



**University of Baltimore  
Office of the Provost**

**Cultural Diversity Plan  
2009-2014**

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**Cultural Diversity Plan for 2009-2014**

**INTRODUCTION**

The University of Baltimore is located in a vibrant, multi-cultural city. The University embraces the challenges of multi-culturalism and inclusion in its academic and co-curricular programming, enrollment processes, retention initiatives, and hiring decisions. The University of Baltimore is committed to creating an inclusive community in which diversity is respected and celebrated. We define cultural diversity as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The Office of the Provost is ultimately responsible for cultural diversity.

This report describes our current initiatives toward creating a campus that welcomes and embraces diversity in its many forms and shares our plan which specifies a set of objectives that will enhance the cultural diversity of the University along with plans for achieving those objectives. It also answers specific questions raised by in Senate Bill 438 including the process for responding to campus-based hate crimes and resources needed to support our diversity plan.

**UB'S MISSION AND CULTURAL DIVERSITY**

This section describes the way that the University of Baltimore addresses cultural diversity among students, faculty, and staff. The University of Baltimore provides innovative education in law, business, and the applied liberal arts to serve the needs of a diverse population. A public University, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate, and professional students in an environment distinguished by academic research and public service.

The University is committed to the principles of cultural diversity, and acts on this commitment in the following ways:

- Making excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;
- Establishing a foundation for lifelong learning, personal development and social responsibility;
- Combining theory and practice to create meaningful, real-world solutions to 21<sup>st</sup>-century urban challenges; and
- Serving as an integral partner in the culture, commerce and future of Baltimore and the region.

The core values of the institution – access, commitment, quality, understanding, innovation, respectful relationships and ethics reflect the University’s long standing history of supporting diversity through access to higher education, personal attention to students, high quality, and innovative educational opportunities.

The University of Baltimore is committed to fostering a welcoming, inclusive environment where all members respect each other as valued contributors to the enterprise. The strategic value of diversity in the workplace, among the students, faculty, and in the Baltimore community is recognized.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, flexible approaches to learning, teaching, and support services is central to the University’s mission. The University seeks to eliminate barriers to the success of all students and to create new ways to diversify the employee talent pool.

The University of Baltimore embraces the following cultural diversity principles:

1. A shared and inclusive understanding of cultural diversity
2. A campus climate that welcomes, supports, and celebrates diversity
3. Recruitment and retention of a diverse student body
4. Academic and co-curricular infusion of cultural diversity
5. Recruitment and retention of a diverse workforce

All offices are expected to work together to create a positive climate for diversity. The lead offices in these activities are the Office of the Provost and the Office of Diversity Education and Programs (Diversity Office). Appendix I outlines some of the current programs and services that support or enhance diversity at the university. They are organized by the principles above.

### **University Demographics**

The University of Baltimore student population is one of the more diverse of the non-historically black colleges and universities within the University of Maryland system. The ethnic compositions of students, faculty, and staff are provided below.

The tables indicate that the student body and staff are more diverse than the full-time faculty. About 200 adjunct faculty annually support the academic programs and diversity is an important consideration in their hiring. According to the most recent data on adjunct faculty, there are 22 African-Americans (10.6 percent), and 10 other minority (5 percent) in the group. It is a goal of the university to increase the number of minority faculty members in both full and part-time positions.

### **Ethnicity of Students**

February 2009

	Frequency	Percent
African-American	1495	27.1
American-Indian	21	.4
Asian	249	4.5
Hispanic	123	2.2
White	2290	41.5
International	194	3.5
Unreported	1145	20.8
Total	5517	100.0

### **Ethnicity of Full-time Faculty**

	Frequency	Percent
African-American	17	10.0
Asian	15	8.8
Hispanic	3	1.8
White	135	79.4
Total	170	100.0

### **Ethnicity of Full-time Staff**

	Frequency	Percent
African-American	175	36.8
Asian	13	2.7
Hispanic	6	1.3
White	282	59.2
Total	476	100.0

## **THE CULTURAL DIVERSITY PLAN**

While we have done much to insure that the university is an inclusive community that respects and values diversity, we believe that we can do more. This section describes how the University of Baltimore plans to enhance cultural diversity programming and sensitivity. The heart of our plan comes from the university's new strategic plan that was adopted in April 2008. The action plan for diversity which stems from the University strategic plan is as follows.

### **The University of Baltimore Strategic Plan Goal 6:**

The University of Baltimore will foster a diverse, informed and participatory community of students, faculty, staff and alumni as a core institutional strength and value.

#### **Objective 6.1:** Increase diversity in faculty and professional staff hiring.

- Increase the pool of minority candidates by advertising openings in the appropriate publications and professional minority organizations and by using alternative methods including web tools and candidate data banks to identify and reach minority candidates.
- Supplement salaries to attract and retain minority faculty members.
- Improve search education for all academic and administrative units.
- Provide sensitivity training programs to celebrate our differences.
- Develop affinity groups of faculty and involve senior faculty in mentoring to create a more supportive, inclusive work environment.
- Focus on the hiring of adjunct faculty as opportunities to bring diverse role models and points of view to our students.

#### **Objective 6.2:** Support the awareness and inclusion of cultural diversity in academic and co-curricular programming.

- Foster a dialog that enables a clear and consistent approach toward UB's diversity objectives and initiatives.
- Conduct faculty and staff climate surveys to gather information about personal experiences, perceptions and attitudes, and use this to facilitate hiring and retention programs.
- Assess the effectiveness of cultural programs and services and use the results to guide improvement of these programs

- Objective 6.3:** In collaboration with the USM, enhance efforts to close the college achievement gap among current and future student populations.
- Determine indicators of potential success/failure other than test scores and GPA to promote inclusive admittance processes for students.
  - Evaluate potential students at risk and provide comprehensive assistance as necessary to foster successful advancement.
  - Enhance student retention initiatives.
  - Target recruitment efforts based on students most likely to succeed in the climate and culture that is unique to UB.

The timetable for achieving these objectives appears on the next page.

### **Current Initiatives**

Several initiatives are underway that will help us achieve these objectives. For example in the area of student retention, the retention literature indicates that faculty plays a critical role in student success, particularly for minority students. Frequently faculty are unaware of the ways in which they can enable students to succeed. The faculty must be knowledgeable of and involved in minority student success. To that end:

- The Center for Excellence in Learning and Teaching will sponsor a series of faculty development seminars on retention, minority student issues, etc. (bi-annually starting Spring 2009)
- The Center working in conjunction with the Office of Diversity Education & Programs will conduct a series of programs on diversity in the classroom, current diversity research and trends. The first program will be held during the spring 2009 semester. (1 time per year)
- Prior to the beginning of fall 2009 semester, a one or two day workshop will be held that will bring faculty, enrollment and student affairs personnel together to discuss retention, their respective roles, and brainstorm on how they might collaborate and / or support each other's work. (Fall 2009)
- The University is in the process of identifying "gateway" courses with high failure rates. When students do poorly in these kinds of courses (statistics, algebra, accounting, and finance), they are less likely to succeed in the subsequent courses that rely on students' mastery of these fundamentals. Therefore, faculty and student affairs staff will work together, with resources from the Center, to refine the learning experiences in these courses and to develop support services for students having difficulty. (AY 2008-09)

**The University of Baltimore Strategic Plan Goal 6  
Timetable For Achieving the Diversity Objectives**

<b>Objective</b>	<b>Action Item</b>	<b>Timeline</b>	<b>Budget</b>	<b>Status</b>
<b>Objective 1:</b> Increase diversity in faculty and professional staff hiring.	Increase the pool of minority candidates by advertising openings in the appropriate publications and professional minority organizations and by using alternative methods including web tools and candidate data banks to identify and reach minority candidates	Ongoing	\$150,000 – \$200,000	Research Stage
	Supplement salaries to attract and retain minority faculty members.		\$200,000	Not Started
	Improve search education for all academic and administrative units.	September 2009	None	In Progress
	Provide sensitivity training programs to celebrate our differences.	Ongoing	Included in HR Budget	Ongoing
	Develop affinity groups and involve senior faculty in mentoring to create a more supportive, inclusive environment for faculty.	Ongoing	None	Ongoing
	Focus on the hiring of adjunct faculty as opportunities to bring diverse role models and points of view to our students.	Ongoing	None	In Progress
<b>Objective 2:</b> Support the awareness and inclusion of diversity in academic and co-curricular programming.	Foster a dialog that enables a clear and consistent approach toward UB's diversity objectives and initiatives.	Fall 2009	None	In Progress
	Conduct faculty and staff climate surveys to gather information about personal experiences, perceptions and attitudes and use to facilitate hiring and retention programs.	Ay 2009 - 2010	\$10,000	Not Started
	Utilize various assessment methods to measure effectiveness of cultural programs and services.	Ay 2009	Included In Budget	Data Collected For Fall 07
<b>Objective 3:</b> In collaboration with the USM, enhance efforts to close the college achievement gap among current and future student populations.	Determine indicators of potential success/failure other than test scores and GPA to promote inclusive admittance process of students.	Spring 2010	None	Data Being Collected
	Evaluate potential students at risk and provide comprehensive assistance as necessary to help successful advancement.	Ongoing	\$100,000	Ongoing
	Enhance student retention initiatives.	Ongoing	\$212,000	Ongoing
	Target recruitment efforts based on students most likely to succeed in the climate and culture that is unique to UB.	Ongoing	\$50,000 - \$100,000	Ongoing

In order to make informed decisions, we need better data about our students, their goals and aspirations. With our existing information systems it has been difficult to link the database warehouse of student information with other sources. The University is committed to improving its data collection processes and analytic capabilities. The University recently established a cross-divisional group to manage the student information system and enhanced the potential of additional institutional research with the appointment an Assistant Provost for Institutional Research and Analysis.

To better understand our students and the reasons that they chose not to continue at UB, the university plans to

- Join the Council for Adult and Experiential Learning and become a member of The Coalition of Adult Learning Focused Institutions. The university will complete The Institutional Self-Assessment Survey and have 500 adult students complete The Adult Learner Inventory. The resulting gap analysis will be of use in determining what programs and services need to be improved (to be complete by fall 2009).
- Improve the collection of data on our students. We need better data on who our students are and what their goals are. To this end we will:
  - Find out if students who do not persist are transferring to other institutions. Contact all students who do not re-enroll to find how why.
  - Learn more about our minority students. What are the most common reasons that minority students do not succeed? Much of what we know is anecdotal. With better information, more initiatives can be developed to address specific issues.
- Work with the Assistant Provost for Institutional Research to improve the data collection processes.
- Review the results of a campus climate survey that was conducted during the spring 2008 semester (about 1,000 students completed the survey). Survey results will be used to diversity educational programs and develop a formal process for identifying climate issues and approaches for proactively addressing climate concerns.

### **PROCESS FOR RESPONDING TO CAMPUS-BASED HATE CRIMES**

If a hate crime, as defined under title 10, subtitle 3, of the Criminal Law Article, is reported to the University of Baltimore Police Department, the department shall immediately assign the case to an investigator and begin a criminal investigation with a view towards prosecution. Moreover, any hate crime investigated by the University of Baltimore Police Department is reported to the Federal Bureau of Investigation in accordance with the Uniform Crime Report (UCR) guidelines. In addition to the UCR reporting protocols, any such hate crime is also reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Dean of Students and the Office of Diversity Education and Programs would be notified of any hate crime so that intervention and counseling services could be activated to support the campus community.

## **RESOURCES NEEDED**

We currently attract a very diverse student body. Additional resources are needed to increase the retention of minority transfer students, our most at risk population, and to increase the diversity of the faculty and administration. The table on page 8 provides budget data for each of the action items.

The estimated cost of increasing the pool of minority candidates for faculty positions is between \$100,000 and \$125,000. An additional \$200,000 per year is needed for salary supplements to attract and retain minority faculty members at competitive minority salary market rates for full time faculty. The cost for the development and analysis of the surveys of students, staff, and faculty is estimated at \$10,000. The costs of the action items related to attracting and retaining minority students are between \$412,000 and \$462,000. This includes \$212,000 to implement the university's achievement gap plan, which was not funded. The funds would be used to hire permanent staff to fully implement our Closing the Achievement Gap strategies.

## **CONCLUSION**

We are pleased to report University of Baltimore's varied initiatives toward cultural diversity. We are looking forward to documenting our progress as we become an increasingly inclusive place to learn and work.

## Appendix I

### **CURRENT DIVERSITY INITIATIVES ORGANIZED BY PRINCIPLES**

The University of Baltimore has a number of offices, programs, and initiatives that directly or indirectly focus on cultural diversity. These are reviewed below.

#### **1. A Shared and Inclusive Understanding of Cultural Diversity**

The University's commitment to diversity is highlighted in UB's strategic plan and in the University's cultural diversity principles listed on page 3 of this document. All offices are expected to work together to create a positive climate for diversity. The lead offices in these activities are the Office of the Provost and the Office of Diversity Education and Programs (Diversity Office).

The mission of the Diversity Office is to educate the campus on issues of racial/ethnic, gender, class, gender identity or expression, disabilities, and religious diversity through development of programs and services. The Diversity Office provides a wide-range of services, educational programming, and cultural activities to enhance and support the creation of a multicultural community at the University of Baltimore that is reflective of cultural heritage, racial understanding, and academic excellence.

#### **2. A Campus Climate that Welcomes, Supports, and Celebrates Diversity**

The Office of Diversity Education and Programs works in tandem with student affairs, academic affairs and human resources to ensure that programs and services are offered that meet the needs of the university community. The community is made aware of the programs and services through varied written communications, the Daily Digest online, open houses, orientations, and training programs. The entire community is encouraged to access resources from the Diversity Office such as movies, books, training materials and services that would support diversity programming/initiatives specific to their work, class or activity.

The Diversity Office co-sponsors programs with faculty, various university offices and student groups, including OUTlaw, the Black Student Union, Black Law Student Association, Student Events Board, the International Services Office, Disability Support Services Office, and Student Government. Additionally, there are multiple awareness programs planned and delivered for the campus.

In 2008 the University received a Sloan Faculty work/life grant. New programs related to work/life issues were started in the Human Resources Department in 2009. The University hosted the first work/life balance week in February 2009. New initiatives aimed at creating a positive welcoming environment for our diverse faculty are underway. Programs and policies are also being developed to create a more family

friendly and inclusive environment. In December a new position in the Provost's Office, the Officer for Faculty Work Life & Personnel Initiatives, was created to work on these initiatives with faculty, to provide consultative assistance on faculty personnel issues and to develop related programs and policies. The goal is to enhance assimilation and provide support for all faculty.

While we believe that the University has a welcoming environment, we are committed to its improvement. To that end, the University is developing mechanisms to evaluate the effectiveness of programming and support for diversity across the University. Survey results of the undergraduate and graduate students conducted last year will provide the preliminary information for review. Within the next year, further input will be gathered from surveys of faculty and staff. Future goals and action plans will be developed in light of information gathered from these survey instruments as well as from future survey and assessment activities.

### **3. Recruitment and Retention of a Diverse Student Body**

The University of Baltimore has had a long-standing commitment to the recruitment of a diverse student body and has proactively sought to identify multiple recruitment channels and communication strategies to ensure that there is outreach to a diverse population.

The University also has a number of programs in place to help our diverse student body persist until graduation. The University continuously assesses the success of these programs and has developed an achievement gap plan to further increase minority graduation rates of students transferring to UB from community colleges.

#### **Offices of Admission**

The Admissions Offices recruit first-time freshmen, transfers, and graduate students in the Yale Gordon College of Liberal Arts and the Merrick School of Business. The offices host recruitment events such as open houses and classroom visits on campus, and travels to community colleges, local high schools, employer sites, and college fairs. Communication strategies and products are regularly updated to ensure sensitivity to the most current thinking of how to be inclusive to a multi-generational and multi-cultural applicant pool. Social networking sites and tele-counseling programs are among the most recent innovations in modernizing our recruitment strategies.

The University of Baltimore is a transfer friendly institution with over 70 articulation agreements with community colleges. UB draws a large number of minority transfer students. Dual admissions programs with two minority intensive institutions, Community College of Baltimore County and Baltimore City Community College, also result in significant minority enrollment.

The College of Law maintains an admission office specifically focused on the recruitment of law students in the region and across the nation.

## **Special Programs**

In addition to the transfer friendly programs UB offers, there are at least three other areas that are noteworthy for attracting minorities and serve as a model within the institution for providing a competitive advantage for expanding the University's appeal to minorities. They are the Honors Program, the Merrick School of Business (MSB) Entrepreneurial Opportunity Program and the University's most noteworthy program serving minority populations, the First and Second Year Program (FSP).

Honors Program – The Helen B. Denit Honors Program strives to attract minority students and provides them with a support network of peers and advisors. Minority students in the program are very positive role models for incoming students. The statistics are impressive: 44 of 139 students (31.6% of full & part-time students in the program) are African-American or Hispanic.

MSB Entrepreneurial Opportunity Center (EOC) – The EOC and the United States Hispanic Youth Entrepreneurial Education Foundation host four events each year for Hispanic youth, and their parents, interested in college. The EOC has an Memorandum of Understanding with the Baltimore office of the National Foundation for Teaching Entrepreneurship (NFTE). NFTE works with middle and high school students from inner city neighborhoods to help unlock their entrepreneurial creativity. In Baltimore City, this is a predominantly minority population.

The First and Second Year Program (FSP) – In fall 2008, UB admitted its first freshman class in 32 years. The Class of 2011 was the most diverse class of first-year students in the USM system. Specific outreach was geared toward Baltimore City public high schools, a largely minority population, and scholarships were made available based on a variety of academic attributes and involvement in extra-curricular activities. The Class of 2011 was 46% male, 54% female (national averages are 40% male/60% female) and 55% minority.

## **Graduate and Professional Enrollment**

The Graduate Admissions Office increased UB's visibility to minority populations through increased advertising that has been directed at majors that demonstrate a potential for enrolling a substantial number of African-American students both in Baltimore and at Shady Grove, where UB offers several degree programs. African-American enrollment has been particularly strong in the M.A. in Human Services Administration, a UB/Coppin collaborative program. More than 70% of the UB students enrolled in the program are African-Americans.

The School of Law regularly recruits students at historically black colleges, participates in minority recruitment fairs, and co-sponsors outreach programs with pre-law societies and minority student organizations. The law school's welcome dinner for admitted minority students is designed to introduce new students to peers and faculty and to encourage a sense of an inclusive community. In addition, the Baltimore Scholars Program has been redesigned to more specifically direct help to

undergraduate minority students to improve their writing ability and LSAT score. Of the 1070 students enrolled in fall 2007, 121 (11.31%) were African American and 20 (1.87%) were Hispanic.

### **Affordability**

The University's capacity to recruit and retain minority students is closely tied to our ability to make college affordable. The difficult economy, higher loan qualifications, and the reduced availability of loans along with rising tuition costs have made it more difficult for poor students to finance their education. Given these concerns, the University has been developing strategies and programs to meet the financial aid needs of our students, in particular, underrepresented and low-income students. The University was pleased to offer a one-year free tuition scholarship for of the Class of 2011 (our first freshman class since 1975. For the second year of the FSP program, both merit-based scholarship and need-based grant funds were increased. The University also added a transfer scholarship program with grants for full-time transfer students beginning in 2008. A program providing grants to new part-time transfers will begin in fall 2009. The University also consolidated funds from UB Foundation in the financial aid office beginning in June 2008 to bring more funds directly to students via standardized processes. Over the last year the financial aid office and the technology that support the process have been re-structured to better serve students. New strategies to communicate, improve timing/processes for awards, to facilitate access and to increase availability of financial aid are continually being considered and offered as appropriate.

### **Peer Networking Program**

Through this program, veteran students welcome and orient new students. Two-thirds of last year's students were minorities, one-half were African-American. Ninety-five percent reported themselves more likely to re-enroll as a result of the program.

### **Counseling Center**

The Counseling Center helps our diverse populations balance their personal life with the rigors of their academic program. The center provides support for emotional issues including social, family and peer pressure on first generation college attendees, stress management, and life balance.

### **Disability Support Services**

The Disability Support Services (DSS) office educates the University Community about disabilities and services approximately 224 students at all levels of education in all three schools. Accommodations include a testing lab with four adaptive computer stations, sign language interpreters, readers, and classroom assistants. Awareness training is offered for faculty, staff and students to increase campus sensitivity of cultural diversity.

### **Job Search/Career Support**

The Career Center and the MSB Entrepreneurial Opportunity Center support the retention of students by helping them to find/develop employment opportunities during their academic program and upon graduation. Since most of our students work, these services offer valuable support to allow students to maintain sufficient income while in school and when possible, gain appropriate experience for their post graduation career.

#### **4. Academic and Co-Curricular Infusion of Cultural Diversity**

The University infuses cultural diversity into both the curriculum and co-curricular activities. The University provides foundational diversity education in the core curriculum, i.e., ethics and management courses. In addition to the Office of Diversity Education and Programs, Advising Services and the Academic Resource Center support an inclusive environment.

### **Advising Services**

The University has a combination of centralized and decentralized advising. Advisors provide a detailed road map for students to successfully plan their academic programs to ensure timely completion of their degree programs and to ensure students enroll in the most appropriate combination and sequence of courses. The advisors are also expected to provide direct support in guiding our diverse population to support services that will aid them as they work through their academic program.

### **Academic Resource Center**

More than 2,500 students access the Academic Resource Center's (ARC) services each year. In the most recent years, over 60% were students of color, a large percentage of them African American. Four of five students tutored for as little as one hour reported that tutoring helped them pass a required course, maintain their scholarship or financial aid eligibility, and/or meet other minimum GPA requirements.

#### **5. Recruitment and Retention of a Diverse Workforce**

The University is an Affirmative Action Equal Opportunity employer. As such, the University has proactively recruited minority candidates to fill University staff and faculty positions. The University supports an open job posting process and trains hiring managers and search committees on appropriate recruitment, advertising and selection procedures.

Special attention is paid to diversifying the faculty as the importance of faculty role models for students is seen as critical. To that end, the deans directly charge faculty search committees with the importance of seeking minority candidates and coach

department chairs and search committee chairs on the importance of using a proactive minority recruitment strategy.

To increase the number of minorities in the applicant pools the following tactics are used:

- Targeted advertising
- Networking with colleagues at HBCUs
- Using minority directories
- Targeting minority academic and professional associations
- Targeting disciplines for minority recruitment outreach where there is known to be a higher availability of qualified minorities
- When possible considering appointments of dual career couples to facilitate relocation of minorities.

### **Faculty Selection**

To increase the number of minority faculty hires, deans and search committees are encouraged to support minority faculty hiring in the following ways:

- Consider membership in a minority group to be a “plus” factor.
- Assign grant money to a minority hire. For years, minority hiring incentive fellowships have been granted by USM. UB has been fortunate to receive five Henry C. Welcome Fellowships during the 2005-2007 period, and these have greatly enhanced our ability to recruit and retain minority faculty. We regret that the State has chosen to suspend this program due to current budget challenges.

### **Retention of Faculty and Staff**

The University understands that the most significant underpinning of productivity, inclusivity and creating a positive work culture for employees is to share the values of cultural diversity with employees and to monitor their commitment to the values and engagement.

Because the University believes that diversity is about creating an equitable, hospitable, inviting, appreciative, safe and inclusive environment all employees are introduced to the university’s diversity principles and program in the following ways:

- A regular component of our employee orientation program stresses the importance of diversity sensitivity.
- Additional diversity sensitivity training is provided.
- Training programs are held for staff and faculty to provide opportunities for discussion and learning about diversity.