UNIVERSITY OF BALTIMORE

2017-2018

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

SUBMITTED TO

UNIVERSITY SYSTEM of MARYLAND
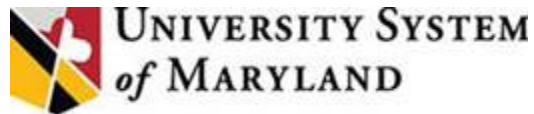
DATE SUBMITTED: JUNE 15, 2018

POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
                                  EXECUTIVE VICE PRESIDENT AND PROVOST

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
Wide array of programs and services that are provided to students.	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester. Total Enrollment of Diverse Students	Retention and Graduation Rates (see table below)	More intentional and focused tracking and assessment of initiatives. While the tracking of First-Time, Full-Time Students in our calculation, we do track diversity at all levels, given the entering cohort represents a small number of students (less than 250 students any given year) Total Enrollment diversity has remained stable from 2017.
Make UB a veteran-friendly campus by promoting the academic benefits of Bob Parsons Veterans Center for military-connected students.	Establish military friendly environment by improving internal/external. Number of military-connected students at UB.	Shifted away from reliance on "Military Friendly" designation, due to Victory Media scandal. Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 23 identified military-affiliated graduates in Fall 2017, 47 identified military-affiliated graduates in Spring 2018. Military-connected students at UB grew by 6.5% from 338 in Fall 2016 to 360 in Spring 2017.	Reinforcing Center usage as beneficial academically, socially and psychologically. Expanding recruiting efforts to local military bases to raise awareness of UB and the Bob Parsons Veterans Center

Retention and Graduation Rates data:

Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%	72%	68%

Underrepresented	UG	GRAD	Law	Total
American Indian	0.6%	0.4%	0.3%	0.5%
Black	51%	49%	21%	46%
Hawaiian/Pacific Islander	0.6%	0.2%	0.0%	4%
Hispanic	4%	3%	6%	4%
Multi-racial	5%	3%	3%	4%
Under-rep minority	61%	54%	30%	55%

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
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students. Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at $2,000 each.	Hispanic students 2.4 % in 2011. 3.9 % in 2017 and 4% in 2018 (slightly but not significantly down from 4.4 % in 2016 due to the relatively small numbers)	Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG
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
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 72 students in Spring 18. By end of Fall 2017, the average semester GPA was 2.817; 67.7% of students ended the fall with a semester GPA of 2.5 or better, 60% had a GPA of 3.0 or higher. 87% of students return to UB after 1st semester in the BMALE Academy 85% of students return to UB after 2nd semester in the BMALE Academy 91% of students return to UB after 3rd semester in the BMALE Academy	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen/sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 30% in 2018 (a small decline from 33% in 2016)	Assess retention rates of students in program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	26 Fannie Angelos scholars are currently at UB. 8 selected for 2018 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program.

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
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2017 # of city students registered for dual enrollments in spring 2018.	63 city students participated in the College Readiness Academy (84% completed/passed). 195 students registered for 3 credit dual enrollment course (up from 111 in 2017).	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.	Parent/Student info sessions for Baltimore Latin School Sister's Circle SAT prep workshops Sister's Circle College Send Off Urban Alliance Public Speaking Challenge Edgewood Elementary College and Career Readiness visit Mother Seton Academy alumni College Readiness visit Yleana Leadership Academy SAT workshop B-Power College Kick Off Next One Up info session Building STEPS health event Coppin Academy Parents and Students Celebration	Increase in freshmen enrollments from Baltimore City high schools.
Title IX sexual misconduct, online training for all students, staff, and faculty,	The number of students that complete the student online training module with assessment tools embedded. A state-mandated biennial sexual assault climate survey of all students.	Training of currently enrolled UB students is complete. Training is now focused solely on the incoming student population, and 100% of these students are required to take the training in order to register for classes, with minimal exceptions. For the Nov. 2017 (satisfying the March 2018 survey requirement), 5,565 students were invited to participate in the sexual assault climate survey with a response rate of 617 completed the surveys.	Continuous enforcement of training requirement through student registration hold and messaging. Analyze with special attention student survey demographic data to inform future activities, initiatives and outreach.

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
	Staff and faculty completion of mandatory biennial training.	93% of staff and faculty completed the mandatory biennial training as of 4/7/17 -- the end of the last training cycle. The next training cycle will begin in 2019.	
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and ultimate hire decisions.	#/% of diverse candidate representation in all milestone categories. # 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. Observation of selection process.

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 in the U.S. Dept. od Ed. Second Chance Pell Grant Experimental Sites Initiative. Objective is to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, and improving outcomes for educational and employment success. Classes at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, 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.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five City of Baltimore employees received full scholarships. 4 of 5 are pursuing business degrees, 1 and MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year's students represent 27 different countries.	Continue the development of LLM-US policy and better align with JD program.

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 as is addressed both Goals 1 and 2. This program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a $1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	103 students have been admitted to law schools across the U.S. 56 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 38 students have graduated from law schools across the U.S. 21 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a clinical law project housed within the School of Law's Civil Advocacy Clinic. Project focus: 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; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention addressing root causes of truancy. Voluntary for students and families, consists of ten weekly in-school meetings per session	175 Students from 5 schools	171 students showed improvement in attendance	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM

This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program. | Evaluated with SLOs for course. | Course assessment data, acceptance into law school. | Incorporating assessment data and information to refine and enhance course. |
| The Hispanic Heritage Month celebration hosted by the Diversity and Culture Center and Latin Law Students Association (LALSA) included trivia games, dance, cultural food | Attendance data | 35 participants | Increase involvement of other Latino/a student organizations. |
| The Diversity and Culture Center hosted several cultural outing trips to Washington, D.C. including The Civil War to Civil Right Museum and the National Museum of the American Indian | Attendance data | 38 students participated in the event. Post event dialogue among participants. | Invite faculty to facilitate post program discussions. |

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
The Diversity and Culture Center in collaboration MD Commission on Indian Affairs, held Native American Pow Wow, including dance performances, speakers, activities, and cuisine in celebration of Native American Heritage Month.	Attendance data	Approximately 95 people in attendance.	Increase involvement of cultural student organizations and UB students.
UB Table Talks: Small Group Discussions. Topics: What does it mean to be an Immigrant? Protest and Patriotism and Talking about Whiteness.	Attendance data	43 students attended the three small group discussions.	Expand small group opportunities offered throughout the semester.
Diversity and Culture Center hosted the annual Holidays around the World which provided the UB community an opportunity to celebrate different customs, cultures, experiences and food. Countries that were featured this year included Saudi Arabia, Egypt, Ukraine, Portugal, Liberia, Guinea and Lebanon.	Attendance data	7 countries were represented, 107 students faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
The 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; 18 students, faculty, and staff trained as allies.	Plan and implement a train-the trainer workshop to increase the number of trainers and trainings
The Diversity and Culture Center and Spotlight UB co-hosted the 10th annual African American Arts Festival. The AAAF is a 4-day festival in recognition of Black History Month open to UB students, faculty, and staff and surrounding community.	Attendance data	70 attendees.	Continue to offer this program, partner with campus departments and student organizations.
Co-sponsored by campus groups, Veteran civil rights activists Judy Richardson and Betty Garman Robinson shared their experiences as participants in the past and present fight for equality in the United States. Event included discussion reception and book signing	Attendance data	75 attendees	Continue to offer these type of programs and program collaborations.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and offerings related to managing bias, increasing cultural	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural	Refine and add to training program.

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
competency; cross cultural communication, generational values differences, etc.		based challenges for future programming	
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	Participation, learning outcomes	Thirty-six students met weekly with speakers on different aspects of the Poor People's Campaign	Course currently being offered.
Special Topics Course: CNCM 620 International Migration and Human Security	Achievement of learning outcomes	15 graduate students met weekly to explore topics of migration and human security (i.e. food security etc.)	Will determine if course is to be offered again and adjustments to be made.
Baltimore Standing Together (Schaefer Center)	Attendance,	3 forums offered with WJZ TV regarding crime, education and addiction	Town Halls currently in progress
Lived Experiences: Unaccompanied Children in MD and VA (offered in conjunction with Lutheran Immigration Services)	Attendance	Presentation of research	Better collection of attendance data
Dean's Speaker Series: Street Crime and the Media: The Wire, Narrative Complexity and the Rhizomatic City	Attendance	Discussion of street crime	Better collection of attendance data
Dean's Speaker Series: Poor Participation: Fighting the Wars on Poverty and Impoverished Citizenship	Attendance	Discussion of origins of poverty and impacts on different segments of the population	Better collection of attendance data
Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of students in different community organizations to assist in solving community issues and problems	Development of sustainability for the program.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Greece (Summer 2017); Thailand (Mar 2017/Jan 2018), France (Mar 2018), Japan (May 2018) Berlin International Summer School Exchange Program (Summer 2017/2018).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana, Greece and France worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business

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
			challenges in a global context
The addition of Graduation Requirement in Global Awareness and Diverse Perspectives	Required for graduation	Graduation requirement (GR)	Outcomes will be assessed in GR five-year cycle
Trip to the National Museum of African American History and Culture in Washington, DC.	Attendance data	27 students participated. Post event dialogue among participants	Host a formal debrief to discuss their experiences
Faculty attended 4th Annual Culturally Responsive Teaching Conference on April 19 and 30, 2018 and will provide follow up for faculty orientation and programming through CELTT.	Culturally responsive pedagogy in key courses.	Data will be extracted from course and program assessment.	Large-scale event to train all faculty January 2019.
Developed extensive curricula on cultural diversity in CMAT 201 and CMAT 303.	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
Provided mentoring in support of student diversity organizations.	Number of faculty participants.	Will be obtained from faculty self-reporting.	Development of feedback loop to assess effectiveness.
The Division of Applied Behavioral Sciences updated 26 courses to reflect emphasis on multicultural and social justice advocacy	Evaluation with student learning outcomes.	Data will be extracted from program assessment.	Newly implemented (data not yet available).
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.	Working on outreach to potential participants.
Provided faculty support for CPA's course Poor People's Campaign- 50 Years Later.	Evaluation with student learning outcomes.	Course assessment data.	Development of protocols for continued collaboration.
Series Voices of Color in Games, bringing developer and designers to campus to speak on issues of diversity and games.	Participation numbers.	Attendance data.	Developing plans for sustaining the 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
Work in the College of Arts and Sciences User Research Lab to support voting in low-literacy populations.	Academic publications and technical reports.	Academic publications and technical reports.	Pursuing avenues for continued research funding.
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.	Continued financial support for recruitment of students.
Research on digital perseveration of cultural heritage sites and artifacts in Southern Asia.	External grants obtained.	External grants obtained.	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.	Implement 'closing the loop' strategies based on assessment data.
Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Use data to improve programming
Hoffberger Center events covering a variety of topics related to cultural diversity and LGBTQ issues, such as Muslim Marine- Sharia Law vs. U.S. Constitution and Coming Together by Listening to Each Other, LGBTQ+Speak Out	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances.	Attendance data and event evaluation.	Attendance data.	Increase collaboration. Better collection of attendance/ evaluation data.
Class trips to: National Museum of African American History and Culture; Baltimore's Immigration Museum; MD Commission on Civil rights; Reginal Lewis Museum; American Visionary Arts Museum; Walters Art Gallery	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance/evaluation and use results to revise.

Section I: Progress Report - Goal 3

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

The process for reporting hate crimes is directly through the University of Baltimore Police Department (UBPD). The UB student code does not address hate crimes, nor does any university policy. Anything that would be reported would go through UBPD specifically.   That said, none of our conduct cases involved anything that could be considered hate related. No Campus-based hate crime and bias motivated incidents were reported in AY2017-2018.

Section II: Institutional Plan

The University of Baltimore's Institutional Plan for a Program of Cultural Diversity was recently developed to align with UB's new strategic plan. A diverse group of faculty, staff and students, developed this plan with multiple opportunities for feedback from the campus community. Also, this plan was developed using results of the 2016-17 campus climate survey and multiple other surveys pertaining to diversity and inclusion on our campus.

Our nine page plan includes the guiding principles for its development, profiles the diversity of the UB community, and articulates 5 goals focused on developing a more welcoming and inclusive campus community, 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 the process for reporting hate crimes.

The University of Baltimore's plan for a program of cultural diversity that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff is included in the Appendix.

Section III: Demographic Data

The demographic data is provided in separate student (Table 3), faculty (Table 4), and staff (Table 5) demographic data and attached in the appendix.

THE UNIVERSITY OF BALTIMORE

BUILDING ON A STRONG FOUNDATION:
A STRATEGY FOR ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION
FY 2019 – FY 2013

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[1], 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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[1] 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%.

Table 1A: Student Race and Ethnicity Report	Undergraduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Table 1B: Student Race and Ethnicity Report	Graduate %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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.

Table 2: Staff Race and Ethnicity	Staff %			
	Fall '08	Fall '12	Fall '16	Fall '17
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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.

	Tenured/Tenured Track #			
Table 3A: Faculty Race and Ethnicity	**Fall '08**	**Fall '12**	**Fall '16**	**Fall '17**
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

	Other Tenured Status			
Table 3B: Faculty Race and Ethnicity	**Fall '08**	**Fall '12**	**Fall '16**	**Fall '17**
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%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**

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](...)[2] 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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[2] 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)

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.

Section III: Demographic Data

	TABLE 3: *Comparison* Table for Undergraduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,350	42.3%	449	901	1,539	48.5%	538	1,001	1,389	48.0%	473	916
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	13	0.4%	7	6	15	0.5%	9	6
Asian	116	4.4%	59	57	145	4.5%	86	59	150	4.7%	67	83	133	4.6%	53	80
Hispanic/Latino	70	2.6%	27	43	95	3.0%	40	55	141	4.4%	67	74	113	3.9%	61	52
White	982	37.1%	487	495	1,154	36.2%	628	526	1,053	33.2%	544	509	930	32.1%	473	457
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	4	-	9	0.3%	2	7	15	0.5%	6	9
Two or More races	-		-	-	38	1.2%	11	27	130	4.1%	54	76	132	4.6%	67	65
Did not Self identify	547	20.7%	247	300	384	12.0%	161	223	135	4.3%	61	74	168	5.8%	71	97
Total	2,646	100.0%	1,120	1,526	3,189	100.0%	1,390	1,799	3,170	100.0%	1,340	1,830	2,895	100.0%	1,213	1,682

	TABLE 3: ComparisonTable for Graduate Students															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	744	23.7%	223	521	974	37.4%	282	692	976	38.8%	295	681
American Indian or Alaskan Native	8	0.3%	1	7	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	4	4
Asian	162	5.5%	76	86	149	4.7%	63	86	126	4.8%	62	64	116	4.6%	54	62
Hispanic/Latino	66	2.2%	24	42	85	2.7%	37	48	90	3.5%	32	58	80	3.2%	39	41
White	1,400	47.2%	670	730	1,654	52.7%	794	860	1,188	45.6%	558	630	1,131	45.0%	505	626
Native Hawaiian or Pacific Islander	-		-	-	4	0.1%	1	3	1	0.0%	1		3	0.1%	2	1
Two or More races	-		-	-	33	1.1%	9	24	80	3.1%	29	51	66	2.6%	24	42
Did not Self identify	682	23.0%	303	379	462	14.7%	215	247	141	5.4%	65	76	134	5.3%	49	85
Total	2,967	100.0%	1,249	1,718	3,138	100.0%	1,346	1,792	2,605	100.0%	1,032	1,573	2,514	100.0%	972	1,542

	TABLE 4: *Comparison* Table for Tenured/Tenured Track														
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	12	8.3%	7	5	13	8.2%	5	8	13	8.4%	5	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0		0.0%		
Asian	13	9.2%	9	4	9	6.2%	5	4	15	9.4%	7	8	14	9.0%	7	7
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.5%	1	3	5	3.2%	1	4
White	113	79.6%	73	40	114	78.6%	69	45	126	79.2%	78	48	118	76.1%	70	48
Native Hawaiian or Pacific Islander	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%		
Did not Self identify	0	0.0%	0	0	6	4.1%	5	1	1	0.6%	1	0	5	3.2%	3	2
Total	142	100.0%	91	51	145	100.0%	87	58	159	100.0%	92	67	155	100.0%	86	69

	TABLE 4: C*omparison* Table for Other Tenured Status														
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	33	12.7%	19	14	50	19.8%	25	25	51	19.0%	26	25
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
Asian	8	3.4%	4	4	9	3.5%	4	5	7	2.8%	4	3	13	4.9%	8	5
Hispanic/Latino	2	0.8%	1	1	1	0.4%	1	0	5	2.0%	4	1	8	3.0%	5	3
White	199	84.0%	124	75	207	79.9%	121	86	175	69.4%	113	62	172	64.2%	101	71
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
Two or More races	0	0.0%	0	0	0	0.0%	0	0	4	1.6%	3	1	4	1.5%	3	1
Did not Self identify	0	0.0%	0	0	9	3.5%	6	3	11	4.4%	5	6	20	7.5%	14	6
Total	237	100.0%	145	92	259	100.0%	151	108	252	100.0%	154	98	268	100.0%	157	111

	Table 5: *Comparsion* Table for Staff															
	Baseline: 2008-2009				2010-2011				2016-2017				2017-2018			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	228	37.1%	59	169	199	38.9%	62	137	186	36.5%	54	132
American Indian or Alaskan Native	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	17	2.8%	9	8	21	4.1%	12	9	19	3.7%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	4	5	9	1.8%	6	3	9	1.8%	6	3
White	335	56.7%	144	191	340	55.3%	150	190	256	50.1%	105	151	267	52.5%	107	160
Native Hawaiian or Pacific Islander	0	0.0%	0	1	1	0.2%	0	1	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	2	0.3%	1	1	10	2.0%	6	4	7	1.4%	5	2
Did not Self identify	1	0.2%	0	0	18	2.9%	9	9	16	3.1%	7	9	21	4.1%	6	15
Total	591	100.0%	221	370	615	100.0%	232	383	511	100.0%	198	313	509	100.0%	189	320