



**INSTITUTIONAL PROGRAMS OF
CULTURAL DIVERSITY
ANNUAL PROGRESS REPORT**

April 25, 2016

Submitted by:

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Executive Vice President and Provost

I. Report on Institutional Programs and Cultural Diversity

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan*

The University of Baltimore (UB) does not have a dedicated Diversity Plan but uses both the University Strategic Plan and the Goals and Objectives of the Office of Cultural and Diversity to guide efforts to recruit and retain faculty, staff and students and provides initiatives to create a supportive campus for a diverse community. In addition, specific initiatives are designed to both recruit and retain faculty, staff and students. In the past seven years, the demographic profile of our students has changed, but there has not been a parallel gain with staff and particularly faculty. We assess climate for our students and fare very favorably with students impression of climate, yet a staff and faculty survey has not been given in more than ten years.

High level key performance indicators for all undergraduate students (measured by the Student Satisfaction Inventory – SSI) indicate a level of satisfaction higher than other national four-year publics, noting that “Faculty are fair and unbiased in their treatment of individual students” and this institution shows concern for students as individuals, that the institution has a good reputation within the community and as well as a statistically significant rating by our students that “there is a strong commitment to racial harmony on this campus.”

In addition, there has been a remarkable increase in the percentage of undergraduate African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 21.0% to 34.9%, nearly a 14 percentage point gain. Strategic efforts in the Law School such as the Fannie Angelo’s Program and Charles Hamilton Huston Program as well as targeted recruitment initiatives have resulted in larger increases in minority students from 16% in 2007 to 28% in 2015.

However, our gains in a diversity faculty and staff remains relatively unchanged. In addition, while we have measures of climate for students, particularly at the undergraduate level, we do not for faculty and staff, with the exception of the COACHE survey, leading UB to be more intentional in how we assess and understand climate at UB which may in turn impact recruitment and retention of a diverse work force. A system-wide climate survey should be considered to allow for benchmarking and target setting. Beginning in the early in 2016, the Culture and Diversity Committee has met regularly with President Schmoke and this led to a number of high level changes, including administering a climate survey in fall 2016, and are described in depth in *Table 2*.

I. Report on Institutional Programs and Cultural Diversity

Table 1

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity
Cultural Diversity Plan, Implementation Strategy, and Timeline for Meeting Goals within Plan

| University of Baltimore | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|---|---|-----------------------|---|---|------|------|------|------|------|------|------|------|------|-----------------|--------|-----|-----|-----|-----|-----|-----|-----|-----|----------|--------|-----|-----|-----|--|--|--|--|--|--|
| Strategic Plan (SP) | Goals and Timeline | Implementation Strategies | Areas of Emphasis/ Targeted Services for Specific Populations | Evaluation of Program | Goal Progress Compared to Base Year: 2009-2010 | Areas of Needed Improvements | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP | 2014-2015 - <i>SP Goal 1</i> : The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services. | Wide array of programs and services that are provided to students (see narrative) | All Students | Annual | Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in the Fall Semester <table border="1"> <thead> <tr> <th>Cohort Year</th> <th>Year</th> <th>2007</th> <th>2008</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>Retention Rates</td> <td>2nd Yr</td> <td>68%</td> <td>82%</td> <td>76%</td> <td>77%</td> <td>72%</td> <td>67%</td> <td>79%</td> <td>71%</td> </tr> <tr> <td>Enrolled</td> <td>6-year</td> <td>36%</td> <td>43%</td> <td>32%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Cohort Year | Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | Retention Rates | 2nd Yr | 68% | 82% | 76% | 77% | 72% | 67% | 79% | 71% | Enrolled | 6-year | 36% | 43% | 32% | | | | | | More intentional and focused tracking and assessment of initiatives. |
| Cohort Year | Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retention Rates | 2nd Yr | 68% | 82% | 76% | 77% | 72% | 67% | 79% | 71% | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Enrolled | 6-year | 36% | 43% | 32% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP | 2014-2015 – <i>SP Goal 2</i> : The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland’s 55 percent college completion goal. Objective 2.3: Increase enrollment of Maryland’s growing populations including veterans, immigrants, Hispanic and Asians. | Make UB a “veteran-friendly” campus. Add dedicated personnel. | Veterans | Annual | Contractual Veterans Coordinator, PT Veterans Counselor, and a Benefits Coordinator in Financial Aid. First year tracking. | Need permanent (non-contractual) positions; expand recruitment and retention. Also, address culture and provide training/education to better understand and engage this population. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP | 2014-2015 – <i>SP Goal 2</i> : The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland’s 55 percent college completion goal. Objective 2.3: Increase enrollment of Maryland’s growing populations including veterans, immigrants, Hispanic and Asians. | Expand outreach for city and region’s growing Hispanic and Asian populations. | Hispanic Students | Annual | Hispanic students doubled from 2.4 % in 2011 to 5.5 % in 2015. | Expand outreach; increase at Shady Grove Campus. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SP | 2014-2015 - <i>Goal 2</i> : The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland’s 55 percent college completion goal. | Expand beyond regional outreach in all schools. | International | Annual | More than 20% increase over one year. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Strategic Plan (SP) | Goals and Timeline | Implementation Strategies | Areas of Emphasis/ Targeted Services for Specific Populations | Evaluation of Program | Goal Progress Compared to Base Year: 2009-2010 | Areas of Needed Improvements |
| | Objective 2.3: Expand UB's recruitment efforts with targeted outreach in select regional, national and international markets. | | | | | |
| SP | 2014-2015 - Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal. | Charles Hamilton Houston Scholars Program helps under-represented college freshman and sophomores develop academic skills needed to enhance opportunities for Law School Admission. Fannie Angelo's Program selects eight Baltimore Scholars from HBCU's to attend the UB school of Law with full tuition. LSAT Award Program that helps prepare underrepresented students build strategies to score higher on the LSAT. | Increase diversity of students in Law School | Annual | Increase in minority students from 16% in 2007 to 28% in 2015 (27% to 28% 2014 to 2015). | Continuing |
| SP | 2014-2015 - Goal 3: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. | The Cultural and Diversity Center's goal is to develop experiential cultural immersion and alternative break programs for students. | All Students | Annual | Noel Levitz Student Satisfaction Survey. UB above peers in many climate-related questions, for example "There is strong commitment to racial harmony on this campus" - 76% UB students agree; national benchmark 60%. Bridge to Belize study abroad program. Cuba study abroad program. | Need campus climate survey. |
| SP | 2014-2015 - Goal 3: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni. | Provide a wide array of programs and services to promote diversity | All students, faculty and staff | Annual | 678 students, staff, faculty, and alumni participated in 30 programs offered by Culture and Diversity Center. 10% increase of 1,593 views of Diversity & Culture Center YouTube videos. Diversity and Culture Center Facebook page had 186 "likes" during 2014-2015, an increase of over 200%. Developed a Diversity and Culture website. | Continue to refine and enhance Culture and Diversity visibility. |

I. Report on Institutional Programs and Cultural Diversity

Table 2

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff*

As indicated in the narrative for *Table 1*, UB takes pride in the positive indicators for diversity in enrollment growth and student perception of climate. Enhancements must be made for the recruitment and retention of the work force. This is not to indicate that we do not attend to these measures, but in the absence of a dedicated Diversity Plan, initiatives may not be assessed and revised for impact. Recently, the Culture and Diversity Committee has recommended the following:

Strategic Plan Revision

The committee reviewed the current university strategic plan (2014-2017); the plan does not clearly state diversity values and does not provide specific strategies in which matters of diversity and inclusion will be addressed. They proposed to amend the current plan to include diversity plan goals, objectives, and measures which are more focused and specific. This addendum will be presented at the Town Hall on May 5th, 2016.

Climate Survey

The committee learned that previous surveys administered to faculty, students, and staff **included** diversity questions. While a campus wide climate survey is needed, any data that is collected regarding diversity issues must be widely shared as it provides a starting point for discussions and action about diversity.

Human Resources Recruitment, Screening, and Retention Processes

An action plan be designed to provide assistance for each campus department to improve the process of the recruitment and hiring of diverse faculty and staff. However, if this initiative is to be successful, it is critical that Human Resources provide training for regular compliance reporting.

Multicultural Competency Training

Training in diversity, inclusion, and cultural awareness is needed at the University of Baltimore as it currently does not have a structure for cultural competency training for faculty, staff, or students. It is recommended that a series of mandatory trainings for faculty staff and student be initiated. The Culture and Diversity Committee will continue to evaluate training programs and models and how they might be implemented to meet the needs of our campus.

Website Presence

The committee co-chairs met with University Relations to develop a diversity presence on the UB website. As a result, the webpage "Diversity at UB" has been created and can be found under the About UB drop-down menu (<http://www.ubalt.edu/about-ub/diversity-at-ub.cfm>). The Diversity at UB page includes general information about UB's commitment to diversity, links to the Diversity and Culture Center's webpage and the Shared Governance page - including content about the Culture and Diversity Committee - as well as information about cultural student organizations on campus. The Committee will continue to work with UR to enhance and expand the content.

Finally, the university has started the process of drafting a diversity statement that addresses diversity, inclusion, and equity. This process should also include a mechanism for feedback and recommendations. Once approved, the statement should be posted to our website. Enhancements to the current diversity page will include university demographics, a calendar of diversity focused events, and a list of diversity focused courses that will link to the course catalog.

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Description of Way Institution Addresses Cultural Diversity Among its Students, Faculty, and Staff

| University of Baltimore | | | | |
|---|--|--|---|--|
| Recruitment and Retention of Underrepresented Students, Faculty, and Staff | Creates Positive Cultural Interactions and Awareness among Students, Faculty, and Staff | Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff | Uses Administrative Structures, Offices, Councils, and Diversity Officers | Uses Targeted Programs and Services to Achieve Cultural Diversity Goals |
| <p>UB engages in the recruitment of underrepresented students. One of the enrollments strategic goals is to increase the Hispanic, Asian and Veteran population. The division of enrollment services has a recruiter position with a dedicated focus on Hispanic Students. The addition of dedicated personnel and programming for veterans has been put in place.</p> <p>To increase diversity in the Law School, the Charles Hamilton Houston Scholars Program helps under-represented college freshman and sophomore develop academic skills needed to enhance opportunities for Law School in a two week summer program. The Fannie Angelo's Program selects eight Baltimore Scholars from HBCU's to attend the UB school of Law with full tuition as well as the LSAT Award Program that helps prepared under represented students build strategies to score higher on the LSAT.</p> | <p>Diversity Dialogue Series Topics include racial profiling K-12 school discipline practices on students of color and there effects on self-esteem, confidence and college going behaviors, police brutality, and police involved shootings, religious celebrations in Africa, and Irish Culture.</p> | <p>UB provides support for LGBTQIA students Safe Space Ally Training- The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.</p> | <p>Presidents' Office Division of Student Affairs</p> <ul style="list-style-type: none"> • Office of the Vice President for Student Affairs • Career and Professional Development Center • Diversity and Culture Center • BMALE Program <p>Enrollment All four colleges Human Resources</p> | <p>Presidents' Office: Strategic Plan overall leadership</p> <p>Student Affairs: Diversity and Culture Center (all students); Student With Disabilities; BMALE; Veterans Center</p> <p>Enrollment: Targeted admissions</p> <p>Academic Affairs: Curricula and targeted programming and MOUs.</p> <p>Human Resources: Faculty and staff recruitment</p> <p>Academic Affairs and Student Affairs: Targeted retention initiatives.</p> |
| <p>UB engages in the retention of current students through student employment opportunities. Work study and non-work study employment opportunities posted through UB Works in the Career and Professional Development Center ensuring a diverse pool which includes international students, ethnic minority students and students of all ages, races, genders and class years Communities and specialized lists (i.e. African American Female VPSA).</p> | <p>Holidays Around the World Program The annual Holidays Around the World program invites students to host tables about their religious holidays and observances, students are encourages to dress in their native wear.</p> | <p>UB provides Title XI Training for all faculty, staff and students.</p> | | |
| <p>UB provides support for LGBTQIA students. Safe Space Ally Training. The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA.</p> | <p>Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.</p> | <p>Center for Educational Access Workforce Recruitment Program (WRP) provides students with disabilities the opportunity to interview with recruiters from the federal government. Interviews are held in October and/or November for potential job opportunities and internships that would begin the following summer.</p> | | |

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| <p>Office of the Vice President for Student Affairs BMALE Academy for men of color, with the goal of supporting students' successful matriculation towards graduation. Workshops on academic writing, managing personal finances, and how to apply for financial aid and scholarships. In addition, each student was paired with a graduate student or professional mentor.</p> | <p>BMALE "Dismantling the School to Prison Pipeline" Town Hall Forum sponsored by BMALE Academy. Program focused on disproportional K-12 school discipline practices on students of color and their effects on self-esteem, confidence, and college-going behaviors. Panelists included a White House official, Morgan State University Dean of the School of Education, Baltimore City Public Schools Executives and Baltimore City Public Schools' Chief of Police.</p> | <p>Student Affairs Staff participated in the Penn Summit Series on Responding to Racism on College and University Campuses.</p> | | |
| <p>Law School American Bar Association Diversity Day Association Black History Month Recognition Week</p> | <p>Diversity and Culture Center and Spotlight UB. African American Arts Festival-The annual festival a three-day festival in recognition of Black History Month featured various events and was open to UB and surrounding community.</p> | <p>Human Resources meets with each new search committee to review ways in which the recruitment and hiring process can enhance the process for a diverse workforce.</p> | | |
| <p>International Student Orientation Learning Goals: Introduce new international students to campus resources and services that support their educational, professional and personal goals, introduce international students to campus organizations and activities and how to become involved, introduce new students to the skills necessary to be academically successful.</p> | <p>Diversity and Culture Center African Drumming: The Diversity and Culture hosted an African Drumming Rhythmic Healing Circle, students were given the opportunity to learn the history and importance of drumming in African culture.</p> | <p>Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university. To ready this group for their work, the group has received training and development via readings, movies, webinars about the issues and concerns of transgendered students.</p> | | |

I. Report on Institutional Programs and Cultural Diversity

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff*

In addition to many regularly scheduled events indicated in *Table 3*, additional programs, listed below, were provided during spring semester 2015 in response to the Baltimore unrest. Several of the activities also gave students an opportunity to communicate about social justice issues. The community-based activities occurred in neighborhoods impacted by the riots, which was particularly healing to students, faculty and staff who wanted and needed to assist in tangible ways. Student protests were preceded with a campus email on principles of safe assembly and what to do in the event of a riot.

- Moment of Unity Vigil (Student Affairs and Office of Academic Innovation) (60)
- UB the Voice (student-led—poetry, spoken word, music event) (40)
- Neighborhood clean-up, meal and discussion in Southwest Baltimore. Collaboration between the Center for Student Involvement and CUPs Coffee House (alumni and staff led) (200)
- Make A Difference Day 2015: Book Box Project in Southwest Baltimore sponsored by Center for Student Involvement and CUPs Coffee House (100)

Student-Lead Discussions:

This group met in the absence of university administrators/staff and penned a petition/call to action to University Administration. The discussions were reported to be well managed and peaceful. Follow up discussion were had with Student Affairs staff prior to the penning of the final document. Students used their voices in a constructive, mature and well-considered manner to engage the University Administration.

- People of Color Coalition meetings (student-led, 3 meetings) (60)

Discussions/Programs/Training - Guided by Faculty or Staff:

These discussions and programs reached a variety of audiences. The goals were to educate, train and provide opportunities for individuals to make sense of their experiences. Some events are UB traditions which were reframed based upon the riots. Others were new experiences designed to meet campus and community needs.

- UB Expressions: What is Your Hope for Baltimore? (Diversity and Culture Center, Spotlight UB and Center for Student Involvement arts and discussion program) (75)
- Be the Change (Faculty-led discussion & online interactive resource) (125)
- The Impact of Civil Unrest in Baltimore: Reflect, Share and Listen (three sessions sponsored by the Diversity and Culture Center and the Counseling Center) (15)
- Urban Child Symposium <http://law.ubalt.edu/centers/cfcc/news/urbanchild/>. Violence and the Urban Child: What Can We Do?, Urban Child Symposium - April 1, 2015 (100)
- Legal Observers, April 26, 2015, Training for students interested in becoming legal observers of demonstrations, etc. (60)
- Professor Byron Warnken began training Baltimore City police officials and officers on issues such as use of force and Fourth Amendment law (50)
- Governor Hogan Heroin Overdose Task Force held at law school on April 15, 2015 (30)
- Fellow/Scholar in Residence program for a graduate student to use our archival collections to study structural racism and social justice issues in Baltimore.
- Baltimore Authors Respond to the Death of Freddie Gray, a reading and community conversation with online magazine, American Short Fiction. (50)
- Law School Diversity Reception, April 11, 2015 (40)
- Black Poet Speak Out hosted by Spotlight UB (50)
- Emerging Voices Project (Reading of the apartheid play, the Chair of Voices, with talkbacks about gun control hosted by Spotlight UB) (50) and Memoir Performance of Baltimore Voices (30)

I. Report on Institutional Programs and Cultural Diversity

Table 3

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity Efforts to Create Positive Interactions and Awareness Among Students Faculty and Staff

| University of Baltimore | | |
|--|--|--|
| Provides Cultural Diversity Instruction & Training of Students Faculty and Staff | Provides Curricular Initiatives that Promote Cultural Diversity in Classroom | Provides Co-Curricular Programs and Events for Students |
| All new Student Affairs staff complete online tutorials to better assist students with disabilities, veteran and military students and students who may be in mental distress. | UB provides over 100 courses that address diversity and culture in all four of the colleges and General Education; of note is the Common Read chosen for all sections of the Sophomore Seminar (General Education requirement) "The Immortal Life of Henrietta Lacks". These course offerings are assessed for enrollments. | MFA Reading Series brings a diverse array of writers to campus. |
| Safe Space Ally Training: The Safe Space program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community. | Divided Baltimore: This semester-long course included Ted-talk style presentations by UB faculty members, business leaders, activists, and community members. | School of Communication Design and UB Hoffberger Center hosted a series of campus lectures and workshops with Tibetan monks of the Drepung Gomang Monastery. |
| The Student Affairs Professional Staff is reading the book "Waking Up White and Finding Myself in the Story of Race" by Debby Irving. | | Programs and events for African American History Month, including The 8th Annual African-American Arts Festival and Writing towards Race - the Black Ladies Brunch Crew. |
| Required Title IX training. | | Asian Club French Club Re-establishment of the UB Muslim Student Association |
| School of Communication Design held a faculty workshop on inclusive pedagogy for the school's faculty. | | Division of Legal, Ethical, and Historical Studies exhibit on "The Baltimore Cultural Arts Program, 1964-1993". |
| Division of Applied Behavioral Sciences trains all counseling students in Multicultural Counseling, provides practicum training with a culturally diverse client population the emphasizes cultural diversity and sensitivity. | | Cuba Study Abroad Program Belize Study Abroad Program |
| 25 College of Public Affairs students attended the Amnesty International USA Mid-Atlantic Regional Conference, Nov 14&15, 2015 | | "Social Violence and Criminality" (November 10, 2015 lecture by Jose Fernandez Santillan, Fulbright Scholar in Residence). |
| College of Public Affairs (along with Merrick School of Business) serves as lead university partner on the USA Sustainable Cities Initiative led by the United Nations Sustainable Development Solutions Network | | John Jay College of Criminal Justice President Jeremy Travis Lecture on "End to Era of Mass Incarceration" (September 8, 2015). |
| | | Celebration honoring the third graduating class of the "Reasoning & Rehabilitation 2 For Girls & Young Women". |
| | | Baltimore Neighborhood Indicators Alliance is a program in the Jacob France Institute (housed in the Merrick School of Business). |

I. Report on Institutional Programs and Cultural Diversity

Table 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity *Institution has a Process for Reporting 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. No hate crimes were reported in the AY 2015-16.

| University of Baltimore |
|--|
| No campus-based hate crimes and bias motivated incidents were reported in AY2015-2016. |

II. Demographic Tables

Table 5 - Students: For undergraduate students, there has been a remarkable increase in the % of African-American students, increasing from 34.7% in 2008 to 47.9% in 2015. The % of African-American students is now the most represented race at the University of Baltimore, surpassing the White race in 2009. While the % of Hispanic students remains small, it has more than doubled since 2.4% in 2011 to 5.5% in 2015. Interestingly, the percentage of students identifying as two or more races increased to 4.2% in 2015, making it nearly as prevalent as the Hispanic and Asian races. The growth in the percent of African-American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains. The percentage of African-Americans increased from 21.0% to 34.9%, nearly a 14 percentage point gain. The 34.9% reflects the African-American racial distribution of the state of Maryland as a whole.

University of Baltimore

| | Table 5a: Undergraduate Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|---|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|
| | 2009-2010 | | | | 2010-2011 | | | | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African-American/Black | 1,143 | 38.5% | 360 | 783 | 1,350 | 42.3% | 449 | 901 | 1,450 | 45.2% | 490 | 960 | 1,559 | 46.3% | 522 | 1,037 | 1,625 | 47.1% | 539 | 1,086 | 1,642 | 48.0% | 549 | 1,093 | 1,569 | 47.9% | 522 | 1,047 |
| American Indian or Alaskan Native | 19 | 0.6% | 11 | 8 | 19 | 0.6% | 11 | 8 | 18 | 0.6% | 10 | 8 | 14 | 0.4% | 8 | 6 | 16 | 0.5% | 9 | 7 | 17 | 0.5% | 7 | 10 | 15 | 0.5% | 4 | 11 |
| Asian | 131 | 4.4% | 67 | 64 | 145 | 4.5% | 86 | 59 | 136 | 4.2% | 73 | 63 | 144 | 4.3% | 83 | 61 | 155 | 4.5% | 81 | 74 | 153 | 4.5% | 80 | 73 | 153 | 4.7% | 78 | 75 |
| Hispanic/Latino | 72 | 2.4% | 28 | 44 | 95 | 3.0% | 40 | 55 | 72 | 2.2% | 34 | 38 | 152 | 4.5% | 79 | 73 | 164 | 4.8% | 77 | 87 | 183 | 5.4% | 87 | 96 | 179 | 5.5% | 88 | 91 |
| White | 1,026 | 34.6% | 539 | 487 | 1,154 | 36.2% | 628 | 526 | 1,213 | 37.8% | 640 | 573 | 1,256 | 37.3% | 670 | 586 | 1,240 | 35.9% | 674 | 566 | 1,179 | 34.5% | 638 | 541 | 1,133 | 34.6% | 577 | 556 |
| Native Hawaiian or Pacific Islander | | | - | - | 4 | 0.1% | 4 | - | 9 | 0.3% | 6 | 3 | 8 | 0.2% | 5 | 3 | 7 | 0.2% | 5 | 2 | 10 | 0.3% | 5 | 5 | 9 | 0.3% | 2 | 7 |
| Two or More races | | | - | - | 38 | 1.2% | 11 | 27 | 72 | 2.2% | 25 | 47 | 82 | 2.4% | 28 | 54 | 109 | 3.2% | 40 | 69 | 134 | 3.9% | 50 | 84 | 136 | 4.2% | 54 | 82 |
| Did not Self identify | 578 | 19.5% | 240 | 338 | 384 | 12.0% | 161 | 223 | 238 | 7.4% | 81 | 157 | 150 | 4.5% | 62 | 88 | 134 | 3.9% | 52 | 82 | 102 | 3.0% | 43 | 59 | 83 | 2.5% | 37 | 46 |
| Total | 2,969 | 100.0% | 1,245 | 1,724 | 3,189 | 100.0% | 1,390 | 1,799 | 3,208 | 100.0% | 1,359 | 1,849 | 3,365 | 100.0% | 1,457 | 1,908 | 3,450 | 100.0% | 1,477 | 1,973 | 3,420 | 100.0% | 1,459 | 1,961 | 3,277 | 100.0% | 1,362 | 1,915 |

| | Table 5b: Graduate Students | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|------------------------------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---------------|--------------|--------------|
| | 2009-2010 | | | | 2010-2011 | | | | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African-American/Black | 645 | 21.0% | 171 | 474 | 744 | 23.7% | 223 | 521 | 795 | 25.9% | 231 | 564 | 853 | 28.2% | 242 | 611 | 879 | 30.3% | 269 | 610 | 908 | 32.3% | 240 | 668 | 952 | 34.9% | 271 | 681 |
| American Indian or Alaskan Native | 10 | 0.3% | 4 | 6 | 7 | 0.2% | 4 | 3 | 5 | 0.2% | 3 | 2 | 8 | 0.3% | 5 | 3 | 3 | 0.1% | 1 | 2 | 1 | 0.0% | 1 | | 1 | 0.0% | | 1 |
| Asian | 156 | 5.1% | 61 | 95 | 149 | 4.7% | 63 | 86 | 125 | 4.1% | 53 | 72 | 130 | 4.3% | 54 | 76 | 134 | 4.6% | 54 | 80 | 136 | 4.8% | 65 | 71 | 126 | 4.6% | 65 | 61 |
| Hispanic/Latino | 61 | 2.0% | 24 | 37 | 85 | 2.7% | 37 | 48 | 63 | 2.1% | 28 | 35 | 135 | 4.5% | 58 | 77 | 124 | 4.3% | 52 | 72 | 122 | 4.3% | 50 | 72 | 106 | 3.9% | 40 | 66 |
| White | 1,523 | 49.6% | 723 | 800 | 1,654 | 52.7% | 794 | 860 | 1,757 | 57.2% | 853 | 904 | 1,632 | 53.9% | 789 | 843 | 1,519 | 52.4% | 726 | 793 | 1,427 | 50.7% | 687 | 740 | 1,313 | 48.2% | 617 | 696 |
| Native Hawaiian or Pacific Islander | | | - | - | 4 | 0.1% | 1 | 3 | 4 | 0.1% | 1 | 3 | 6 | 0.2% | 3 | 3 | 2 | 0.1% | 2 | | 2 | 0.1% | 1 | 1 | | 0.0% | | |
| Two or More races | | | - | - | 33 | 1.1% | 9 | 24 | 52 | 1.7% | 14 | 38 | 62 | 2.0% | 24 | 38 | 74 | 2.6% | 27 | 47 | 68 | 2.4% | 24 | 44 | 68 | 2.5% | 28 | 40 |
| Did not Self identify | 674 | 22.0% | 290 | 384 | 462 | 14.7% | 215 | 247 | 270 | 8.8% | 112 | 158 | 203 | 6.7% | 85 | 118 | 166 | 5.7% | 70 | 96 | 149 | 5.3% | 62 | 87 | 159 | 5.8% | 72 | 87 |
| Total | 3,069 | 100.0% | 1,273 | 1,796 | 3,138 | 100.0% | 1,346 | 1,792 | 3,071 | 100.0% | 1,295 | 1,776 | 3,029 | 100.0% | 1,260 | 1,769 | 2,901 | 100.0% | 1,201 | 1,700 | 2,813 | 100.0% | 1,130 | 1,683 | 2,725 | 100.0% | 1,093 | 1,632 |

II. Demographic Tables

Table 6 - Faculty: The University of Baltimore's racial distribution of the tenured/tenure-track faculty has remained remarkably stable. The percent of African-American faculty has remained within a single percentage point, i.e., between 8.3% and 9.2%, with the current year recording 8.7%. The other minority races have similarly remained stable, although the percentage of Hispanic faculty has fallen from 3.9% in 2012 to 1.9% in the current year. The lack of significant change in the percentage distribution indicates (a) the long-term employment of the faculty and (b) the slow turnover in tenure-track faculty.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percent of women to men faculty increased in six of the past seven years, from 36% into 45%. If the current trend continues, the faculty distribution by gender will be 50% women by 2019. The Merrick School of Business has the most diverse faculty with 39% of a minority status.

The percent of adjunct faculty headcount fluctuated substantially over the past 7 years. From 2008-2012, the percent of adjuncts ranged from 36% - 38%, but thereafter it established a new plateau of 39% - 40%. This indicates the increasing reliance of the university on adjunct faculty.

University of Baltimore

| Table 6a: Tenured/Tenured Track | | | | | | | | | | | | | | | | | | | | |
|--|------------|---------------|-----------|-----------|------------|---------------|-----------|-----------|------------|---------------|-----------|-----------|------------|---------------|-----------|-----------|------------|---------------|-----------|-----------|
| | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African-American/Black | 13 | 8.8% | 7 | 6 | 16 | 9.6% | 8 | 8 | 14 | 8.3% | 6 | 8 | 15 | 8.8% | 7 | 8 | 14 | 8.7% | 5 | 9 |
| American Indian or Alaskan Native | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Asian | 9 | 6.1% | 6 | 3 | 11 | 6.6% | 6 | 5 | 13 | 7.7% | 7 | 6 | 15 | 8.8% | 8 | 7 | 14 | 8.7% | 7 | 7 |
| Hispanic/Latino | 5 | 3.4% | 1 | 4 | 5 | 3.0% | 1 | 4 | 4 | 2.4% | 0 | 4 | 4 | 2.4% | 0 | 4 | 3 | 1.9% | 0 | 3 |
| White | 116 | 78.9% | 71 | 45 | 130 | 77.8% | 77 | 53 | 124 | 73.4% | 72 | 52 | 130 | 76.5% | 76 | 54 | 129 | 80.1% | 75 | 54 |
| Native Hawaiian or Pacific Islander | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Two or More races | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Did not Self identify | 4 | 2.7% | 3 | 1 | 5 | 3.0% | 3 | 2 | 14 | 8.3% | 9 | 5 | 6 | 3.5% | 5 | 1 | 1 | 0.6% | 1 | 0 |
| Total | 147 | 100.0% | 88 | 59 | 167 | 100.0% | 95 | 72 | 169 | 100.0% | 94 | 75 | 170 | 100.0% | 96 | 74 | 161 | 100.0% | 88 | 73 |

| Table 6b: Other Tenured Status | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------|------------|---------------|------------|------------|------------|---------------|------------|-----------|------------|---------------|------------|------------|------------|---------------|------------|-----------|------------|---------------|------------|-----------|
| | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African-American/Black | 33 | 13.1% | 19 | 14 | 29 | 12.3% | 16 | 13 | 36 | 13.9% | 21 | 15 | 44 | 17.0% | 26 | 18 | 37 | 15.1% | 24 | 13 |
| American Indian or Alaskan Native | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Asian | 10 | 4.0% | 3 | 7 | 13 | 5.5% | 6 | 7 | 12 | 4.6% | 6 | 6 | 10 | 3.9% | 4 | 6 | 6 | 2.4% | 3 | 3 |
| Hispanic/Latino | 1 | 0.4% | 1 | 0 | 3 | 1.3% | 1 | 2 | 6 | 2.3% | 3 | 3 | 8 | 3.1% | 5 | 3 | 4 | 1.6% | 3 | 1 |
| White | 200 | 79.7% | 119 | 81 | 189 | 80.1% | 127 | 62 | 195 | 75.3% | 118 | 77 | 193 | 74.5% | 126 | 67 | 181 | 73.9% | 115 | 66 |
| Native Hawaiian or Pacific Islander | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Two or More races | 1 | 0.4% | 0 | 1 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 1 | 0.4% | | 1 | 1 | 0.4% | 0 | 1 |
| Did not Self identify | 6 | 2.4% | 4 | 2 | 2 | 0.8% | 2 | 0 | 10 | 3.9% | 8 | 2 | 3 | 1.2% | 1 | 2 | 16 | 6.5% | 8 | 8 |
| Total | 251 | 100.0% | 146 | 105 | 236 | 100.0% | 152 | 84 | 259 | 100.0% | 156 | 103 | 259 | 100.0% | 162 | 97 | 245 | 100.0% | 153 | 92 |

II. Demographic Tables

Table 7 - Staff: The employment of African-American staff over the last 7 years has varied only slightly from an average of 35.6. The current year percentage is 35.3%. The staff racial distribution largely reflects that of the State of Maryland on a whole. The percentage of female staff over the past 7 years has varied between 59% and 63%, with no clear pattern.

University of Baltimore

| Table 7: Staff | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------------|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|------------|------------|------------|---------------|------------|------------|
| | 2010-2011 | | | | 2011-2012 | | | | 2012-2013 | | | | 2013-2014 | | | | 2014-2015 | | | | 2015-2016 | | | |
| | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female | # | % | Male | Female |
| African-American/Black | 228 | 37.1% | 59 | 169 | 220 | 36.3% | 63 | 157 | 196 | 34.8% | 56 | 140 | 196 | 34.3% | 54 | 142 | 211 | 36.5% | 61 | 150 | 188 | 35.9% | 58 | 130 |
| American Indian or Alaskan Native | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Asian | 17 | 2.8% | 9 | 8 | 20 | 3.3% | 12 | 8 | 18 | 3.2% | 11 | 7 | 19 | 3.3% | 11 | 8 | 19 | 3.3% | 13 | 6 | 18 | 3.4% | 11 | 7 |
| Hispanic/Latino | 9 | 1.5% | 4 | 5 | 9 | 1.5% | 4 | 5 | 12 | 2.1% | 5 | 7 | 12 | 2.1% | 4 | 8 | 17 | 2.9% | 8 | 9 | 8 | 1.5% | 5 | 3 |
| White | 340 | 55.3% | 150 | 190 | 338 | 55.8% | 147 | 191 | 322 | 57.1% | 138 | 184 | 321 | 56.1% | 133 | 188 | 315 | 54.5% | 129 | 186 | 296 | 56.5% | 126 | 170 |
| Native Hawaiian or Pacific Islander | 1 | 0.2% | 0 | 1 | 1 | 0.2% | 0 | 1 | 1 | 0.2% | 0 | 1 | 1 | 0.2% | 0 | 1 | 0 | 0.0% | 0 | 0 | 0 | 0.0% | 0 | 0 |
| Two or More races | 2 | 0.3% | 1 | 1 | 4 | 0.7% | 2 | 2 | 3 | 0.5% | 1 | 2 | 2 | 0.3% | 1 | 1 | 6 | 1.0% | 3 | 3 | 6 | 1.1% | 4 | 2 |
| Did not Self identify | 18 | 2.9% | 9 | 9 | 14 | 2.3% | 7 | 7 | 12 | 2.1% | 3 | 9 | 21 | 3.7% | 9 | 12 | 10 | 1.7% | 2 | 8 | 8 | 1.5% | 3 | 5 |
| Total | 615 | 100.0% | 232 | 383 | 606 | 100.0% | 235 | 371 | 564 | 100.0% | 214 | 350 | 572 | 100.0% | 212 | 360 | 578 | 100.0% | 216 | 362 | 524 | 100.0% | 207 | 317 |