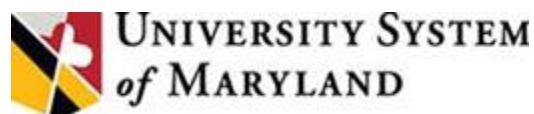




2018-2019

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

SUBMITTED TO



DATE SUBMITTED: APRIL 17, 2019

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EXECUTIVE VICE PRESIDENT AND PROVOST

Section I: Summary Statement

Diversity encompasses many ideals at the University of Baltimore (UB) such as race, ethnicity, religious affiliation, sexual orientation, gender identity, disability, foreign nationality, economic status, and non-traditional students. 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 values a multicultural and global campus community that encourages the development of intercultural skills and competencies which are all essential to living and working in today's world.

The University of Baltimore's Institutional Plan for Cultural Diversity is aligned with the strategic plan, Re-imagining UB 2018-23. Our diversity plan goals are centered on our values of respect, inclusion, equity, community, and excellence. The plan's strategies are designed to raise awareness, sensitivity, and create a sense of appreciation for UB's diverse community. UB's objective is to cultivate a diverse, equitable, and inclusive climate. The sixth goal of the strategic plan states:

"UB fosters a diverse community of students, faculty, and staff. The experiences, perspectives, and contributions of all individuals are valued and deemed critical to intellectual growth. We will continue our commitment to supporting diverse ideas, experiences, and perspectives that strengthen professional, intellectual, and cultural agility."

The plan emphasizes the following: increasing the diversity of faculty, maintaining and advancing the diversity of our staff, developing more culturally relevant programming, working with our alumni and community partners to help ensure that our students are prepared to live and lead in a diverse, multicultural global environment, and developing the process for reporting hate crimes.

To support this objective, five goals have been established:

- Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- Recruit, employ, and retain a diverse faculty.
- Recruit and retain a diverse workforce and ensure that UB's staff profile reflects the diversity of Maryland's demographics.
- Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Our implementation strategies for meeting these goals can be found in the Institutional Plan for Cultural Diversity located in the Appendix. Below is a brief overview of our progress.

- The Admissions Office has continued to seek ways in which to recruit students of diverse backgrounds. To increase diversity particularly in the Latinx population, the Admissions Office will hire a Latinx/Diversity Admission Counselor. It is anticipated to have that person on board in late spring 2019.
- The University continues to offer the Featherstone scholarships. Featherstone Scholarships are the result of a partnership between the [William & Lanaea C. Featherstone Foundation](#) and the Consular Section of the Mexican Embassy in Washington, D.C. The \$20,000 fund is intended to increase Baltimore's Latino college enrollment and promote higher education. This fall, 10

Latino students will receive scholarships.

- Diversity courses have been revamped or added to curriculum in the College of Arts and Sciences (CAS), College of Public Affairs (CPA), and Merrick School of Business (MSB). Course topics include managing diversity, politics and race, global health, race/ethnicity, gender issues in Criminal Justice, game design, oral communication, and debate. Courses are reviewed to ensure that the course or program has met the program Student Learning Outcomes (SLOs).
- Campus wide efforts to create positive interactions and inclusion awareness among students, faculty, and staff were offered during AY 2018-2019. Programs and events included sponsored lectures, speaker series, collaborations, and partnerships. One example of a collaborative effort was the National Endowment for the Arts (NEA) Big Read grant, which provided funding to engage the community around a book selection. The book *Citizen, An American Lyric* by Claudia Rankin was selected. These events provided opportunities to learn more about diversity and inclusion, multiple courses, colleges, and departments participated in grant activities.
- Expansion of dual enrollments for Baltimore City high school students through USM B-Power Initiative. Increase in participation of Baltimore city high school students from 63 (2017) to 237 (2018). And, as a result, 244 students registered for a 3 credit dual enrollment course, a two-fold increase from 2017 (111).
- The College of Arts and Sciences (CAS) graduation requirement in Global Awareness and Diverse Perspectives will continue to offer Global Awareness and Diverse Perspectives certified courses. Outcomes will be assessed as part of a graduation requirement five year cycle.
- The Fannie Angelos Program selects eight Baltimore Scholars from HBCUs to attend the UB School of Law with full tuition. 45 Fannie Angelos scholars are currently at UB and 8 were selected for the 2019 Baltimore Scholars Program. The outcome has been increased diversity in the law school from 33% in 2017 to 41% in 2018.

Implementation of the Institutional Plan for Cultural Diversity began in AY 2018-2019 with the appointment of the University's Culture and Diversity committee. The Committee led by the Director of the Diversity and Culture Center (DCC) is comprised of faculty, students, and staff from UB's shared governance groups. The Committee's primary focus for 2018-2019 has been to review the diversity plan and in consultation with senior leadership and the campus community to establish annual priorities from this plan. The Committee has worked with senior leadership to prioritize implementation of the plan. In 2019-2020, the Committee will recommend the following strategies are priorities:

- Build and maintain an infrastructure that supports and promotes inclusion;
- Plan to design and conduct periodic campus-wide climate surveys (faculty, staff, and students) to frame and direct future action on diversity and inclusion;
- Develop quantitative and qualitative metrics to gain a better understanding of diversity and inclusion at UB;
- Initiate cultural competence training for faculty, students, and staff;
- Collaborate with the Human Resources office to recruit, hire and retain a diverse faculty and staff by developing a faculty and staff recruitment and retention plan; and
- Support academic units in the continued development of curriculum and service that addresses issues of diversity, equity, and inclusion.

Implementation of the plan will continue through AY 2022-23.

Section I: Progress Report – Goal 1

Section I - Table 1: Reporting of Institutional Goal 1

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Table 1

Timeline for meeting goal within the diversity plan: 2018-2023			
Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Elevate the profile of The Bob Parsons Veterans Center to both current and prospective students. Partner with Admissions to establish contact with military-affiliated students during the admissions process. Develop marketing vehicles (i.e., Be YOU at UB success stories) that can be targeted to audiences at local military institutions.	Increase in military-affiliated applications. Increase in military-affiliated matriculations. Continue to increase graduation rates. Increase in the number of website hits.	The military population continues to grow and thrive at UB. Although the overall number of military-affiliated students remained steady at about 360 from Spring 2018 to Spring 2019, the number of military graduates rose from 62 to 82 from Spring 2018 to Spring 2019. This represents a 32% increase in the number of military graduates over the past year.	Enhance relevant and beneficial programming that attracts new students to the Center. Collaborate with Admissions and Marketing to target military-related students at local military institutions.

Section I: Progress Report – Goal 1

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Hire a Latinx/Diversity Admissions Counselor to assist with outreach for the growing city and regional Hispanic and Asian populations.	Increase outreach to Hispanic Students.	Hispanic students represent 4% of UB's current student population.	Expand outreach to both Latinx and Asian enrollment by increasing community college outreach.
Charles Hamilton Houston Scholars Program that helps under-represented college students develop academic skills.	Increase diversity of students coming from college pipeline to law school.	Data collected via surveys conducted by the Schaefer Center for Public Policy established an increased interest in attending law school after completion of the program (data collection in progress).	Assess retention rates of students in program.
Fannie Angelos' Program	Increase law school diversity.	45 Fannie Angelos scholars are currently at UB; 8 selected for 2019 Baltimore Scholars Program; Assisted in increasing diversity in the law school from 33% in 2017 to 41% in 2018.	Assess retention rates of students in the Baltimore Scholars Program.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	Increase the number of city students in College Readiness Academy in Fall 2018; Increase the number of city students registered for dual enrollments in spring 2019.	237 city students participated in the College Readiness Academy (81% completed/passed). 244 students registered for 3 credit dual enrollment course in 2018-2019 (up from 195 in 2017-2018).	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	21 new activities were added in 2018-19; Urban Alliance Fun Day, B.E.S.T. network meeting, Greater Baltimore Urban League/Fannie Mae workshop, BCPS FAFSA kickoff, Building STEPS info session, BCPS FAFSA Forward workshop, Code in the Schools College Choice workshop, Faculty Recruitment Fair with BCCC, BCPS FAFSA Forward workshop, BCPS FAFSA Forward workshop, Lyric Opera House College Day for middle school students, Code in the Schools info session, Urban Alliance training session, National	Increase freshmen enrollments from Baltimore City high schools.

Section I: Progress Report – Goal 1

Campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
		Academic League competition, Code in the Schools Hackathon, Greater Baltimore Urban League/Fannie Mae workshop, BLSYW 10 th Grade Sisterhood Experience, BLSYW film screening, Urban Alliance partnership breakfast, Junior Achievement Entrepreneurship showcase, BLSYW Senior Awards Ceremony	
Enhance the Title IX sexual misconduct online training for all students, staff, and faculty.	The number of students that complete training. A state-mandated biennial sexual assault climate survey of all students. Staff and faculty completion of mandatory biennial training.	Mandated training of currently enrolled UB students is now complete. Training is now focused solely on the incoming student population with all students required to take the training in order to register for classes with minimal exceptions. The next cycle of staff and faculty training is expected to launch the week of April 1, 2019, in keeping with UB's biennial training schedule.	Continuous enforcement of training requirement through student registration holds and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.
Enhance faculty recruitment, selection and hiring process to identify and confirm candidate pool diversity and representation.	Number and/or percentage of candidate representation. Number of diverse search committee members and hiring authorities.	5 years of trend data has been collected. Progress is dependent upon volume of faculty recruitment.	Design and deliver search committee training on managing bias. Assessment of selection process.

Section I: Progress Report - Goal 2

Section I - Table 2: Reporting of Institutional Goal 2

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

Table 2

Timeline for meeting goal within the diversity plan: 2018-2023			
Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: faculty and staff cultural training programs; curricular initiatives that promote cultural diversity in the classroom; and co-curricular programming for students.	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Second Chance Program: UB selected for the U.S. Dept. of Ed. Second Chance Pell Grant Experimental Sites Initiative. Classes are offered at Jessup Correctional Facility.	Evaluate with SLOs for courses; students' satisfactory progress in program; number of students offered parole and taking classes on campus.	Continuous review of course assessment data (ongoing); the current cohort of Second Chance Program students have an average GPA of 3.5; a total of 63 students have been served in this program and 30 have made it into The Helen P Denit Honors Program.	Review of student grades and student reentry has more extensive tutoring support for students in math and other classes; enhanced career services offerings.
Vital Signs 16, a comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
Laws of the United States (LOTUS) - The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Increase enrollment in this program.	16 LLM enrolled for the Fall 2019 entering class; This year's students represent 11 different countries.	Continue the development of LLM-US policy and better align with JD program.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
This Fannie Angelos LSAT Prep Program is also outlined in Goal 1 and addressed both Goals 1 and 2. This program provides a LSAT Prep Program that is open to selected USM institutions. Participants receive a \$1399 grant towards a 16-week Princeton Review "LSAT Ultimate" course.	LSAT success rates; Law school admission rates; Law school graduation rates.	103 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country; 26 at the University of Baltimore. 43 students have graduated from law schools across the U.S.; 22 are members of the Maryland Bar.	Increase recruitment and enrollment in LSAT prep course; overall success of LSAT scores. Expand sites.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus is reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served; and services performed.	Course assessment data (review in progress); Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy.	172 Students from 5 schools	98% students showed improvement in attendance	Refine training and support for program.
LAW 570 BALTIMORE SCHOLARS PROGRAM - This course is limited to the eight undergraduate students who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data; acceptance into law school.	Incorporate assessment data and information to refine and enhance course.
The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. and Maryland's Eastern Shore. Trips included visits to the Holocaust Museum, Harriet Tubman Underground Railroad Museum, and the National Museum of African American History and Culture.	Attendance data	52 students participated in these events. Post event dialogue among participants and positive program evaluations.	Increase faculty participation and invite to post program discussions; increased marketing of programs.
The NEA Big Read focused on Claudia Rankine's 2014 book of poetry, <i>Citizen: An American Lyric</i> . Big Read activities took place on campus.	Attendance data	Approximately 419 students, faculty, staff attended campus wide events.	Increase UB student involvement.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Diversity and Culture Center coordinated Black History Month programming on campus.	Attendance data	Baltimore Rising: Film Viewing and Discussion- 96 attended Voices: A People's History of the United States- 25 attended The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019) - 125 attended.	Increase program opportunities offered throughout the semester.
The Diversity and Culture Center Safe Space Ally Training 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.	Pre and post-test to demonstrate increased knowledge of LBGTQ+ issues, satisfaction and attendance data.	Attendees demonstrated increased knowledge of LBGTQ+ issues and satisfaction with training; 10 new students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings.
A Training and Organizational Development professional was hired in the Office of Human Resources to develop mandatory training curriculum and offerings related to managing bias, increasing cultural competency, and developing cross cultural communication.	Number of faculty, staff and leadership completing trainings.	Surveys on cultural competence have been conducted.	Refine and add to training program.
Poor People's Campaign Class offered as both Undergraduate (Government and Public Policy/History/Nonprofit Management and Community Leadership and Interdisciplinary Studies) and Graduate Course in Public Administration	Student Participation; Assessment of learning outcomes	The Poor People's Campaign class won the Network of Schools of Public Policy, Affairs and Administration (NASPAA) national Social Equity Award for 2018	Consideration for additional course offerings.
College of Public Affairs Community Engagement Fellows	Number of students participating; Satisfaction of students and sponsoring agencies; placement of students	Placement of students in different community organizations; increase from 5 to 6 cohorts	Development of sustainability for the program.
The Hoffberger Center hosted two Town hall programs entitled "Speak Up" in which students of African American, Asian American, Hispanic and Middle Eastern	Attendance of 120+ at each event	Feedback from participants	Review evaluations, make program revisions as needed.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
descents shared their views about their lives at UB from their culturally diverse perspectives.			
Merrick School of Business Global Field Studies – Thailand (Jan 2019); London (March 2019); Finland (May 2019), Berlin International Summer School Exchange Program (Summer 2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Thailand (4 undergraduate students, 14 graduate students); London (13 undergrads, 7 grads); Finland (5 undergrads, 9 grads) worked with partners to address real business challenges	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context.
Developed extensive curricula on cultural diversity in CMAT 303 (Oral Communication in Business) and CMAT 320 (Argumentation, Debate, and Society). Topics included diversity in the workplace, micro-aggressions, and techniques for choosing language that is appropriate for a diverse workplace.	Student Learning Outcomes (SLO) assessment	Course assessment data	Review by faculty and adjust as needed to meet SLOs.
Counseling Psychology Master's program is founded on a curriculum emphasizing multicultural education and social justice advocacy with 28+ master's courses requiring that students use a diversity lens in their work and including cultural immersion experiences.	Student performance measures; Student Learning Objective (SLO) measures	Student performance measures; SLO measures	Implement "closing the loop" strategies based on assessment data.
Speaker Event: The Daphne Muse Letters Collection: Correspondence Documenting Black History and Culture across the Diaspora (1898-2019). Collaborative program included CAS, Hoffberger Center, DCC, History Club	Attendance	Attendance outcomes- 125 participants.	Review and revise based on program evaluations
Partnered with Morgan State PEARL Laboratory to promote experiential education opportunities for minorities in STEM.	Number of student presentations based on the project.	Research reports (in progress).	Working on outreach to potential participants.
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations (in progress).	Number of academic publications and technical reports.	Academic publications and technical reports (in progress).	Pursuing avenues for continued funding.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Program in the College of Arts and Sciences GameLab targeted towards students of color to promote professional skills.	Participation numbers.	Course evaluation and job placement rates (in progress).	Continued financial support for recruitment of students.
Research on digital preservation of cultural heritage sites and artifacts in Southern Asia.	Number of external grants obtained.	Assessment of external grants obtained (in progress)	Improvements of GameLab equipment/infrastructure.
The M.S. in Applied Psychology program continues to support international cross-cultural student exchanges and programs of study with universities in Spain.	Participation numbers. Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options (in progress).	Implement 'closing the loop' strategies based on assessment data.
General Education Council assessment of Global Awareness and Diverse Perspectives graduation requirement area.	Number of courses meeting area requirement	24 - representing each undergraduate major program (scheduled for evaluation in May 2019)	Implement 'closing the loop' strategies based on assessment data.
Bank of America Center for Excellence in Learning, Teaching, and Technology (CELT) hosted a Culturally-Responsive Teaching train-the-trainer workshop.	Attendance at event; Number of follow-up events; and Attendance at follow-up events.	24 attendees 18 programs planned so far	Increase collaboration, program development and implementation.
The Merrick School of Business hosted speakers and lectures which focused on diversity; including a book talk and signing by Chris Wilson, author of <i>The Master Plan, My Journey for Life in Prison to a Life of Purpose</i> and Arnold Williams lecture, <i>Lessons from Legends</i> .	Attendance data	Participant Feedback (in progress)	Review feedback and make revisions as necessary
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	18 graduate students met weekly to explore topics of migration and human security (i.e., food security etc.)	This is a second offering of the course. Possibly adding the course to the permanent curriculum.
Special Topics Course: Fundamentals of Social Policy Class offered as both Undergraduate (Government and Public Policy) and Graduate Course in Public Administration	Participation, learning outcomes	21 students from both graduate and undergraduate programs are currently enrolled in the class. (Spring 2019)	Information will be gathered relative to possible future offerings of this class.

Section I: Progress Report - Goal 2

Efforts designed to create positive interactions and cultural awareness among students, faculty, and staff	Metrics to measure how progress of each initiative/strategy is being evaluated	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
GVPP 410 Politics and Race Course	Participation, learning outcomes	30 undergraduate students currently enrolled (Spring 2019)	Developing course under Full Time rather than adjunct instructor
HSER 410: Ethics and Empathy for Public Servants Course	Participation, achievement of student learning outcomes	15 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CRJU 633: Race/Ethnicity and Gender Issues in Criminal Justice Course	Participation, achievement of student learning outcomes	16 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSMG 660 Comparative Global Health Course	Participation, achievement of student learning outcomes	10 students enrolled in Fall 2018	Review by faculty and adjustment as needed to meet class and program SLOs
CNCM 740: Ethnic and Cultural Factors Course	Participation, student learning outcomes	21 students enrolled in Fall 2018; 8 in spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
HSER 320: Gender and the Work Environment Course	Participation, achievement of student learning outcomes	30 students enrolled in Spring 2019	Review by faculty and adjustment as needed to meet class and program SLOs
The College of Public Affairs sponsored the Forum of Black Public Administrators Meeting fall 2018 and the Open Society Institute Conversations about Race Events	Participation	Participant Feedback (in progress)	Provide additional events
Schaefer Center Program: Maryland Equity and Inclusion Leadership Program	Satisfaction of students and organizations	33 participants	Relatively new initiative; assessment in progress
Schaefer Center Program: Baltimore Faith-Based Development Certificate Program	Satisfaction of students and organizations	Organizational progress in development: 12 participants representing 6 organizations	Currently ongoing

Section I: Progress Report - Goal 3

Goal 3: Process for the reporting of campus-based hate crimes as consistent with federal requirements under Clery.

Hate incidents/crimes at the University of Baltimore (UB) are reported directly to the University of Baltimore Police Department (UBPD). Based upon UBPD policy, these incidents/crimes are investigated by UBPD and reported to the proper agencies. The UB student code of conduct does not specifically address hate crimes. Therefore, there are no student conduct cases that would be considered hate-related. To date, there have been no hate-crime incidents reported and one (1) bias-motivated incident reported for AY 2018-2019.

Section II: Appendix – Institutional Plan for Cultural Diversity

UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION: A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023

This diversity plan, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University's workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Implementation of the plan began 2018-19 and will continue through AY 2022-23. Senior leadership, in collaboration with the campus community, will establish annual priorities from this plan.

Goal 1: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.

Strategy 1: Build and maintain an infrastructure that supports and promotes inclusion

- Assign the Director of the Diversity and Culture Center and the University Culture and Diversity Committee with the responsibility to sustain diversity and inclusion initiatives and support the implementation and monitoring of the diversity and inclusion plan.
- Analyze USM Data Journal and Maryland demographic data annually to assess achievement of goals to diversify faculty and staff, and develop metrics and trend data to monitor progress.
- Enhance the physical and technological infrastructure to provide accessibility for all members.

- Update existing, and create new, university procedures and policies to better meet the needs of students, faculty and staff in underrepresented groups that are not well-served by current systems.
- Develop a healthier, collegial working environment through better communication of and training in system, university and college-level policies; ensure mandatory training for all supervisors and academic leaders (e.g., deans, chairs, directors).
- Identify Ombudsperson(s) to serve as an impartial intermediary to mediate disputes and investigate and address complaints.

Strategy 2: Develop quantitative and qualitative metrics to better understand the state of diversity and inclusion at UB.

- Assess UB with regard to the [Multicultural Organization Development Model](#)¹ and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

Strategy 3: Initiate cultural competence training for UB faculty, staff, and students. Cultural competence is a set of congruent behaviors, attitudes, and policies that enable one to function effectively across cultural difference while being respectful and responsive to the beliefs of diverse population groups.

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.
- Train UB management and supervisory personnel in best practices that promote diversity and inclusiveness across all functions.
- Include training on the process for reporting hate crime and UB's response protocol in the onboarding of new faculty and staff, and the orientation for all new students.
- Incorporate informal and formal diversity, equity, and inclusion goals into Performance Management Process (PMP) and provide feedback regarding individual and unit-level diversity efforts and struggles.

Strategy 4: Address gains, opportunities, and challenges of becoming a diverse campus by providing "Our UB Students" data and information. Information will provide a narrative beyond demographic data to enhance knowledge of UB students' unique backgrounds, histories and lived experiences.

- Include student data and information in recruitment profiles and interview documents.
- Provide student data and information during New Faculty and Staff Orientation.
- Offer student data and information through Human Resource Training and Development Program.
- Offer student data and information as a part of CELTT professional development series.

¹ Jackson, B.W. (2006). Theory and practice of multicultural organizational development. In Jones, B.B. & Brazzel, M. (Eds.), *The NTL Handbook of Organizational Development and Change* (pp. 139-154). San Francisco, CA, Pfeiffer.

- Offer student data and information through Student Affairs activities and trainings.

Strategy 5: Promote a more inclusive and welcoming environment.

- Add ‘Preferred’ name to class and grade roster through the revision of the formal “Name Change” form.
- Create online resource for transitioning individuals and their allies.
- Conduct physical inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

Goal 2: Recruit, employ, and retain a diverse faculty.

Strategy 1: Expand outreach to build applicant pool

- Hold an adjunct Job Fair to promote teaching opportunities.
- In conjunction with the USM PROMISE initiative, host an Annual Preparing Future Faculty Institute for underrepresented doctoral students and postdoctoral students from USM institutions who wish to pursue careers in the professoriate.
- Attend fairs and conferences frequented by underrepresented faculty candidates (e.g., Compact for Faculty Diversity, the Leadership Alliance).
- Develop a collegial mentoring initiative for adjuncts of underrepresented background in effort to transition some into full-time positions at the university or elsewhere.
- Create courses and programs that support scholarship in diverse areas, such as Women and Gender Studies, African American Studies, Critical Race Theory, etc.

Strategy 2: Develop focused recruitment plans to increase the percentage of faculty from underrepresented groups by 35 percent within five years.

- In conjunction with faculty leadership, engage faculty in authentic discussions around diversity and inclusion to identify priorities and opportunities for building a more inclusive culture.
- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce is an institutional priority; therefore each division will develop a plan to increase diversity approved by the Dean and Provost.
- Use strategic advertisement and identify outlets to maximize diversity in candidate pools and provide needed resources for expanded targeted recruitment (e.g., Diverse Issues in Higher Education, Hispanic Outlook).
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training and, when appropriate, include student representation on search committees.
- Develop and include diversity statement and definition in job descriptions.
- Require applicants to submit a brief statement reflecting their commitment to diversity and inclusiveness.
- Create shared evaluation criteria for application review, interviews, and campus visits.

Strategy 3: Improve transition of underrepresented faculty to foster a smooth and welcoming entry into the University and campus community.

- Pair a new hire with early mentoring before arrival to campus; assign mentor immediately after hire.
- Develop an ‘on-boarding program’ to facilitate sense of belonging and community by helping new hire build connections in community (e.g., housing support, childcare resources, locate potential religious community).
- Reframe New Faculty Orientation and include quarterly meetings.

Strategy 4: Develop a faculty retention and advancement plan for women and underrepresented groups

- Educate chairs, program directors, and faculty mentors to ensure support for female and other underrepresented faculty groups.
- Secure funding for Welcome Fellowship Grants: A competitive fellowship program for new tenure-track faculty from underrepresented groups. Each award provides \$10,000 to support the faculty member’s research and scholarship over their first three years as an Assistant Professor.
- Secure funding to attract visiting scholars from underrepresented groups.
- Offer targeted professional development workshops, which focus on issues of interest to underrepresented faculty.
- Develop a leadership training program for recently tenured and promoted faculty to support their advancement in their professions and in the academy.
- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

Goal 3: Recruit and retain a diverse workforce and ensure that UB’s staff profile reflects the diversity of Maryland’s demographics.

Strategy 1: Develop a staff diversity recruitment and retention plan

- Developing a clear and consistent message to administration, faculty, and staff that having a diverse workforce an institutional priority, therefore each division will develop a plan to increase diversity.
- Enhance training for search committees, including mandatory diversity recruitment training and implicit bias training.
- Include diversity statement and definition in job descriptions.
- Enhance recruitment plans to expand the number of qualified minorities in applicant pools.

Strategy 2: Develop a retention and advancement plan for underrepresented groups

- Find and create opportunities for career advancement and professional development of women and members of underrepresented groups, such as succession planning, job shadowing, interim appointments, and mentoring.
- Offer enhanced coaching and advice regarding career opportunities, planning and development.
- Develop a University Staff Award that recognizes staff efforts to promote diversity, equity, and inclusion.
- Support the professional development of staff at a level of parity with faculty development.

Goal 4: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.

Strategy 1: Support continued development of curriculum and service that address issues of structural diversity, equity, and inclusion.

- Recognize diversity and inclusion contributions in annual performance evaluations for all.
- CELTT will sponsor a series on culturally responsive and inclusive teaching and employment of relevant pedagogy.
- Evaluate other mechanisms to promote diversity (e.g., Diversity and Inclusion Certificate, online resources to share successful inclusive teaching strategies; “Difficult Dialogues” series).
- Support the development of courses that meet the diversity and global perspectives requirement.
- Develop applied research opportunities in collaboration with university partners to provide meaningful undergraduate and graduate research opportunities based upon diverse communities.

Strategy 2: Build on co-curricular programming that engages campus community members in the challenges and rewards of valuing diversity.

- Support capacity building and high-quality training for professionals who work in student services.
- Strengthen and expand student leadership training related to diversity, equity, and inclusion; and explore the development of a USM badge.
- Redesign the current student organization training to include a diversity and inclusion module that will address diversity from a broad perspective.

Strategy 3: Monitor and continue to invest in closing the achievement gap and increasing the retention and graduation rates of underrepresented groups in undergraduate, graduate, and professional degree programs. (Note: See Student Success Plan for details)

Goal 5: Build upon existing partnerships and create new partnerships that enhance the University’s commitment to and work with diverse populations.

Strategy 1: Work to develop opportunities for alumni to contribute in multiple ways to increase access, cultivate a culture of inclusive learning, support systemic transformation, and strengthen relationships with alumni from underrepresented groups.

- Acknowledge and affirm the diversity of experiences among UB alumni, including injustices in need of reconciliation.
- Implement inclusive customer service training for all staff members to equip them with tools to support prospective students and community members from all identities and backgrounds.
- Build institutional identity among underrepresented students as future UB alumni and support and strengthen mentorship opportunities for alumni and students.
- Develop active affinity groups and cultivate alumni financial giving culture that enhances diversity efforts.

Strategy 2: Enhance partnerships with local organizations to provide information and community resource materials to new faculty, administrators, and staff that may address the needs of potential employers (e.g., employment opportunities for spouse/partners, housing, religious affiliation, and social integration in the region).

Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.