

## Institutional Programs of Cultural Diversity Report, Spring 2021

Institution Name: University of Baltimore  
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The University of Baltimore submits the attached to the USM: the 2021 Cultural Diversity Report and USM Addendum, pursuant to the instructions for the 2021 reporting year and guidelines provided by the University System of Maryland email:

*“MHEC has noted: ‘This year’s report is designed to minimize the reporting burden on institutions while ensuring that each institution continues to make progress with the diversity goals of the State Plan. In accordance with this, each institutional submission should include a brief narrative (no more than three pages), consisting of the sections outlined below. Please ensure all submissions adhere to these guidelines. Additional supplemental information such as data analysis or more comprehensive programmatic information may be provided as an appendix, but the core narrative should not exceed this three-page limit.’”*

*The sections of the narrative pertain to: (1) how the institution defines diversity; (2) successful ongoing and new institutional DEI initiatives; and (3) COVID-19’s effects on efforts to enhance diversity. The sections are fully described (copied and pasted from MHEC’s memo) in the attached file. **In addition**, you must provide, as an appendix, a copy of the diversity plan currently in place at your institution.*

*Finally, we are requesting a **USM Addendum** in which you should briefly describe your institution’s top two or three areas of growth and/or challenge as it pertains to diversity, equity, inclusion, and/or combating structural racism.*

*As was the case last year, you do not have to submit demographic tables.”*

## **1. Describe how the University defines diversity and how the definition is developed:**

The University of Baltimore defines and describes the “diversity” of our campus environment in the following ways. These referenced definitions are the outcome of the University’s unit leadership and its governance process, which includes campus-wide representation of students, faculty and staff.

In general, UBalt describes “diversity” as: “A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, e.g. diversity within the Asian-American culture includes Korean Americans and Japanese Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.” <http://www.ubalt.edu/campus-life/diversity-and-international-services/diversity-dictionary.cfm>

In addition, the UB Diversity, Equity and Inclusion (DEI) Committee is one of several committees of the UBalt Governance Steering Council. This committee, by virtue of its role, has defined diversity at UBalt within the committee’s mission, which is to advance and champion the University's DEI goals and strategies. The committee’s efforts exemplify how UB defines diversity to strengthen the professional, intellectual, and cultural experiences of all members of the UB community. The DEI Committee is charged with recommending actions to the University’s Governance Steering Council that help promote a university-wide appreciation and integration of diverse and inclusive ideas, practices and capabilities at all levels of the University. Specifically, the committee may maintain a progressive action plan for University-wide diversity, equity, and inclusion measures, communicate to UB audiences the University’s diversity objectives and initiatives, make policy recommendations and, when necessary, contribute to the preparation of various University reports.

The definition of diversity can change over time; therefore, the Committee members serve as DEI ambassadors for faculty, staff, students and facilitators of campus diversity-related news in order to stay current and abreast of campus developments. The committee membership is composed of representatives of each governance body as well as university volunteers. The committee meets regularly and discusses timely topics that support the University’s mission and advance the committee's charge, and produces information that is helpful to the Council and University leadership for decision making. The committee members, through its process of document review, meeting, and discussion, are the means by which agreement is reached and refreshed for the definition of terms used.

All of these efforts together throughout the year continuously refine UBalt’s definition of the term “diversity,” which is embedded in the work of the University offices, academic units and DEI Committee. It is further noted that University units may have specific plans and policies for diversity in faculty hiring, which may also include a statement of values, definitions, and principles (e.g., see University of Baltimore School of Law Plan for Diversity in Faculty Hiring: Recruitment and Retention).

## 2. Highlight the most successful ongoing or new institutional initiatives (one page)

The University's work on DEI matters is expressed through a wide range of efforts under way across the University. Two areas are highlighted to serve as exemplary successful institutional initiatives for reporting year 2020-2021. Effectiveness of these initiatives are measured by various means, including student response, campus climate surveys, media coverage, course evaluations, performance measures for office units, etc.

**The first area highlighted is the University's longstanding and continued support for student engagement and student initiatives.** For example, UBalt's active Student Government Association led several activities during the fall 2020 semester. Among them, in September 2020, prior to the fall U.S. presidential election, the SGA issued Resolution #10, requesting the University of Baltimore and USM to take a stance against the Sept. 2020 White House Executive Order on Combating Race and Sex Stereotyping. This leadership action joined with other national calls by access, equity and diversity focused organizations. The University's president shared the Resolution with Chancellor Jay Perman and provided key information alongside the SGA's leadership on the topic. This information included the USM's (July 2020) statement, reputable national organization news releases, as well as his knowledge of anticipated national next-level actions with the SGA's leadership. The UBalt DEI Committee was notified of Resolution #10 and asked to monitor it on behalf of SGA. The federal Executive Order was subsequently rescinded post-election by the new federal administration in January 2021. Together, the UBalt community addressed this concern. Additionally, in recognition of UBalt's diverse community, the SGA-led a banner rainbow painting of an on-campus alleyway to represent different cultures and faces of our community, held an afternoon vigil and participated with testimony before the Maryland General Assembly on related topics to help inform policymakers. These are just some examples of the enthusiasm and commitment of the SGA, whose work the UBalt community greatly values.

Administrative offices also led activities in FY 20-21. For example, the UB Student Support Services' Office of Diversity and International Services hosted the following events: monthly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black, International and Latino/a and Latinx students; the School of Law's strong commitment to advancing diversity initiatives, which continues to provide diversity and inclusion student programming while engaging with student input and ideas. Additionally, to support the employees of UBalt with diversity dialogues, the JEDI (Justice, Equity, Diversity, Inclusion) series was created – a partnership between the Office of Human Resources and University Library.

**The second area highlighted is UBalt's ongoing and highly active faculty scholarship, academic courses and programs that support the essence of DEI principles.** Examples for the AY 20-21 programs include: the Fannie Angelos Program, which focuses on increasing diversity in legal education through comprehensive preparation for interested graduates of Maryland's historically black colleges; the Second Chance Pell Program, which provides higher education opportunity to incarcerated men, the majority of whom are persons of color, and provides advising and support to help these individuals as they transition to degree completion; the UB Community Fellows Program, which places graduate students in local community-based nonprofits to help them build capacity while also preparing students by engaging them in meaningful work; and the Hoffberger Center for Professional Ethics, which sponsors events and panels that address relevant topics. Examples of exciting academically-centered activities include the addition of a new history course, "Black Europe," that will meet one of UBalt's Global and Diverse Perspectives graduation requirement. This history course recontextualizes European history to include the stories of persons of color, who have largely been ignored in historical narratives. Also, the outstanding work UB's Baltimore Neighborhood Indicators Alliance faculty continues as an international model for providing data on the deep diversity of the city and showing how that data demonstrates the impacts of policy on people.

### **3. Describe how COVID-19 affected efforts to enhance campus diversity (one page)?**

During the COVID-19 pandemic, the UBalt's facilities were closed during AY 20-21 to in-person instruction and offices operations, with the exception of some hybrid law clinics. The University remained open and operating in an online capacity for learning and remote working environment. As a result, UBalt's typically robust on-campus activities to enhance diversity were reduced, including its ongoing role as a central place for the Baltimore City community to discuss timely topics in a safe, public forum. UBalt focused on other forms of communication for sharing diversity and inclusion matters, such as social media, email messaging, and website messaging. Keeping notices and information current was a challenge given the rapid changes occurring. But the president and senior leadership team, governance groups, faculty, staff and students worked together to strengthen and maintain open and frequent lines of communication.

Disappointing impacts of the pandemic on UBalt activities included a negative impact on the recruitment of international students who were directly affected by restrictions associated with the pandemic. Dual enrollment initiatives typically held in person at UB were offered online instead, and UB's diversely populated college summer prep program has been temporarily suspended (as of summer 2020).

Despite the challenges and impact to UBalt's operations, the pandemic did not deter UBalt's attention from engaging in the nation's calls for solutions to social and racial injustice. As mentioned in response to question number two, the UBalt community held events where diversity, equity and inclusion were central and amplified topics for online programs and activities. The president issued campus-wide statements, faculty provided expertise to external requests for comments, articles were written and virtual campus discussion forums were held. More positive outcomes included UBalt's retention of its diverse student population, which held steady amid the pandemic's negative impact and the abrupt changes it brought to our learning environment.

Overall, the University forged ahead with related organizational initiatives. UBalt reconstituted its campus wide diversity group into a newly formed, Diversity, Equity and Inclusion (DEI) Committee that expeditiously organized itself and started producing meaningful results within a short timeframe, all achieved while being limited to a telework, virtual environment. The DEI committee champions diversity and inclusion topics from a campus-wide prospective. The UB Governance Steering Council appointed 18 members, given the high level of interest, including representatives from all corners of the UBalt community. The committee started its work in November 2020, established organizational systems for remote working, meetings, and communicating. They identified and agreed upon a refreshed platform for the committee's vision, mission and principles based on the University's existing 2019 – 2023 Institutional Plan, and supportive of UBalt's current Strategic Plan, Goal 6.

The committee recognized that the current Institutional Plan's action items needed revisions with consideration of university priorities of today, as well as current national events. The members performed an initial audit of UBalt initiatives. Guided by a committee working document prepared by the co-chairs, the members are now on track to produce new, tailored action items to help UBalt fulfill time-sensitive priorities and needs working through five priority areas: student mentorship enhancement, student career advancement, faculty, staff and student ongoing education, communication and committee reporting and feedback. The plan is organized around short-term (6 month) and long-term action items for realizable results, with emphasis on student enrollment in addition to recruitment and retention of both students and employees. For UB, our institution's commitment to DEI is best represented through this inclusive, collaborative committee and its work. The University community supports this committee's efforts and its forthcoming plan through active participation and ongoing input.

#### **4. Appendix of Diversity Plan (*Attachment*)**

UB's 2019-2023 diversity plan is attached. The Plan is iterative; therefore, the action items and timelines are currently under review by the University's DEI Committee for any necessary adjustments to keep the plan relevant and current. The DEI Committee is currently working on a revised action plan expected for approval by fall AY 2021-22.

Link to Plan:

<https://www.ubalt.edu/about-ub/diversity/downloads/UB-diversity-plan-FY-2019-FY-2023.pdf>.

## THE UNIVERSITY OF BALTIMORE

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

#### BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

Students, faculty and staff live and work in a world that is global, connected, and diverse. As such, our individual and collective responsibility is to foster understanding and acceptance of differences in race, ethnicity, culture, religion, preference, and ability. It is for this reason that the University of Baltimore's strategic plan, Re-Imagining UB: 2018-2023, has solidified its commitment to diversity, equity, and inclusion. The sixth goal of the 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."

Integral to this goal is an insistence on academic rigor, accountability, and assessment coupled with an unwavering commitment to serve students from all backgrounds supported by a highly diverse and qualified faculty and staff. A campus community rich in intellectual, cultural, and ethnic diversity promotes the exchange of ideas and knowledge, provides a profound learning experience for students, creates a better teaching and scholarly experience for faculty, leads to a more productive and supportive working experience for staff, and strengthens community engagement and outreach.

Diversity is defined at UB in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, economic status, non-traditional student status, and other important characteristics. Inclusion describes the active, intentional, and ongoing engagement with diversity – in people, in the curriculum, in the co-curriculum, and in communities (e.g. intellectual, social, cultural, geographic) with which individuals might connect.

Creating a culture that is free from discrimination, appreciative of new ideas and capabilities, and is attentive to the need to deliver innovative, targeted and, as appropriate, corrective approaches to learning, teaching, research, and support services is central to UB's mission and success. Equally important is the preparation of our students to become resilient in leading and managing a diverse and changing workplace and society.

This diversity plan, therefore, 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.

## **THE UNIVERSITY'S DIVERSITY PROFILE**

There has been significant racial and ethnic diversification in UB's student body over the last ten years. The number of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 63% to 68%, with African-American students now representing 48% of the undergraduate student body. Hiring and maintaining a diverse workforce remains one of the most difficult diversity-related challenges at the University, particularly in regard to tenure and tenure-track faculty, only 24% are from underrepresented minorities. The staff's racial and ethnic distribution largely reflects that of the State of Maryland. The racial and ethnic profile of our students, faculty, and staff is provided below.

### **A. Student Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index<sup>1</sup>, attracting an exceptionally diverse student body relative to race and socio-economic circumstances. UB serves the working-age population of Baltimore and Maryland (average age for undergraduate students is 27; graduate, 32; and law 28) with a majority of students (90%) living in Maryland. Female students represent the majority of students; 58% at the undergraduate level and 60% at the graduate level. The majority of students are Pell-eligible.

There has been a remarkable increase in the percentage of undergraduate African American students from almost 35% in 2008 to 48% in 2017. The percentage of Hispanic students remains small at less than four percent. Additionally, the percentage of students identifying as two or more races has increased to 4.6% in 2017, making it nearly as prevalent as the Hispanic (3.9%) and Asian (4.6%) populations.

The growth in the percentage of African American students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from almost 22% in 2008 to approximately 39% in 2017, a 17% point gain. Tables 1A and 1B profile the racial and ethnic diversity of UB's undergraduate and graduate student population over the last ten years, respectively.

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<sup>1</sup> UB's Diversity Index is 49.6% in Fall 2016. A score of 50% shows an equal balance among the racial groups; a score of 0% shows only a single racial group. Scores in Maryland public 4-year universities range from 5.2% to 49.6%.

<b>Table 1A: Student Race and Ethnicity Report</b>	<b>Undergraduate %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	34.7%	46.3%	48.5%	48.0%
American Indian or Alaskan Native	0.5%	0.4%	0.4%	0.5%
Asian	4.4%	4.3%	4.7%	4.6%
Hispanic/Latino	2.6%	4.5%	4.4%	3.9%
White	37.1%	37.3%	33.2%	32.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.3%	0.5%
Two or More races	0.0%	2.4%	4.1%	4.6%
Did not Self identify	20.7%	4.5%	4.3%	5.8%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<b>Table 1B: Student Race and Ethnicity Report</b>	<b>Graduate %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	21.9%	28.2%	37.4%	38.8%
American Indian or Alaskan Native	0.3%	0.3%	0.2%	0.3%
Asian	5.5%	4.3%	4.8%	4.6%
Hispanic/Latino	2.2%	4.5%	3.5%	3.2%
White	47.2%	53.9%	45.6%	45.0%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.1%
Two or More races	0.0%	2.0%	3.1%	2.6%
Did not Self identify	23.0%	6.7%	5.4%	5.3%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## B. Staff Demographics

The employment of African-American staff over the last 10 years has decreased slightly from 39.1% in 2008 to 36.5% in 2017. The staff racial and ethnic distribution largely reflects that of the State of Maryland. At 63%, female employees continue to fill the majority of staff roles.

<b>Table 2: Staff Race and Ethnicity</b>	<b>Staff %</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	39.1%	34.8%	38.9%	36.5%
Asian	2.5%	3.2%	4.1%	3.7%
Hispanic/Latino	1.4%	2.1%	1.8%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.0%	0.0%
Two or More races	0.0%	0.5%	2.0%	1.4%
White	56.7%	57.1%	50.1%	52.5%
Did not Self identify	0.2%	2.1%	3.1%	4.1%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>



### C. Faculty Demographics

Underrepresented minority groups represent 58 percent of UB’s undergraduate and graduate student populations. As such, UB must do a better job of preparing and hiring more persons from these groups for faculty positions in order to provide diverse role models for our students. More compelling, however, is the argument that all students are better educated and better prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms.

National data indicate that only 12% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Digest of Educational Statistics, 2017). While the percent of underrepresented faculty at UB exceeds the national average, it is evident that more work needs to be done to more closely align the diversity of faculty to that of our students.

Table 3A shows that less than 24% of tenured/tenure track (T/TT) faculty are from underrepresented groups. This percentage differs significantly across the academic divisions with minority faculty representing 54% of MSB faculty, 23% of CPA faculty, 16% of law faculty, 10% of CAS faculty, and 9% of Langsdale Librarians. African-Americans represent 8.4% of the T/TT faculty at UB, though this percentage varies across the university; 14% in CPA, 12% in law school, 8% in MSB, 5% in CAS and 1% in Langsdale Library. Table 3B, however, shows that the percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 16.0% in 2008 to 35.8% in 2017. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of female faculty increased from 36% in 2008 to 45% in 2017.

<b>Table 3A: Faculty Race and Ethnicity</b>	<b>Tenured/Tenured Track #</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	8.5%	9.6%	8.2%	8.4%
Asian	9.2%	6.6%	9.4%	9.0%
Hispanic/Latino	2.8%	3.0%	2.5%	3.2%
White	79.6%	77.8%	79.2%	76.1%
Did not Self identify	0.0%	3.0%	0.6%	3.2%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

<b>Table 3B: Faculty Race and Ethnicity</b>	<b>Other Tenured Status</b>			
	<b>Fall '08</b>	<b>Fall '12</b>	<b>Fall '16</b>	<b>Fall '17</b>
African-American/Black	11.8%	12.3%	19.8%	19.0%
Asian	3.4%	5.5%	2.8%	4.9%
Hispanic/Latino	0.8%	1.3%	2.0%	3.0%
Two or More races	0.0%	0.0%	1.6%	1.5%
White	84.0%	80.1%	69.4%	64.2%
Did not Self identify	0.0%	0.8%	4.4%	7.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

## UNIVERSITY DIVERSITY GOALS AND STRATEGIES

Although the University can point to numerous diversity and inclusion indicators of success, its goal is to be an innovative diversity leader within the University System of Maryland. To support this objective, five goals have been established. The first is to intentionally create a University that is respectful of differences and inclusive of all people. The second commits the University to strengthening faculty diversity, given the disparity between the profile of students and tenure/tenure-track faculty. Ensuring that UB's staff profile continues to reflect the diversity of Maryland's demographics is the cornerstone of the third goal. The fourth goal focuses on improving inclusivity by incorporating diversity and inclusion in significant ways in teaching, learning, and research and support services. The final goal builds on UB's legacy of community engagement by building upon existing partnerships with community and alumni to enhance the University's commitment to and work with diverse populations.

Implementation of the plan will begin AY 2018-19, continuing 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](#)<sup>2</sup> 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.

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<sup>2</sup> 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.

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.
- 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 3: 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)

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