

OFFICE OF HUMAN RELATIONS PROGRAMS ANNUAL REPORT 2001 - 2002



“UNITY THROUGH DIVERSITY OVERCOMES ADVERSITY” by Gemal Woods

OHRP ANNUAL REPORT 2001-2002

The 2001-2002 academic year was particularly challenging. It began, tragically, with a student death, followed by the events of September 11, 2001 and then a tornado that caused fifteen million dollars damage to campus and, devastatingly, took the lives of two more students who were sisters—all within the first six weeks of the semester. The tides of the year seemed to be changing when our football team unexpectedly made it to the Orange Bowl. Unfortunately, if not also a bit eerily, the spring semester also began with a student death, followed by significant budget cuts. Fortunately, the positive tide came back in when our men's basketball team became the NCAA champions. This year came to be defined by its extreme lows and highs, fortunately ending on those highs. From a human relations perspective, the uncertainty that this year ushered into our institutional culture served to strengthen our resolve to realize multiculturally inclusive and otherwise affirming community. While grief, crisis, and devastation initially left us feeling isolated, small, and insignificant, closer examination of these trying realities reinforced the tremendous importance of equity and diversity work to us, presenting OHRP with increased opportunity, resolve, and energy to promote social justice across campus and beyond.

THE YEAR IN SUMMARY

OVERVIEW OF OHRP

The Office of Human Relations Programs, an arm of the Office of the President, investigates and resolves complaints of discrimination in accordance with the process set forth in the university *Human Relations Code*, and develops and implements a broad range of proactive multicultural educational programs for faculty, staff, and students. The interplay of these two areas of

responsibility is particularly important to note. Trends in the nature of complaints of discrimination and harassment inform the direction of our pro-active educational endeavors. Likewise, successful and comprehensive dissemination of specifically targeted proactive educational efforts can serve to reduce the number of a particular kind of complaints lodged. OHRP often uses a sports metaphor to describe the integrally connected and mutually reciprocal relationship of its two areas of responsibility. The Campus Compliance Officer is likened to the OHRP team goalie: if everything

else the office team does through its proactive educational efforts to prevent discrimination and harassment from occurring falls short, the Campus Compliance Officer is there to offer a potential complainant a vehicle through which he or she can seek relief from that discrimination or harassment—the opportunity to be made whole through dispute mediation and resolution.

OHRP receives funding from three sources: OHRP state monies, Diversity Initiative state monies, and grant monies. OHRP state monies (\$450,000 annually) cover six full-time staff salaries and benefits and a small office operating budget. Diversity Initiative state monies (\$130,000 annually) cover eight Graduate Assistant salaries and programming expenses. Grant monies (\$150,000 this year) cover three full-time staff salaries and benefits and augment Diversity Initiative program expenses in the area funded.



OHRP LEGAL COMPLIANCE

At the outset of 2001, Mr. Kevin McDonald, the Campus Compliance Officer of the last three years, left Maryland to take a position at Johns Hopkins University. OHRP Assistant Director, Mark Brimhall-Vargas, took on the role of Interim Campus Compliance Officer while a national search was conducted for a new Campus Compliance Officer. A dedicated search committee, under the

skillful leadership of Office of Union and Campus Programs' Director of Activities, Dr. Marsha Guenzler-Stevens, brought Mr. Roger Candelaria to campus as the new Campus Compliance Officer. A former judge, town attorney, and schoolteacher, Roger brings a wealth of experience in investigation of complaints of discrimination and harassment, mediation and conflict resolution, and sexual harassment prevention education to the campus, as well as a philosopher's spirit and wisdom to the OHRP family. Priorities that Roger has for the Campus Compliance Officer position are twofold: 1)

to fairly and timely hear, thoroughly investigate, and resolve complaints of all illegal discrimination; and, 2) to enhance the Sexual Harassment Prevention Program and the Peer Mediation Program so that they set a tone of confidence, energy, and optimism which excites students, faculty, and staff to collaborate in the growth of a university-wide, inclusive infrastructure; to foster a

mentality of fairness and equity that fully supports a culture of excellence in intellectual exchange, research, and scholarship; and, to provide service and support that integrates the value of mutual respect into work in the academic setting. OHRP Office Clerk and Receptionist, Ms. Delecia Stewart, having completed the Peer Mediation Program training last year to become a Certified Peer Mediator, has taken on an expanded role working with Roger in helping to further develop this program.

Compliance cases over the last year focused primarily on issues of race, disability, and sexual harassment.

OHRP LEGAL COMPLIANCE AND PROACTIVE EDUCATION

SEXUAL HARASSMENT PREVENTION PROGRAM

Sexual Harassment Prevention Programming occupies a unique position within OHRP's twofold area of responsibility—it is both a legal compliance and proactive educational endeavor. More than fifty Sexual Harassment Prevention Program trainings for students, faculty, and staff were conducted over this year. To continually increase the reach of the Sexual Harassment Prevention Program, new versions of it were developed this year to better target specific populations or training contexts. These versions include those for senior leadership, Spanish speakers, fraternities, and those with limited literacy skills.

DIVERSITY TRAINING AND CONSULTATION SERVICES

OHRP's Diversity Training and Consultation Services efforts, while generally focused in the area of proactive education, increasingly, also focus on legal compliance themes—namely hate crimes and bias incidents and racial profiling—thus, like the Sexual Harassment Prevention Program, DTCS efforts occupy both the legal compliance and proactive education wings of the office's twofold mission. Requests for Diversity Training and Consultation Services have steadily increased, leading OHRP to conduct more than one hundred trainings over the last year, and more than fifteen consultations. While the previous year's requests were mostly for basic and didactic "sensitivity to diversity" workshops, this year's requests have been for more serious, interactively engaging, facilitated dialogues on issues of power and privilege—many focusing on content areas related to the events of September 11, 2001. The changes in tenor and format of trainings requested suggest an increase in the campus community's level of sophistication with respect to issues of equity and diversity, in part prompted by radically changing international relations, partly a function of the increased emphasis on the social justice perspective within the field of multicultural education, and in some part due to the accumulated impact of nearly twenty years of campus-wide Diversity Initiative efforts.

OHRP PROACTIVE EDUCATION

OHRP's exclusively proactive educational activities can be grouped by scope into those with national, campus-wide, or constituent-specific (student, staff, or faculty) impact.

NATIONAL

National efforts include OHRP's on-going hosting of teams of senior administrators from college and university campuses from across the country (and occasionally from around the world), drawn to the campus because of its *Diversity Blueprint: A Planning Manual for Colleges and Universities* successes. A full five years since the manual was first published, requests to visit and learn about the model for campus-wide diversity it sets forth still exceed ten a year.

Of particular note this year, the Ford Foundation *DiversityWeb* project, a joint endeavor of OHRP and the Association of American Colleges and Universities (AAC&U) begun in 1995, and funded through OHRP alone in excess of \$1,000,000 over its seven-year life, has come to an end. While the *DiversityWeb* will continue to exist, Ford funding for it has concluded. For the time-being, *DiversityWeb* is still located on the University of Maryland server. AAC&U is exploring other funding options that will enable it to institutionalize its sustenance independently. The decision by Ford to tie off its support of this project is driven by changes in its funding priorities. To OHRP's

benefit, these changes have led to a new Ford Foundation funded project, the *Intergroup Dialogue as Classroom Pedagogy Across the Curriculum* or *INTERACT* project. (Details of this project are delineated below under the heading *Faculty*.)

OHRP has also maintained two on-going community-based partnerships over the last year, one with Sponsors for Educational Opportunity, now in its fourth year, and the other with the March of Remembrance and Hope, in its third year.

Sponsors for Educational Opportunity is a college-bound academic-enrichment program, based in New York City, that is dedicated to facilitating young People of Color's

educational excellence and success by providing intensive outreach, counseling, tutoring, mentoring, financial support, and, ultimately, job placement services for students identified as academically “at-risk.” Sponsors for Educational Opportunity students are targeted in middle school and followed through to the completion of their Bachelor’s degree programs and entrée into the profession of their choosing. OHRP, with assistance from the Undergraduate Admissions Office, the Office of Union and Campus Programs, the Robert H. Smith School of Business, Campus Recreation Services, and various faculty members, collaborates with Sponsors for Educational Opportunity to bring approximately fifty middle and high school students from New York’s inner city schools to Maryland every spring so that they may explore and experience college life over a two-day period. Sponsors for Educational Opportunity students participate in a variety of college-related activities as a part of its mission to engender their preparedness for higher education.

The March of Remembrance and Hope brings together an international group of college and university students from around the world, who represent a wide variety of racial, ethnic, linguistic, and religious backgrounds, to learn about individual prejudice and institutionalized discrimination through study

of the Holocaust. The March includes a visit to the actual Holocaust sites in Poland where Nazi atrocities were committed. Participation in the March enables students to connect—physically, intellectually, emotionally, and spiritually—with the enormity of anguish that hatred causes. The March transforms the way in which students view and relate to people from cultural backgrounds different from their own by providing powerful incentives for multicultural community building. The University of Maryland is a participant school, and OHRP is part of the program planning committee.

“Through a variety of campus-wide programs and activities, we have sought to engage faculty, staff, and students in the process of creating a diverse and inclusive community and have maintained this goal at the forefront of our attention.”

–Dr. C.D. Mote, Jr., President

CAMPUS-WIDE

In response to the *President's Diversity Panel Report* and the *Report of the Committee to Review the Equity Structure*, OHRP was given increased responsibility for coordinating diversity on campus this year. Thus far, this responsibility has been primarily linked to the office's diversity-related technological expertise, coordinated by Ms. Sivagami Subarraman, OHRP's Coordinator of Multicultural Educational Technology. Working in conjunction with Dr. Robert Waters, Assistant to the President for Equity and Diversity & Associate Vice President for Academic Affairs, Dr. Cordell Black, Associate Provost for Equity and Diversity, and Ms. Roberta Coates, Special Assistant to the President for Equity, Conflict Resolution, and Training, the University Homepage Committee, and Ms. Linda Martin, Director of Internet Communications, "Diversity" has been added to the top page of the University's website. Clicking on "Diversity" links surfers to the newly created Diversity Clearinghouse Webpage, a roadmap to equity and diversity efforts across campus, inclusive of a newly upgraded campus-wide electronic diversity calendaring system. Further, all four of the President's commissions' websites have been updated to reflect a connection to the University and Office

of the President image guidelines, to their shared identities as President's commissions, and to their unique individual commission identities.

Additionally, OHRP's website has been comprehensively updated to reflect the office's new identity system (used throughout this report), organizational logo and mural (featured on the back and front of this report, respectively), and program information, as well as to facilitate access to information about legal compliance and proactive educational offerings and corresponding electronic requests for services. OHRP's Diversity Database, Compliance database, Sexual Harassment Prevention Program database, and Diversity Training and Consultation Services database are all being upgraded and updated to facilitate archiving and accessing of information in manners consistent with the mission of the office. Finally, plans are underway to increase the interactive capacity of the office website to further enable video streaming on the site as a tool leading to on-line options for mediation, Sexual Harassment Prevention Program training, and intergroup dialogue (delineated below under the heading *Students*).

OHRP's new identity system, also developed in response to the *President's Diversity Panel Report*, is oriented toward the improvement of: 1) information dissemination about OHRP

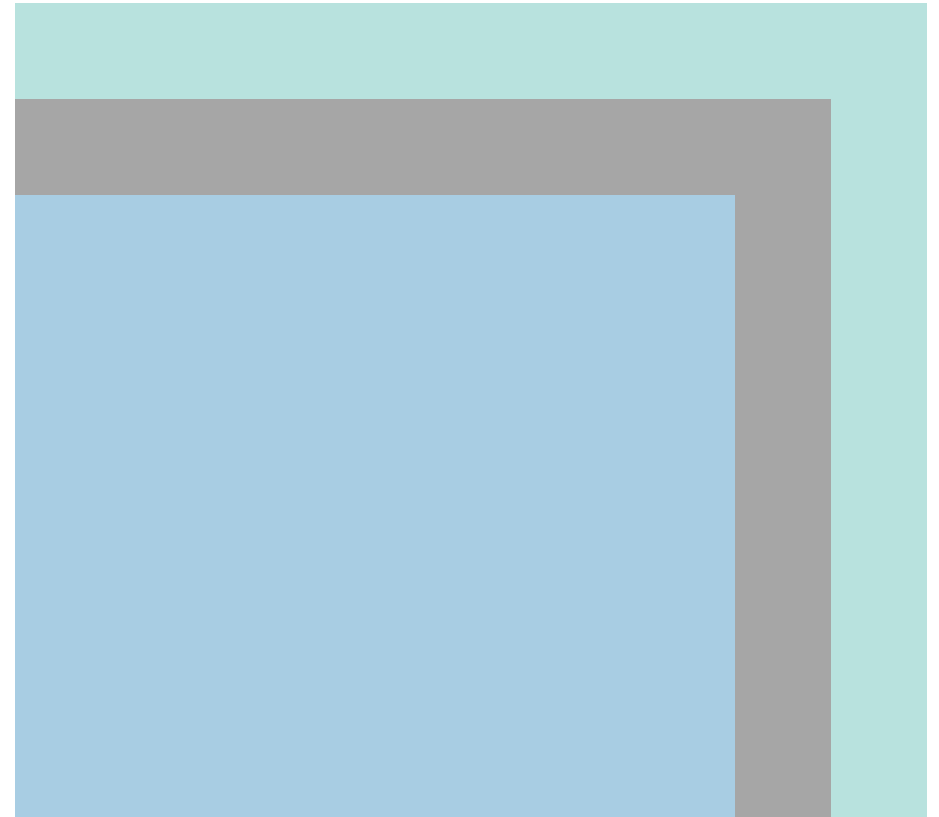
and its services to the campus and community; and, in turn, 2) opportunities for campus-wide collaborations and community partnerships pertaining to equity and diversity.

Of particular note, OHRP's organizational mural, titled, "Unity Through Diversity Overcomes Adversity" (commissioned by OHRP from local rising star artist, Gemal Woods), was the subject of first year student Caitlin Moore's English 101 research project this last year focusing on the impact of diversity-oriented campus murals in promoting a multiculturally inclusive climate.

OHRP also partnered with units and departments across the campus in the realization of "Building Community Day," also in response to the *President's Diversity Panel Report* and at the urging of the President's Commissions. OHRP spearheaded the *Dr. Rhonda M. Williams Building Community Day Lecture* featuring renowned author and screenplay writer, Mr. Sherman Alexie and co-sponsored it as a part of our "Border Crossing to Build Community" speaker series. A secondary contribution to "Building Community Day," OHRP hosted an office open house where we unveiled the "Unity Through Diversity Overcomes Adversity" mural and invited multicultural storyteller, Andy Fraenkel to entertain attendees.

In the spring semester, OHRP concluded its "Border

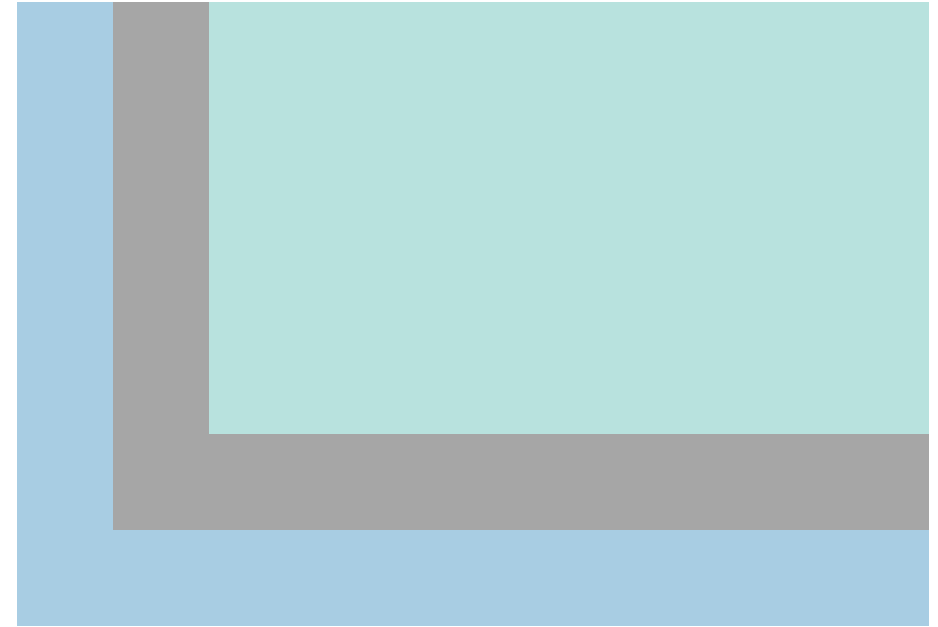
Crossing to Build Community" speaker series with a mini-series on liberation theology featuring Bishop John Shelby Spong, Dr. James H. Cone, Dr. Kwok Pui-lan, Dr. Ada Maria Isasi-Díaz, and Reverend Kiyul Chung. The Nyumburu Cultural Center, cooperating University Chaplains, and numerous community organizations co-sponsored the entire mini-series, and the Omicron Delta Kappa Drury Bagwell Speaker Series co-sponsored the Dr. Ada Maria Isasi-Díaz event.



STUDENTS

Student-related proactive educational efforts included the on-going development of the Multicultural Programming Coordinating Council, co-chaired by OHRP's Assistant Director and Coordinator of Student Intercultural Learning, Dr. Paul Gorski, and Office of Union and Campus Programs' Assistant Director, Mr. Brandon Dula. The council brings together the range of individuals engaged in multiculturally oriented programming for students across the campus in the effort to build support, coordination, and collaboration between and among their programming endeavors.

OHRP's student-focused *Words of Engagement* Intergroup Dialogue Program, completed its second of three years of funding from the William and Flora Hewlett Foundation Unity and Pluralism grant it secured in 2000 (\$50,000 annually). Intergroup dialogues bring together communities of students from social identity groups with a history of tension or conflict for a seven-week long facilitated experience oriented toward the confrontation of these dynamics and building of bridges across their communities. This year, through a partnership with the Department of Education Policy and Leadership, intergroup dialogues were offered for academic



credit through EDPL 288 and 498 independent study courses. Thirty-two individual faculty members, representing nine academic departments, also offered the intergroup dialogues as either a required, elective, or extra credit part of their courses. Last year, nearly three hundred students participated in the intergroup dialogues. Since the intergroup dialogues are co-facilitated by both OHRP staff and Graduate Assistants as well as by faculty, staff, and Graduate Assistants from across the campus, a three-day intensive intergroup dialogue facilitator training short course, the major component of OHRP's Social Justice Educator Development Program, was developed and

implemented. Since its inception a year ago, over fifty people have completed the training.

The *Words of Engagement* Intergroup Dialogue Program also include a Diversity Leadership Retreat experience. The Diversity Leadership Retreat is a tuition-free, non-credit, weekend-intensive, short course, held at an off-campus location (usually a hotel or executive camp). It brings together a diverse group of 15-20 current and potential, formal and informal, student leaders to provide opportunities for current and future student leaders to develop and hone the valuable leadership skills necessary to build partnerships across student organizations and groups by learning the value of

“The Intergroup Dialogue Program made me see that things are not as equal as I thought. I always thought that, as Americans, we all have access, equalities and freedoms, and liberties; but now I understand, and even see, that lots of people don’t get the same access, the same liberties. The program made me ask myself if there is anything I can do to change things.”

–Statement from a Student in the *Words of Exchange* Intergroup Dialogue Program

decompartmentalizing identity to form broadly conceptualized cross-cultural coalitions on campus. This year’s Diversity Leadership Retreat took students to Harper’s Ferry, West Virginia, to explore John Brown’s legacy in developing a complex understanding of what it means to be a social justice ally to a community of which ones is not an organic member. Because response to the Diversity Leadership Retreat experience has been so positive, OHRP is working to expand it into a campus-based conference and paid social justice-oriented, community-based, private non-profit organization service learning internship opportunities in the coming year.

STAFF

Staff-oriented proactive educational offerings include the adaptation of the *William and Flora Hewlett Foundation Unity and Pluralism* grant for the student-focused *Words of Engagement* Intergroup Dialogue Program for staff (particularly for non-exempt staff). In partnership with Mr. Harry Teabout, Director of Building and Landscape Services, OHRP's Business Manager/Program Coordinator for Non-Exempt Staff, Ms. Angie Bass, developed a Black/Latina/o Intergroup Dialogue for Facilities Management staff. The dialogue was co-facilitated

by Angie and Mr. Mark Brimhall-Vargas from OHRP, Ms. Marilyn Fountain from Facilities Management, and Ms. Gloria Aparicio, Assistant to the Vice President for Administrative Affairs. The dialogue concluded with a participant recognition ceremony and reception. Preliminary results indicate that following the dialogue, Black and Latina/o cross-group tension in this Facilities Management unit decreased, thereby improving workplace climate for members of both groups, as well as their work productivity. Plans for additional dialogues on this theme are underway.

The Women of Color story circle intergroup dialogue is on-going, providing Women of Color in primarily administrative and technical support positions the opportunity to come together to build a community of support with and for each other through the sharing of both personal and professional challenges and triumphs. Efforts to broaden this story circle to include White women, and to offer a separate story circle for men in similar employment contexts, are in the works.

As a part of its commitment to career path development, OHRP also supports professional development opportunities for its own staff. This year, OHRP staff pursued education and training in topic areas relating to Spanish language acquisition, multicultural spirituality, advanced technology skills, and

administrative support
enhancement. OHRP

Administrative Assistant, Ms. Marie Osafo was accepted to and graduated from the year-long *Leadership Prince George* program, sponsored by the Prince George's County Human Relations Commission. Three full-time staff were also supported in their process towards the acquisition of bachelor's degrees, one at Maryland, the other two at the University of Maryland University College. Staff also attended five campus conferences: Success 2001, the Equity Conference, the Black Faculty and Staff Association Conference, the Student Affairs Conference, and the Professional Concepts Exchange Conference.

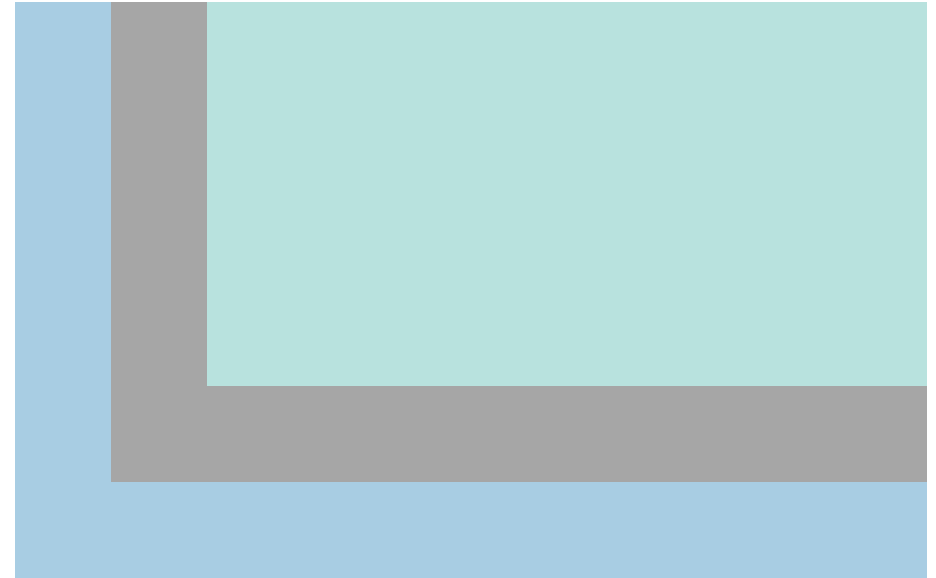
“The Women of Color Story Circle Intergroup Dialogue emerged in response to the stated need of Women of Color in administrative assistant roles to have a place to come together and share their experiences at the university related to both their professional role and function, as well as their racial and gender identities. Their coming together offered them support in what they experience as an often hostile climate. Further, they developed an informal professional network to help each other and their other peers to learn how to successfully negotiate that climate by offering each other inspiration and interpersonal motivation, as well as assistance with work-related tasks. While staff intergroup dialogues have enabled staff to develop communities of support in the face of hostility, they have not led to the emergence of staff activism. Such activism is critical to bringing attention to, and, thus, bringing about the structural changes that are required to effectuate a more multiculturally affirming and empowering workplace climate for especially those employed at the lowest levels in the university.”

-Dr. Christine Clark, Executive Director, OHRP

FACULTY

Faculty-focused proactive educational endeavors, supported by OHRP Associate Director, Ms. Gloria Jabonete Bouis, included the work of the Diversity Initiative's Faculty Relations Committee, co-chaired by Dr. Sally Koblinski and Dr. Gabi Strauch in 2001 and by Dr. Marvin Scott and Dr. Maureen Beasley in 2002, in developing and executing the Faculty Research Forum on the theme, "Life After September 11th: Challenges for the Future," featuring presentations by Dr. Mark Graber, Dr. Ernest Wilson, and Dr. Susan Moeller, and co-sponsored by the College of Behavioral and Social Sciences. The Faculty Relations Committee also identified a recipient for this year's Faculty Support Award, Dr. Marla McIntosh, who will use the award to study the participation and roles of women in the academic sector of agricultural sciences. The Faculty Support Award is co-sponsored by the Office of the Associate Vice Provost for Equity and Diversity, and the Office of Research and Graduate Studies.

Additionally, the Ford Foundation has funded OHRP's *Intergroup Dialogue as Classroom Pedagogy Across the Curriculum* or *INTERACT* project. The *INTERACT* pilot project, a two year exploratory grant (\$250,000), is designed as



a funded facilitated learning opportunity for primarily University of Maryland, Prince George's Community College, and Prince George's County Public School faculty to develop knowledge, skills, and abilities in intergroup dialogue and the application of its pedagogical style to teaching in various disciplines. Guided by experts in intergroup dialogue and teaching methodologies, participants—to be named "*INTERACT* Scholars"—in the pilot project will examine the theory and practice of intergroup dialogue through a variety of both individual and collaborative learning activities. The project begins with certain assumptions that it will set out to prove: 1) that there is a connection between increases in student learning

and achievement and the use of non-traditional educational processes—especially student-centered pedagogies; 2) that students are more motivated and more engaged when non-traditional educational processes—especially student-centered pedagogies—are employed; and, 3) that since students learn through the study of examples, the use of examples that they bring from their every day experiences will increase their learning and, concomitantly, add to their educational achievement. Based upon the results of this pilot project, the Ford Foundation will consider funding an extension of the project at a higher level and over a longer period of time.

SCHOLARLY ACTIVITY

Finally, OHRP staff have made significant proactive educational contributions to the campus in the areas

of teaching, research, and service. As an arm of the Office of the President, OHRP is a non-academic service unit. However, the culture of the university as a pre-eminent public research institution has permeated the organizational ethos, engaging staff in academic pursuits.

Two full-time OHRP staff maintain affiliate faculty appointments on campus, one in the Department of American Studies, the other in both the Department of Curriculum and Instruction and the Department of Education Policy and Leadership. Three full-time OHRP staff and four of the office's Graduate Assistants taught a total of eleven regular three-credit undergraduate and graduate level courses on campus over the last year through the Departments of American Studies, Curriculum and Instruction, College Personnel Services, and Education Policy and Leadership.

“University faculty members play a key role in educating college youth about diversity issues. The Faculty Relations Committee of the Diversity Initiative assists the Office of Human Relations Programs in helping faculty of all ranks, disciplines, and academic appointments to develop and implement cutting-edge diversity programming.”

**–Drs. Sally Koblinsky, Marvin Scott, and Maurine Beasley
Co-Chairs, Faculty Relations Committee**

OHRP staff served on two refereed journal editorial boards and as associate editors for five refereed journal regular feature sections over the year. OHRP staff also maintained active research agendas, some related directly to the work of the office (pertaining to the *Words of Engagement* Intergroup Dialogue Program for students and staff, and to faculty involvement in campus-wide diversity efforts and multicultural curriculum change), and others relating to collaborative and /or individual pursuits (on the digital divide, White antiracist identity development, multicultural educational resources' assessment and evaluation, and Asian Pacific American and South Asian women's empowerment). Over the last year, OHRP staff have written and had published in refereed journals or books, sixteen articles, two poems, and two chapters on themes related to these research interests. OHRP staff

also made over fifty presentations on the results of this research, and on additional on-going research on the subject of Christian privilege, at fifteen local conferences and twenty national and international conferences in the areas of multicultural education, equity and diversity, bilingual education, Asian-American students, women's studies, African-American studies, American studies, higher education, student affairs, P-12 education, independent schools, leadership, literacy, and penal abolition.

OHRP staff are also actively engaged in equity and diversity-related academic service activities both on and off campus. This year, OHRP staff served on thirty-five on-campus sustaining and ad hoc committees and forty off-campus committees and Boards of Directors at local, state-wide, regional, national, and international levels.

The Faculty Relations Committee works to make diversity a central value of our educational enterprise by:

- ❖ **Sponsoring innovation in diversity pedagogy and curriculum development;**
- ❖ **Supporting innovative diversity research projects that enhance student learning and involve diverse teams of researchers; and,**
- ❖ **Creating successful university-community partnerships that focus on diversity, social justice, and improved quality of life.**

OHRP STAFF

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Associate Director
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Assistant Director & Acting Campus Compliance Officer
Mark Brimhall-Vargas

Campus Compliance Officer
Kevin McDonald

Campus Compliance Officer
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Assistant Director and Coordinator of Student Intercultural Learning
Dr. Paul Gorski

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Angela Bass

Administrative Assistant & Acting Business Manager
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Delecia Stewart

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Sexual Harassment Prevention Specialist
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2001-2002

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