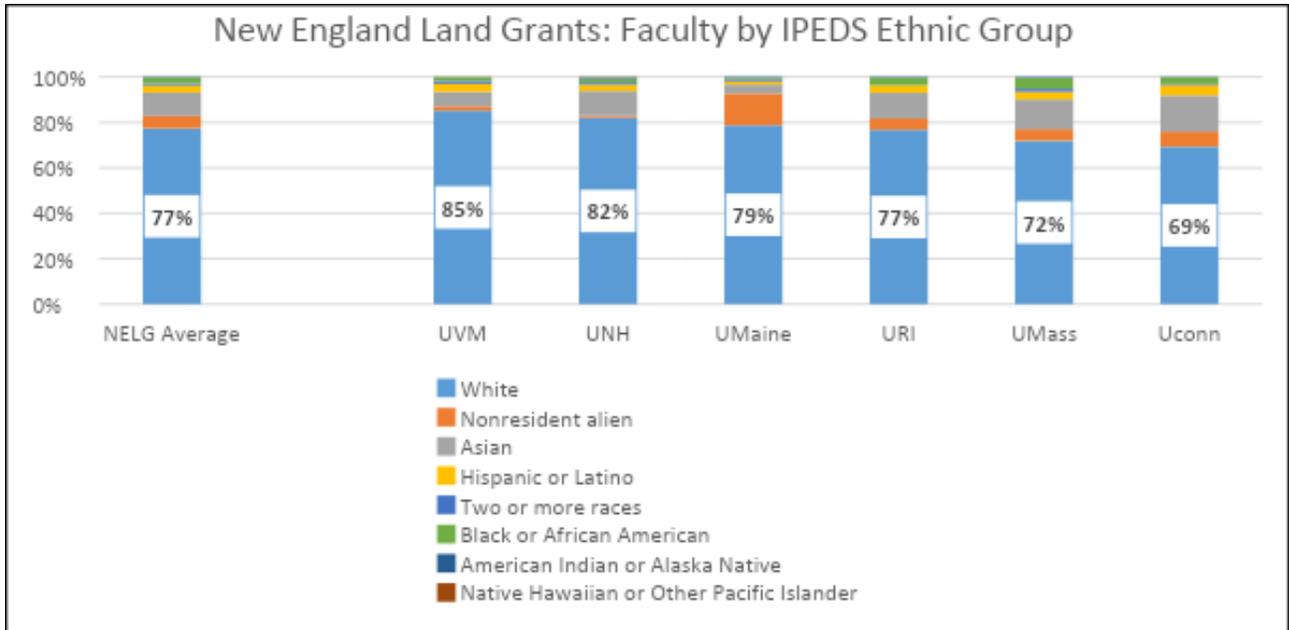
**Figure 13. Hanover Peers: Undergraduate Enrollment by IPEDS Ethnic Group**

## UMaine Peer Institutions: Enrollment by IPEDS Ethnic Group (Percentage of Faculty Providing Ethnicity)

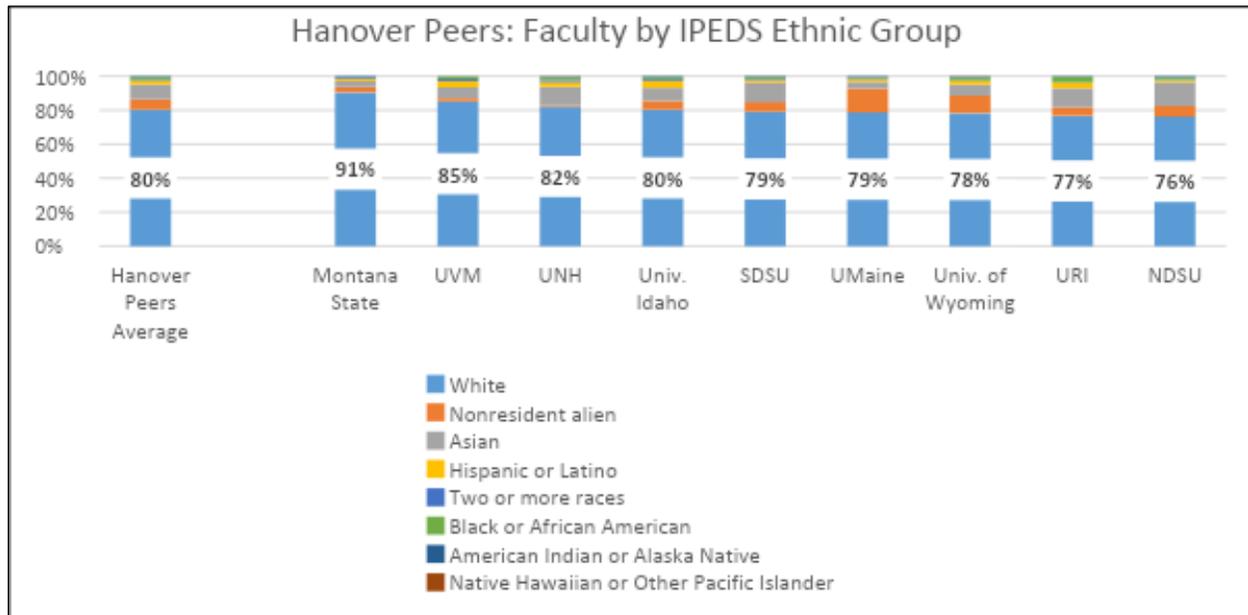
**Table 14. UMaine Peer Institutions: Enrollment by IPEDS Ethnic Group**

	University of Maine	University of Connecticut	University of Mass- Amherst	University of Vermont	University of New Hampshire- Main Campus	University of Rhode Island	Montana State University	North Dakota State University- Main Campus	South Dakota State University	University of Idaho	University of Wyoming	Peers* Average	New England Land Grant Average
American Indian or Alaska Native	0%	0%	0%	0%	1%	0%	1%	1%	1%	1%	1%	1%	0%
Asian	4%	16%	13%	6%	11%	11%	3%	14%	11%	8%	7%	9%	10%
Native Hawaiian or Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Black or African American	1%	3%	5%	2%	2%	3%	0%	1%	1%	1%	2%	1%	2%
Hispanic or Latino	1%	5%	3%	4%	3%	3%	1%	1%	1%	4%	2%	2%	3%
White	79%	69%	72%	85%	82%	77%	91%	76%	79%	80%	78%	80%	77%
Two or more races	1%	1%	1%	1%	1%	0%	1%	0%	1%	1%	0%	1%	1%
International	14%	7%	5%	2%	1%	5%	3%	6%	6%	5%	10%	6%	5%
Race/ethnicity unknown	11%	8%	3%	1%	7%	0%	3%	1%	0%	3%	21%	6%	5%

\* Hanover Peers are University of Vermont, University of New Hampshire, University of Rhode Island, North Dakota State, South Dakota State, University of Idaho, University of Wyoming, Montana State



**Figure 14. NE Land Grants: Faculty IPEDS Ethnic Group**



**Figure 15. Hanover Peers: Faculty IPEDS Ethnic Group**

## **Additional data**

Guiding questions:

- What would you like to examine/answer with the data?
- What student populations?
- Examples of additional data elements readily available:
  - Characteristics of staff
  - Faculty and staff attrition
  - Relevant National Survey of Student Engagement (NSSE) data
  - Enrollment by discipline category
  - First-year statistics: First-semester GPA, end-of-year cumulative GPA
  - Graduation/retention rates for peer institutions
  - STEM graduation/retention rates with peer comparisons (Consortium for Student Retention Data Exchange, CSRDE)
  - UMM retention and graduation rates
  - Disaggregated loan debt
  - Other?

## Appendix II - National Survey of Student Engagement Data

Topline Relevant NSSE Bullets for the Retaining Great Talent committee  
President's Council for Diversity, Equity and Inclusion

How much does your institution emphasize....

### ***Encouraging contact among students from different backgrounds***

- 55% of first-years indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 40% and 42%, respectively.)
- 58% of seniors indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 47% and 49%, respectively.)

### ***Attending events that address important social, economic, or political issues***

- 69% of first-years indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 50% and 54%, respectively.)
- 66% of seniors indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 56% and 61%, respectively.)

### ***How much has your experience contributed to your knowledge, skills, and personal development in understanding people of other backgrounds?***

- 57% of first-years indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 38% and 40%, respectively.)
- 49% of seniors indicated very little or some (comparable rates for New England Public and Carnegie Classification peers were 36% and 38%, respectively.)

### ***During the school year, about how often have you had discussions with people from the following groups?***

- ***People of a race or ethnicity other than your own***
- 43% of first-years indicated never or sometimes (comparable rates for New England Public and Carnegie Classification peers were 33% and 32%, respectively.)
- 46% of seniors indicated never or sometimes (comparable rates for New England Public and Carnegie Classification peers were 33% and 31%, respectively.)

## Appendix III - Student Recommendations from President's Roundtable on Race

Recommendation	Action/Strategy	Responsible Party	Timeline	Status
Hiring more staff and faculty of color/ historically underrepresented communities	Diversity and Inclusion Talent Acquisition Initiative	Cabinet and HR	Anticipated announcement early to mid-November	In progress
Student recruitment and managing expectations for incoming students		VP for Enrollment Management		Draft diversity recruitment plan presented
Promote the Multicultural Student Center, Rainbow Resource Center and the Intersectional Feminist Resource Center with admissions, accepted days, and during student orientation		VP for Enrollment Management, Director for Diversity and Inclusion, Center Directors, VP for Student life and Inclusive Excellence		In progress. Areas featured in virtual recruitment events as of the week Oct 1, 2020
Have all staff, faculty and students do an implicit bias test		Cabinet in consultation with Human Resources		
Have accountabilities placed on UMaine community for racism		Office of the President, Cabinet, DEI Council, PACE, General Counsel, VP for Student Life and Inclusive Excellence,		Need more clarity and specific information

		Human Resources		
Address every kind of prejudice head on with action		Cabinet		In progress/ongoing  UMaine cabinet members are designing, developing and creating programming to ensure equity across university units.
Diversity curriculum		Executive VP and Provost		Sample listing of diversity themed courses is available in the <a href="#">Diversity, Equity and Inclusion at UMaine</a> report.
Engage the Alumni Association to have an Alumni of Color group where they can mentor current students and/or be asked to come and speak on campus	The Alumni Association is establishing an Alumni of Color (AOC) interest group as one of our standing alumni organizations. Its purposes will include the following: 1. to establish connections between and among UMaine's current, former, and prospective students of color 2. to work with and advise the university in ways that foster a	Executive Director of Alumni Association	Tentatively beginning rollout in January	Gathering materials and best practices from other university AOCs.

	<p>rewarding, supportive, and inclusive UMaine experience for students of color</p> <p>3. to provide welcoming social and career networking opportunities and programming that meets the needs and interests of UMaine's alumni of color</p> <p>4. to support and advocate for UMaine efforts to recruit and retain a racially and ethnically diverse student population</p>			
No Tunnel of Oppression		VP for Student Life and Inclusive Excellence		
Town Hall meeting with students from across campus		Office of the President		Exploring dates

## Appendix IV - List of Council Members

### Co-Chairs

Susan McKay, Founding Director of the Maine Center for Research in STEM Education and Professor of Physics

Kimberly Whitehead, Vice President and Chief of Staff to the President

### Student Members

MJ Smith, UMaine undergraduate student

Deshawn Stevens, UMaine student-athlete

Abdou Hagenimana, UMM undergraduate student

SuriyaPrakassh LakshmiBalasubramaniam, UMaine graduate student in Food and Nutrition Science

Marwa Hassanien, UMaine alumna and graduate student

### Faculty and Staff Members

Orlina Boteva, Office of International Programs

Alan Cobo-Lewis, Department of Psychology and Center for Community Inclusion and Disability Studies

John Bear Mitchell, Native American Programs

Denise Skonberg, School of Food and Agriculture

Hannah Carter, UMM Cooperative Extension

Mary Gresham, College of Education and Human Development

Lauri Sidelko, Division of Student Life

Mike Scott, School of Computing and Information Science

Silvestre Guzman, Admissions

Alyssa Anaya, Human Resources

Lenard Kaye, Center on Aging

Kevin Roberge, Department of Mathematics and Statistics, and the Women's, Gender, and Sexuality Studies Program

Marnie Kaler, UMM Admissions and Student Life

Gayle Zydlewski, Maine Sea Grant

Sandra Caceres Tijerina, Maine Educational Talent Search

Mary Freeman, Department of History

Meredith Kirkmann, School of Engineering Technology

Judith Josiah-Martin, School of Social Work

Margo Lukens, Professor of English

Marcus Librizzi, UMM Division of Arts and Letters

Deb Allen, Institutional Research and Assessment

**Consultants and DEI Thought Leaders**

Robert Dana, Vice President for Student Affairs and Inclusive Excellence

Anila Karunakar, UMaine Director for Diversity and Inclusion

Megan Clough, UMS Director of Learning and Organizational Development

Sara Hammond, Assistant Director, EEO (through November 6, 2020)

**DEI Graduate Intern**

Danielle Gabrielli, UMaine Doctoral Student, Literacy Education