

# Diversity, Equity, and Inclusion at UMaine

The University of Maine is committed to creating and sustaining a welcoming environment for all students, faculty, staff, and visitors. That environment, critical to the vigorous discovery/learning processes that define a university, also depends on diversity—diversity of ideas, cultures, experiences, and backgrounds. The challenge, for all of us, is to seek out diversity, which is the lifeblood of a healthy intellectual environment, and to recruit and retain people who are traditionally underrepresented on our campus. An inclusive environment is essential.

The University's Diversity Action Plan guides our efforts to achieve seven key goals: communicate clearly and affirmatively the University's commitment to diversity; make substantial progress on our Affirmative Action goals; retain employees of difference; value diversity as an essential component of the curriculum; increase the percentage of undergraduate and graduate students of color; retain those students through degree completion; and offer programming to sustain a community of respect for differences.

## Some Important Dimensions of Diversity

1. Ability
2. Age
3. Ethnicity
4. Sex and Gender
5. Race
6. Religion
7. Sexual orientation
8. Socio-economic status

## Diversity and Inclusion Partners

- Center for Diversity and Inclusion
- Rainbow Resource Center
- Veterans Education and Transition Services Center
- Intersectional Feminist Resource Center
- Office of Student Accessibility Services
- UMaine Bias Response Team
- Office of Equal Opportunity
- UM Diversity Leadership Institute
- Wabanaki Center
- Native American Studies
- Center for Community Inclusion and Disability
- Rising Tide Center
- Rising Tide Advocates & Allies
- Non - Traditional and Commuting Students Center
- Women in STEM and Medicine ( WISTEMM)
- Center on Aging
- Conley Speech, Language, and Hearing Center
- Counseling Center, Psychological Services Center
- Franco - American Center
- Intensive English Institute
- Provost's Advisory Council on Equity
- International Programs

- Maine Educational Opportunity Center
- Women's, Gender, and Sexuality Studies
- NSF: Aspire- National Alliance for Inclusive and Diverse STEM Faculty
- Diversity and Difference Committee, College of Education
- Decolonizing the University of Maine
- Diversity Leadership Advisory Institute
- Graduate Student Diversity and Inclusion Committee
- Inclusive Excellence at UMaine Working Group, Rising Tide Center
- Multicultural Committee, School of Forestry and Natural Resources
- Student Life Diversity Committee,
- Athletics
- LGBTQ+ Allies Council
- Religious Life Team
- Canadian American Center
- Human Resources
- Enrollment Management
- Title IX Student Services
- TRIO Student Success Programs
- Twenty plus student groups including Student Heritage Alliance Council, the Black Student Union, Latin American Students Organization, Feminist Collective, Wilde – Stein Alliance for Sexual Diversity, Hillel, Muslim Student’s Association, Asian Student’s Association, Undergraduate and Graduate Student Governments, Campus Crusade for Christ, Black Bear Catholics and the International Students Association.

## **UMaine Diversity, Equity, and Inclusion Programs**

### **Canadian-American Center**

The Center is one of the leading institutes for the study of Canada in the United States. Designated as a National Resource Center on Canada by the United States Department of Education in 1979, the Center coordinates an extensive program of undergraduate and graduate Canadian Studies education; helps support a major research library on Canada; promotes cross-border research in the humanities, social sciences, natural sciences, and professions; and directs the outreach programs to state, regional, and national audiences. The Canadian-American Center is a founding member of the Northeast National Resource Center on Canada.

### **Center on Aging**

The mission of the Center is to promote and facilitate activities on aging in the areas of education, research and evaluation, and community service to maximize the quality of life of older citizens and their families in Maine and beyond with a focus on promoting aging-related education and training programs for Maine’s citizenry at the undergraduate, graduate, and continuing education levels.

### **Center for Community Inclusion and Disability Studies**

The University of Maine Center for Community Inclusion and Disability Studies, Maine’s University Center for Excellence in Developmental Disabilities Education, Research, and Service, is a partnership of people that brings together the resources of the community and the University to enhance the lives of

individuals with disabilities and their families. They achieve their mission through interdisciplinary education, research, community service, and dissemination of information that reflect culturally competent attitudes and practices. As agents for social change, they believe in self-determination and advocacy for people with disabilities, and they are committed to community inclusion, interdependence, and the recognition of each person's ability to contribute to society.

### **Commuter and Non – Traditional Students Program**

Commuter and Non-Traditional Student Programs (CNTSP) provides a comprehensive set of programs and services for our commuting and non – traditional (over age 24) students that enhances their educational experience and supports their retention and success at the University of Maine. Their programs and services assist commuter and nontraditional students to connect with the UMaine community and successfully pursue their academic goals. The CNTSP office is committed to fostering a university climate that includes and integrates commuter and nontraditional students.

### **Diversity Leadership Institute**

The UMDLI offers opportunities for members to participate in diversity training that provides personal growth and prepares them to act as social change agents for the campus and their communities. Training examines the concepts of discrimination, racism, privilege, prejudice, and stereotyping; allows participants to assess their perceptions about themselves and others with regard to differences and explores the importance of diversity on campus and how diversity enhances the environment; provides participants with the skills to assist in developing and enhancing student, faculty, and staff awareness of racial, ethnic and cultural issues in higher education; and provides the structure to build and nurture ongoing relationships, dialogues, and influence on campus decision-making and goal setting.

### **Equal Opportunity**

The UMS Office of Equal Opportunity strives to ensure that all university community members uphold federal and state non-discrimination laws as well as UMS policies. To that end, they work toward a campus climate that is supportive of equity through advice, education, and intervention delivered on – line and in person. Essential notices include:

#### **Non – Discrimination Notice**

- The University of Maine System is required to include a nondiscrimination notice in a wide variety of its publications to comply with federal regulations. Any department that distributes bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to students, employees, applicants, or program beneficiaries must include the following nondiscrimination notice in the publication: The University of Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and other programs and activities.

#### **Affirmative Action Notice**

- The University of Maine strives to be a first-choice institution for highly qualified and diverse students, employees, and faculty. Part of that goal includes attracting and retaining highly qualified and diverse research and teaching faculty and highly qualified and diverse employees who provide student centered and effective learning experiences and services. The Office of Equal Opportunity (EO) strives to assist the university meet these goals both through commitment to the

university's nondiscrimination policy and implementation of the University's Affirmative Action Plans available through the Equal Opportunity Office.

## Franco American Program

Franco American communities constitute a large percentage of the population of Maine and the Northeast region. It is the mission of the Franco American Program to serve these communities while recognizing that cultural patterns do not stop at national borders. The Franco American Program includes the Franco American Centre as well as Franco American Studies.

The primary goal of the *Franco-American Centre* is to support and enhance the Franco-American communities of Maine. The Centre disseminates the richness of Franco history, language, and culture, as well as bridges Franco Americans both to the University campus and to other peoples of the region.

The primary goal of *Franco-American Studies* is to broaden the canon of knowledge on Franco American peoples, culture, and literature. It encourages and facilitates interdisciplinary research, faculty engagement, and student exploration.

## International Programs

The Office of International Programs (OIP) provides the framework for the University of Maine to advance learning and discovery through academic programs designed to equip students with the global competencies vital for success in the 21st century. OIP leads the University's internationalization efforts, and provides the expertise, support, and services allowing all members of the University of Maine community to develop an international and cross-cultural perspective. These efforts cultivate an inclusive campus environment that promotes culturally and linguistically diverse experiences, both inside and outside of the classroom.

### Services include:

- Campus-wide cross-cultural programming and training
- Facilitation of student and faculty global mobility
- Recruitment and admission of undergraduate students
- Immigration advising and processing for students and scholars

## LGBTQ+ Services

Housed in the Rainbow Resource Center, LGBTQ+ Services empowers and increases the visibility of Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ+) people by promoting equality and inclusiveness at the University of Maine. This service works to maintain an open, safe, and supportive environment for all students, staff, faculty, and alumni and provides educational opportunities, information, and advocacy services.

## Multicultural Student Life

The mission of the Office of Multicultural Student Life is to actively promote an inclusive learning environment by enhancing institutional efforts in retaining and graduating students prepared for a diverse

global society. The Center promotes the academic success and leadership development of students through intentional programs and services that holistically address cultural, educational and civic growth and is a resource and advocate for traditionally underrepresented student populations. The Center empowers multicultural students and their organizations to help foster a vibrant and inclusive campus community; and explores critical issues about race, class, ethnicity, nationality, culture, and gender. The Multicultural Center provides:

- A safe and welcoming space for relaxation, meetings, and studying
- Referrals and connections to campus resources
- Educational, cultural and social programs
- Leadership development opportunities
- On-campus employment and volunteer experience referrals
- Peer mentorship program
- Peer tutoring program
- Consultation Services
- Class Presentations

### **Native American Studies**

The Native American Studies Program carries out the University of Maine's commitment to diversity through the comparative study of the cultures, history, and contemporary life of the aboriginal peoples and nations of North America, with a focus on the Wabanaki tribes. As an academic unit, they administer a minor in Native American Studies, open to all students at the University of Maine, consisting of courses offered by the program and by other appropriate departments.

The Program works with other units to promote research on the Wabanaki and other Northeastern tribes. It seeks to acquire and disseminate resources in this area to scholars and educators at all levels, from elementary school to graduate school. The Native American Studies Program seeks to make knowledge of Wabanaki and other American Indian nations available to the citizens of Maine and beyond through teaching, research, and outreach.

### **Peace and Reconciliation Studies**

Peace and Reconciliation Studies is the interdisciplinary examination of the conditions that make for peace, with a special emphasis on reconciliation (forgiveness) as a vital factor in the realization of peace. It also investigates the obstacles to the realization of these conditions. Peace and Reconciliation Studies challenges those who engage in it to develop new ways of thinking and acting in the world. The Program focuses on education for peace, justice, human rights, nonviolence, tolerance, global understanding, interdependence and mutuality, and environmental responsibility.

### **Religious Life Team**

Student Life convenes a religious life team comprised of all faith traditions on and near campus. As a public institution, the University affirms the Constitutional right to the free exercise of religion by all its members. The University respects the rights of individuals to believe and worship as they please, and does not sanction particular forms of religious expression to the exclusion of others. Religious groups using the facilities of the university are willing to abide by those standards and values that apply to all groups. Such values are rooted in the University's commitment to free inquiry and diversity and inclusion.

Groups promoting particular religious traditions express their beliefs, serve students, faculty and staff, and have access to, and use of, University facilities and services at the discretion of the University. Groups wishing registration as student organizations may seek to be recognized by Student Government/The

Association of Graduate Students. Student Life publishes annually a listing of campus religious organizations and nearby religious facilities and services/resources available to the University community.

### **Rising Tide Center for Gender Equity**

The Rising Tide Center was established with \$3.3M in funding from the National Science Foundation **ADVANCE Institutional Transformation** program. With this support, the University of Maine succeeded in:

- Meeting or exceeding most targets for recruitment, retention and advancement of women faculty in STEM fields at UMaine
- Fostering changes in workplace policies and campus climates
- Increasing job satisfaction among women STEM faculty
- Serving more than 80% of UMaine faculty through voluntary participation in at least one Rising Tide Center event

The Center offers professional development opportunities for faculty, encourages utilization of family-friendly policies, established a dual-career support system to attract and retain faculty talent, introduced a targeted mentoring program, and offers best-practices training for administrators and search and peer committee members.

### **Student Accessibility Services and EO Accommodations & Accessibility**

The University must provide reasonable accommodations and support to individuals who request them. Accommodations may be appropriate to equal the playing field for individuals with disabilities, to recognize certain religious beliefs, or to recognize differences in gender identity or expression. For faculty, staff, and campus visitors these accommodations are available through the Office of Equal Opportunity. Student Accessibility Services assures educational access for students with disabilities by providing or coordinating disability accommodations, giving information about the University and available resources to students and families and educating the campus community.

### **TRIO Student Support Services**

TRIO Student Support Services Program assists students at UMaine who are from low-income families, first generation college students (whose parent has not earned a bachelor's degree), and/or students with disabilities, to earn a bachelor's degree.

### **Wabanaki Center**

The Wabanaki Center exemplifies the University of Maine's commitment to "a multicultural and pluralistic educational community that encourages the full participation of all of its members." The Center's mission is to build and sustain a mutually beneficial relationship between the University of Maine and Native American communities while striving to develop a better University community understanding of traditional and contemporary Native American cultures. The Center works closely with the Native American Studies Program which offers an academic course concentration that not only is interdisciplinary but also values Native approaches to learning, teaching and understanding and seeks to enhance awareness of Native Americans through its participation in campus-wide efforts to promote cultural diversity, and through its significant contributions to the development of University curricula and programs. The Center supports Native American student development, providing resources for the achievement of their academic career and personal objectives.

## Women's, Gender and Sexuality Studies

Women's, Gender, and Sexuality Studies students gain a more complete understanding of how the social construction of gender has influenced the roles, contributions, and experiences of both women and men in many different cultures, now and in the past. Such awareness can help them better understand our contemporary world with its changing roles for all.

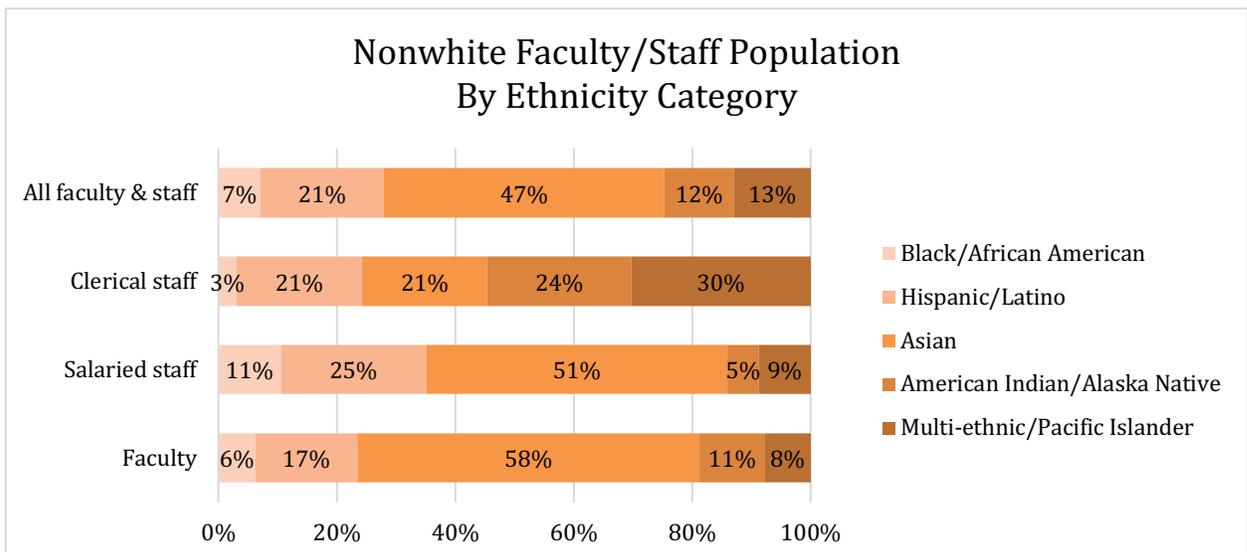
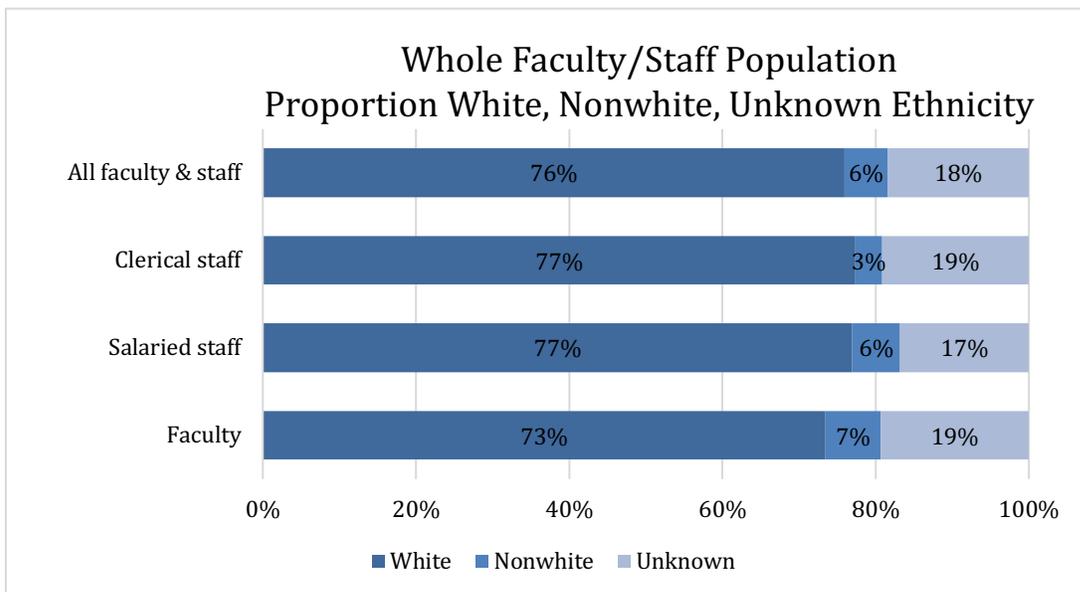
- Students learn to appreciate the complexity of how gender interacts with race, social class, sexual orientation, and other forms of diversity.
- Students develop an appreciation for how scholarship in our field informs activism and social change, historically and in the present.
- Students develop the critical intellectual capacity and communication skills to work with, to value and improve the lives of others in whatever public or private spheres they choose.

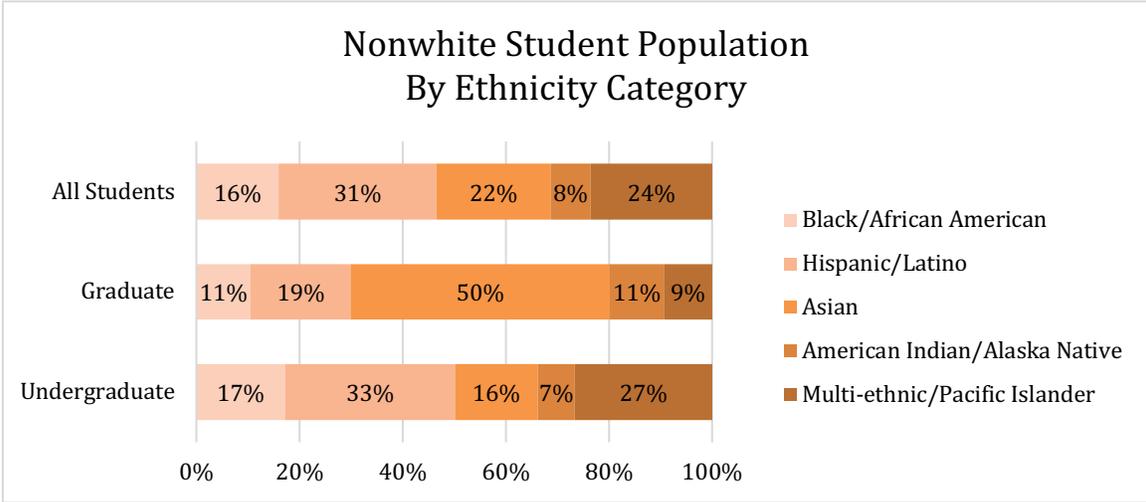
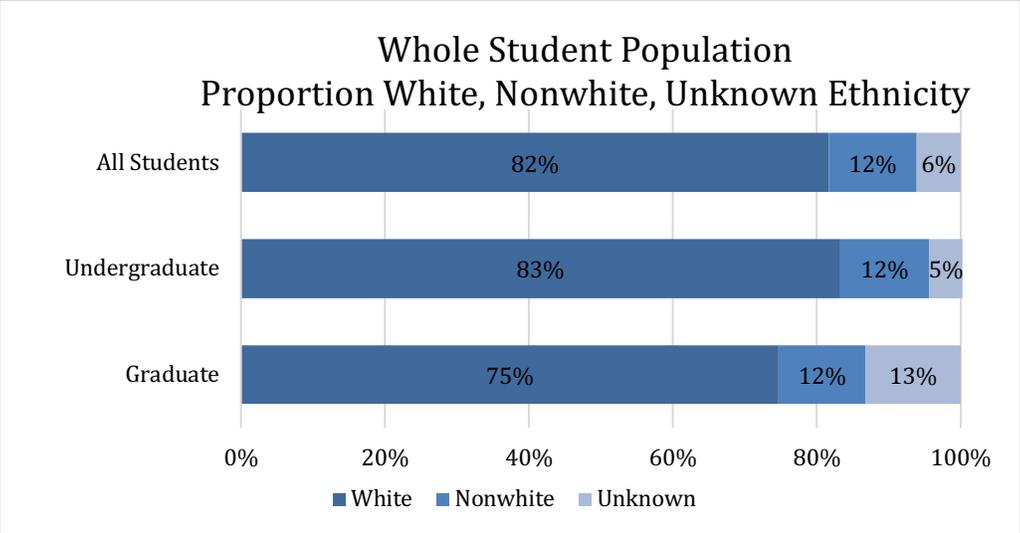
## Diversity Classes Examples

The University of Maine offers a number of unique classes that help educate students about diversity and the world around them. Examples include:

- ANT 102 – Introduction to Anthropology: Diversity of Culture
- ANT 120 – Religions of the World
- ANT 245 – Sex and Gender in Cross-Cultural Perspective
- ANT 256 – Ethnic Conflict
- ANT 454 – Cultures and Societies of the Middle East
- CHF 404 – Family Studies: Cross Cultural Perspectives on Gender and Violence
- EDB 202 – Education in a Multicultural Society
- ENG 243 Topics in Multicultural Literature
- HEB 101 and 102 – Hebrew Language
- HTY 332 – Womanhood in America
- HTY 415 African-American History
- MLC 175 Multiculturalism in America
- NAS 102 – Introduction to Wabanaki Culture/History/Issues
- NAS 270/WST 270 – Native American Women
- PAX 400 – Martin Luther King Jr. and the Promise of Social Renewal
- PAX 401 – Women Social Activists: Warriors for Peace and Justice
- INA 201 – Topics in International Affairs
- POS 467 – African Politics
- SOC 329 – Sociology of Gender
- SOC 371 – Immigration, Women and Societies
- WST 101 (990) -Introduction to Women's Studies
- WST 103 (001) – Introduction to LGBT Studies

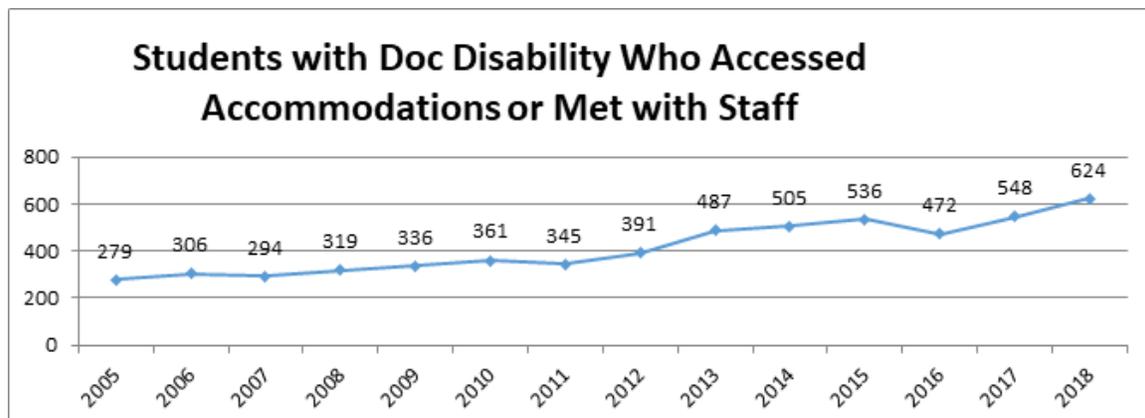
## Some Relevant Data (Provided by Institutional Research and the Office of Accessibility Services).





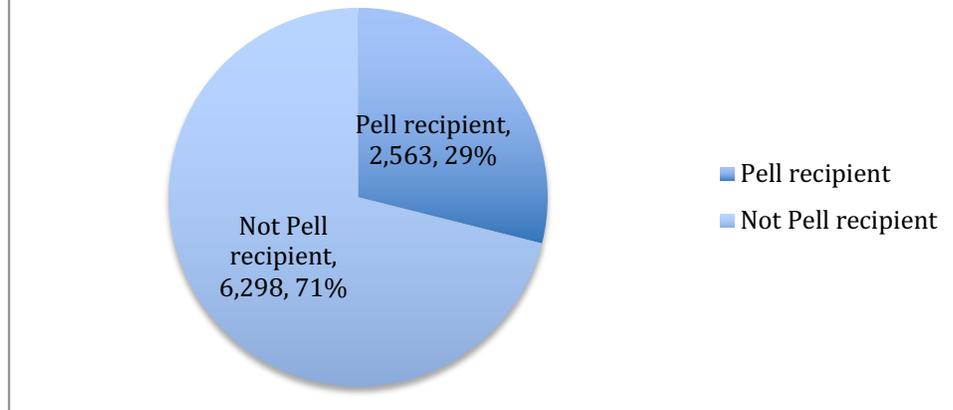
**University of Maine Student Enrollment by Ethnicity Category and Gender**

Ethnicity Category*	Fall 2018			Fall 2017			Fall 2016			Fall 2015			Fall 2014			
	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	
UG	White	7,793	3,673	4,120	7,702	3,637	4,065	7,617	3,587	4,030	7,433	3,561	3,872	7,386	3,527	3,859
	Black	196	60	136	205	68	137	197	61	136	211	67	144	209	74	135
	Hispanic	376	186	190	331	161	170	282	145	137	256	135	121	226	120	106
	Asian	182	82	100	182	77	105	192	79	113	186	86	100	175	78	97
	Native American	83	51	32	95	60	35	86	56	30	90	62	28	101	65	36
	Not Specified	432	214	218	468	224	244	693	347	346	872	433	439	993	494	499
	Pacific Islander	2	2	0	1	1	0	256	126	130	1	1	0	1	1	0
	Multi-ethnic	301	146	155	295	151	144				248	111	137	248	125	123
<b>Total</b>	<b>9,365</b>	<b>4,414</b>	<b>4,951</b>	<b>9,279</b>	<b>4,379</b>	<b>4,900</b>	<b>9,323</b>	<b>4,401</b>	<b>4,922</b>	<b>9,297</b>	<b>4,456</b>	<b>4,841</b>	<b>9,339</b>	<b>4,484</b>	<b>4,855</b>	
GR	White	1,523	1,035	488	1,410	954	456	1,330	871	459	1,139	703	436	1,438	964	474
	Black	26	11	15	20	12	8	25	10	15	24	5	19	23	5	18
	Hispanic	48	30	18	46	29	17	42	29	13	32	21	11	29	21	8
	Asian	124	60	64	136	59	77	131	58	73	125	57	68	100	43	57
	Native American	26	14	12	29	20	9	39	25	14	30	16	14	33	20	13
	Not Specified	269	184	85	294	209	85	302	191	111	247	137	110	303	207	96
	Pacific Islander	0	0	0	0	0	0	1	1	0	1	1	0	1	1	0
	Multi-ethnic	23	18	5	26	18	8	26	12	14	27	13	14	20	9	11
<b>Total</b>	<b>2,039</b>	<b>1,352</b>	<b>687</b>	<b>1,961</b>	<b>1,301</b>	<b>660</b>	<b>1,896</b>	<b>1,197</b>	<b>699</b>	<b>1,625</b>	<b>953</b>	<b>672</b>	<b>1,947</b>	<b>1,270</b>	<b>677</b>	
Total	White	9,316	4,708	4,608	9,112	4,591	4,521	8,947	4,458	4,489	8,572	4,264	4,308	8,824	4,491	4,333
	Black	222	71	151	225	80	145	222	71	151	235	72	163	232	79	153
	Hispanic	424	216	208	377	190	187	324	174	150	288	156	132	255	141	114
	Asian	306	142	164	318	136	182	323	137	186	311	143	168	275	121	154
	Native American	109	65	44	124	80	44	125	81	44	120	78	42	134	85	49
	Not Specified	701	398	303	762	433	329	995	538	457	1,119	570	549	1,296	701	595
	Pacific Islander	2	2	0	1	1	0	257	127	130	2	2	0	2	2	0
	Multi-ethnic	324	164	160	321	169	152	26	12	14	275	124	151	268	134	134
<b>Total</b>	<b>11,404</b>	<b>5,766</b>	<b>5,638</b>	<b>11,240</b>	<b>5,680</b>	<b>5,560</b>	<b>11,219</b>	<b>5,598</b>	<b>5,621</b>	<b>10,922</b>	<b>5,409</b>	<b>5,513</b>	<b>11,286</b>	<b>5,754</b>	<b>5,532</b>	



➤ There are 788 students at UMaine with documented disabilities.

## Degree-Seeking Undergraduates: Pell Grant Status



## Damon Williams Observations

1. Frozen with no North Star: Campus looking for a forward direction and call to action.
2. Create a culture where community members can enhance their diversity and inclusion competencies regularly and over time.
3. Diversity and Inclusion work requires resources for champions to be able to evolve and transform their environment.
4. The campus needs more clear point leadership on issues of diversity, equity, and inclusion.
5. Make diversity, inclusion and equity a central piece of what the university is doing.

## Recommended Action Items

- Appoint a President's Council on Diversity and Inclusion.
- Make diversity and inclusion central to the Strategic Visioning Process.
- Update Diversity Action Plan for UMaine.
- Upgrade the director of diversity, equity and inclusion position and establish a reporting relationship to the Provost and other senior administrators.
- Complete a diversity, inclusion, and equity campus climate study.
- Continue to support the Provost's Council on Advancing Women Faculty.
- Consider the development of a Provost's Council on advancing underrepresented Faculty.

- Restore Diversity and Inclusion to the Equal Opportunity Office title and responsibility set.
- Evaluate the status of the Diversity Opportunity Hire Fund.
- Develop and launch a statewide higher education collaborative for diversity, equity, and inclusion for idea and resource sharing. Make this an issue for Maine.
- Establish and fund a diversity excellence fund.
- Utilize Affirmative Action Plan information to guide campus job searches.
- Develop a Diversity and Inclusivity Statement for university website in addition to general non - discrimination statement.
- Build a cohering web site for all relevant information and material.
- Adopt a diversity, inclusivity, and equity language set for campus communications.
- Continue utilization and further adoption as appropriate of the NCAA guidelines “Best Practices in Achieving Excellence Through Diversity and Inclusion”, continued annual completion and promulgation of NCAA required demographic analysis, and annual completion and publication of the NCAA Equity in Athletics Disclosure Act gender equity study.
- Review admissions and enrollment goals to reflect institutional goals around diversity, equity, and inclusion.

Prepared by R. Dana 1/19

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