UNIVERSITY OF BALTIMORE

2018-2019

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

SUBMITTED TO

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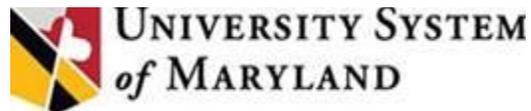
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POINT OF CONTACT: DARLENE BRANNIGAN SMITH, PH.D.
EXECUTIVE VICE PRESIDENT AND PROVOST

ENHANCING UB'S LEADERSHIP IN DIVERSITY AND INCLUSION
BACKGROUND and ALIGNMENT WITH THE
UNIVERSITY'S STRATEGIC PRIORITIES

Diversity is comprehensively defined at the **University of Baltimore.** UB embraces racial and ethnic groups and individuals who are, or have been, underrepresented in higher education and includes in its definition of diversity other important characteristics, such as: religious affiliation, sexual orientation and gender identity, disability, foreign nationality, and non-traditional student status. At UB, inclusion describes the active, intentional and ongoing engagement with diversity – in people, in the curriculum and co-curriculum, and in communities that are relatable to individuals (e.g., intellectual, social, cultural, geographic). .

The University of Baltimore Strategic Plan 2018-23: Re-Imagining UB solidified its commitment to diversity, equity and inclusion. The sixth goal of the Strategic Plan states:

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

Together with this plan and the aligned university-wide Institutional Plan for Cultural Diversity, UB has developed a strategic framework to identify and address practices and policies that support diversity, equity and inclusion. In order to foster diversity and create inclusive excellence, the University embraces several principals outlined in the Institutional Plan for Cultural Diversity including:

1. A campus climate that acknowledges, welcomes, supports and celebrates diversity, equity and inclusion among students, faculty and staff.
2. 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.
3. 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
4. The infusion of diversity-content in the academic curriculum and co-curricular programs.

UB's goal is to recruit and retain a diverse community of successful students, faculty and staff. Specifically, UB strives to close the achievement gap for all students and increase its academic profile.

THE UNIVERSITY'S DIVERSITY PROFILE

The University of Baltimore continues to be the most evenly diverse of the Maryland 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 28; graduate, 33; and law 28) with a majority of students (87%) living in Maryland. Female students represent the majority of students; 59% at the undergraduate level and 66% at the graduate level, and 52% in School of Law. Nearly half of the undergraduate students are Pell-eligible.

The University has experienced significant growth in the representation of underrepresented racial and ethnic groups in UB's student body over the last ten years. The percentage of undergraduate students who identify as a belonging to an underrepresented racial and ethnic group increased from 47% to 58%, with African-American students now representing 47% of the undergraduate student body. (The racial and ethnic profile of our students, faculty and staff is provided in the appendix below.) The percentage of Hispanic students remains small but is currently at its highest level at six percent. Additionally, the percentage of students identifying as two or more races has remained stable at about 4% since 2014, making it nearly as prevalent as Asians (5%).

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 20% in 2009 to approximately 36% in 2019, a 16%-point gain.

Diversity in faculty employment shows slower gains than for students in that employment longevity provides for far slower turnover among faculty than students. Although the change is more gradual, it is consistent and significant. UB regular faculty were 16% underrepresented minorities in fall 2010 and are now twenty percent. This percentage exceeds the percentage of U.S. doctorate degrees awarded to underrepresented minorities in 2017/18[2], which was 14%. Although faculty employment draws on a national market, UB's higher percentage of underrepresented minority faculty recognizes the higher proportions of candidates in the U.S. northeast and mid-Atlantic regions. UB's hiring of a diverse workforce of tenure and tenure-track faculty remains a challenge for the University. However, among adjunct faculty, where the longevity is short-term, the change is more rapid, increasing from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

This Annual Progress Report describes strategies for implementation and measures for UB's progress with a number of high-level indicators. Upon evaluation, the University is pleased to report its progress over the past year to include the following achievements, among others:

- Increased academic profile of entering freshmen 2019 class (SAT average increased to 1064); highest profile since inception of program in 2007. Reduced the SAT interquartile range of about 200 over the past 8 years to 145 in fall 2019 while maintaining our diverse student body.

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[1] *University of Baltimore Factbook 2019*, calculated from MHEC data, fall 2019.
[2] https://www.statista.com/statistics/185310/number-of-doctoral-degrees-by-ethnicity/

- Increased the overall number of Hispanic students in fall 2019 by 50 students, or approximately 25%
- Increased retention for first-time, full-time students from 68.1% in 2016 to 86.8%in 2019
- Improved six-year graduation rate for African American students by 13.5%-points in one year; to the highest recorded.
- Successfully closed the achievement gap.
- Developed an Institutional Plan for Cultural Diversity in 2018.
- Initiated development of faculty diversity plans for each college.
- Created first annual faculty, staff and student awards in 2019 to recognize those who made significant contributions to promote diversity, equity and inclusion.
- Conducted a student campus climate (sexual assault) survey.
- Conducted Title IX sexual misconduct and general sexual harassment prevention training for all staff and faculty.
- Held "train-the-trainer" workshops on culturally sensitive teaching in 2019.
- Designated and hired an employee dedicated to training and development responsibilities, including programming that supports diversity and inclusion efforts.
- Instituted leadership training and development for academic and administrative leaders in 2019, including FMLA, ADA for employees and students, first amendment and documenting incidents.
- Revamped new employee orientation to emphasize anti-discrimination policies and expectations for conduct.
- Demonstrated in both the freshmen and senior class levels areas of distinction in the National Survey of Student Engagement (NSSE). UB compared with the top 10% of institutions nationwide for students reporting the NSSE indicator *Learning with Diverse* others at high levels of engagement.
- Sustained significant increases in the number of African American adjunct faculty over the last decade.
- Achieved slow but steady growth in the percentage of diverse faculty and staff.

As indicated, UB does an excellent job of offering a wide array of services and events to support students. However, given the complex lives of UB's primarily older and working student population, their ability to participate in programmatic offerings is limited. The University is exploring ways to embed more student events into courses and to offer virtual events. Finally, the University is aware of the need to expand its pool of diverse faculty applicants and new hires, and continued tracking and assessing its initiatives. These initiatives, including improvements in tenured-track faculty diversity, are among the University's priorities going forward.

Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff, and faculty. HBCUs must provide information on efforts designed to diversify campus by attracting students, administrative staff, and faculty who do not identify as African American.	Metrics assessing the progress of each initiative/strategy	Data to demonstrate where progress has been achieved / indicators of success	Areas where continuous improvement is needed
Examine faculty recruitment, selection and hire process to identify and confirm candidate pool diversity and representation throughout various selection milestones and 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.
Expand outreach for city and regions' growing Hispanic and Asian populations.	Expanded outreach for Hispanic and other International Students.

Partnered with Featherstone Foundation and Embassy of Mexico and increased scholarships by 4 at $2,000 each. Foundation offered a total of 10 scholarships in 2019 and is planning to offer 10 scholarships in 2020 at $2000 each. | Hispanic students 3 % in 2010. 4 % in 2018 and 6% in 2019). Hired a LatinX focused Admission Counselor, promoted his language skills on web pages and in publications (Started in Fall 2019).

Added Spanish language content to web; produced virtual & printable recruitment flyer (completed January 2020).
Increased recruitment for Hispanic-serving events such as the National Hispanic College Fairs and Mi Futuro College Fair. Increased outreach community colleges (CC) serving large LatinX and other international populations, including: Prince George's CC (Largo and Hyattsville), Montgomery College, Baltimore City CC and Anne Arundel CC. | Expand outreach: increase in feeder community colleges: PGCC and MC as well as USG.
Additional pages to be translated (English to Spanish) in coming months. Developing new strategies to target Hispanic, Asian and African populations through community college student organizations and various serving non-profits-specifically college access programs. |
| Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative. | # of city students in College Readiness Academy in Fall 2019
# of city students registered for dual enrollments in spring 2020. | 241 students registered for 3-credit dual enrollment Fall 18-Spring 19, 95% of them from Baltimore City Public Schools. 70% met G.E. requirement for math or writing; | Measure matriculation rate to UB, in general, and to college specifically. |

Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Workshops for Baltimore City Public Schools counselors. Lyric Opera House middle school. Urban Alliance Public Speaking Challenge. Building STEPS SAT prep workshops. Summer Academy approx. 400 students. Grads2Careers summer program with Baltimore's Promise and the Mayor's Office of Economic Dev.	Increase in freshmen enrollments from Baltimore City high schools.
Extend reach of the Bob Parsons Veterans Center in Baltimore/area community. Become a known by local Community College circuit (Harford CC, Baltimore City CC, Anne Arundel CC). Establish presence at two major, Army bases (Aberdeen Proving Ground, Fort Mead) & good working relationship with Education Service Office.	Attendance at local Community College (CC) fairs/special events and military base educational fairs. Hosting veteran representatives from local Community Colleges at the Vet Center in recruiting/informational sessions. Expanding footprint into local military community.	Improving Admissions and Registrations processes to ease transition of military-connected students. Success: 28 identified military-affiliated graduates in Fall 2019, 43 identified military-affiliated graduates in Spring 2019. Military-connected students at UB remained at a relatively flat level of approximately 350 students.	Working with other UB offices (Bursar, Financial Aid, and Registrar) to ensure UB has best processes for veteran students including improving processing of financial aid & refunds for priority registration.
LLM – Laws of the United States (LOTUS). School of Law offers LLM in Laws of US for foreign-trained lawyers.	Enrollment data.	This year's students represent 15 different countries	Continue LLM-US program for flexibility to attract permanent residents.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	113 students have been admitted to law schools across U.S. 30 students currently enrolled in law schools across the country: 21 UB. 61 graduated from law schools across U.S. 39 members of Maryland Bar.	Assess retention rates of students in the program and outcomes related to law school admission and success.

Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.			
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. of Ed. Second Chance Pell Grant Experimental Sites. Objective to provide post-secondary education to incarcerated students prior to release, reducing likelihood of recidivism, improving educational & employment. Classes at Jessup Correctional Facility.	Evaluated with Student Learning Objectives (SLOs) for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 58 students currently enrolled. Transcript analysis shows average GPA of 3.489. Majority of students had a GPA of 3.00 or better.	Continue to review course offerings that are permissible in the prison.
Title IX sexual misconduct, online training for all students, staff, and faculty. A state-mandated biennial sexual assault climate survey of all students. An employee sexual misconduct comprehension and resources questionnaire that is administered at the conclusion of each employee biennial training cycle.	Staff and faculty completion rates for mandatory biennial training and on-going training for each new employee at orientation sessions offered monthly. The number of students that complete the student online training module with assessment tools embedded. The number of students that participate in the biennial sexual assault climate survey.	Employee completion of mandatory biennial training: Seventy-six (76%) percent of staff and faculty completed the mandatory biennial training as of June 21, 2019 – the conclusion of the last training cycle. This initial training featured an optional post-questionnaire to further engage the population. The employee that failed to meet the obligation on time were targeted for subsequent training and given new deadlines. As of April 2019, 849 total faculty and staff have been trained. The next biennial training cycle will begin in 2021. A new employee hire training program now includes sexual misconduct community and captures employees within the first two months of employment. All current UB students, with limited exceptions, are 100% compliant with sexual misconduct training. Newly enrolled students are required to complete the training prior to course registration, which	The challenge is to pinpoint the ideal time for conducting employee online training when the highest participation rates can be achieved, especially for faculty availability. Challenges are to pinpoint the ideal time for conducting the student campus climate survey and the appropriate incentives to secure the highest student participation rate possible. This MHEC survey requirement mandates completion by March 1 of the reporting year.

		is the reason why UB can maintain a completion rate of 100%. A limited number of students receive a deadline waiver to complete training within three months.	
Diversity class - Creating a Diverse and Inclusive Environment on Aug 6, 2019	Attendance	12 staff members in attendance	Review assessment for continuous improvement.
Culture and Diversity Committee - Diversity, Equity, and Inclusion Awards	Development of awards process	10 nominations were submitted for faculty and staff awards. Awards for each category were given out as part of the university's employee celebration in December	Expand knowledge of awards and increase number of nominations
Develop a Hate Bias Response Committee and Protocol	Create protocol and launch a Hate Bias Response Committee	The Office of Student Support in collaboration with Culture and Diversity Committee continued developing a protocol goal of launching a Hate Bias Response Committee in fall 2020. The goal will be to accept & review reports of hate/bias that do not meet threshold of student conduct or discrimination, but should be reviewed and addressed.	Ongoing training and awareness.
Amira Rose Davis event co-sponsored by the History Program and the Diversity and Culture Center	Attendance Data	67 students & faculty attended this open to the public event. Dr. Davis discussed current book, *Can't Eat a Medal: The Lives and Labors of Black Women Athletes in the Age of Jim Crow*, tracing history of black women's athletic labor & symbolic representation.	Continue to offer co-sponsored programs on topics related to diversity
Diversity and Culture Center – Diversity Dialogue Series	Attendance Data	78 students & staff attended the three dialogue events this year. Topics include – *Advocacy & empowerment in mental health; Hidden figures in the black community; and discussion about Latinx cultures.*	Increase program offerings throughout the year.
Diversity and Culture Center- National Coming Out Day	Attendance Data and knowledge of Gender Pronouns	30 students and staff attend this event. Distribution of Gender Pronouns cards and buttons. Post event participant dialogue.	Increase program offerings throughout the year.
Baltimore Faith Based Initiative (Schaefer Center)	Attendance, Number of students graduating	# of congregations participating (5 in 2019 and 3 in 2020); # of students completing program (15 students graduated in 2020)	Review assessment data to determine ways to reach more participants.

Community Engagement Fellows	Satisfaction of students and sponsoring agencies	Placement of 8 students (Spring 2020) in community organizations to assist solving community issues & problems	Development of internal staff member to support program.
Student Consulting Program for Nonprofits (Schaefer Center)	Number of students: satisfaction of students & agencies	Three students placed with the People Encouraging People Organization (Non-profit serving disabled or disadvantaged.	Track success of students in these placements.
Maryland Equity and Inclusion Program (Schaefer Center for Public Policy offered in Collaboration with the Maryland Office of Civil Rights)	Number of students involved; # graduating; satisfaction of students.	33 of 37 students completed the program for a graduation rate of 89%	Completion rate is high. Continue to strive for 100% completion.
"Talking About Race" discussion with Dr. Beverly Tatum and Dr. Sonja Santelises. Co-Sponsored with Open Society Institute	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
"The Master Plan" Book Signing and Talk with Chris Wilson, former prisoner who turned his life into a Second Chance	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Opioids and Addiction: A Public Health Approach to Change-Rosenberg Lecture	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Women in Leadership: Inspiring Positive Change sponsored by Public Administration Student Association and College of Public Affairs	Number of Attendees	Review ways to increase numbers. Consider course embedded assignments.	Discuss at leadership meetings.
Dr. Elka Porter supervised 3 women (1 from Nigeria from MSU) last summer (summer 2019) in a 10-week PEARL research internship at the Patuxent Environmental and Aquatic Research Laboratory (PEARL), Morgan State.	Each student gave 2 research presentations throughout their internship at the PEARL/MSU. 2 of the students went on to present their research (posters) at scientific conferences.	All students successfully completed their research internship, presented their work at the PEARL/MSU and at conferences or Frostburg State University.	Discuss potential for increased participation.
Revised the ENGL 365 Curriculum for Shakespeare to emphasize feminist studies and race studies. This course is now online to increase enrollment.	Theory Paper	Department assessment of essays	Review SLO's in the context of persistence and graduation rates by race and ethnicity.
ARTS 201 – Dr. Rachael Zeleny led 3 workshops on empowering students to have a say in whether or not public spaces have done	Papers, presentations with public figures in attendance	Published article on efficacy of assignment and course which includes comments from students	Review SLO's in the context of persistence

			and graduation rates by race and ethnicity.
the work to be inclusive, accessible, and diverse.			
APPL Counseling Psychology Master's program has a foundation of multicultural and social justice. Course descriptions and student learning objectives for 28+ of MS courses.	Student performance measures; SLO measures	Student performance measures; SLO's	Review SLO's in the context of persistence and graduation rates by race and ethnicity.
Many psychology classes: several faculty members have begun to ask students to what gender pronouns they prefer.	Not all students appear to know/understand what gender pronouns are	Students will be surveyed at the end of the semester about feelings of inclusion	Review course evaluations of persistence disaggregated.
PSYC 305 - Multicultural Psychology course offered every spring - in-class experiential exercises, discussion, etc.	Course SLOs	Course grades, reflection papers, journals	Review course evaluations of persistence disaggregated.
APPL 625 - Multicultural Counseling - in-class experiential exercises, discussion, etc.	Course SLOs	Course grades, reflection papers, journals	Review course evaluations of persistence disaggregated.
Individual research agenda focusing on multicultural education & racial identity (specifically Whiteness) issue in training	Faculty & Students engaged in research design, study implementation, data collection, research presentations	Conference presentations, publication, national interest in research topics	Increase number
Star Power: In-class experiential exercise, research project, and e-book chapter on educational game mimicking effects of capitalist socioeconomic stratification on psychological variables	Quantitative and qualitative data	Conference presentations, publication, national interest in research topics	Increase number
APPL/PSYC faculty Invited e-book chapters on in-class experiential exercises in multicultural psychology regarding privilege and oppression	Quantitative and qualitative data	Embedded course assignments.	Increase number by providing more support for faculty.
Students in the AIT program were encouraged to attend the "Brown Lecture Series: Dr. Mae Jemison" at the Enoch Pratt Free Library on February 19, 2020. Several attended and spoke directly with Dr. Jemison, the first African American woman to fly in space.	Discussion with the students about the event. The event was not associated with any course in particular, so a general discussion is all we could achieve.	Anecdotal evidence that the students learned from meeting Dr. Jemison in person as well as from her presentation.	Consider repeating

INFO 110 sections taught by Sarah Gilchrist aligned curricular content with two community partners: Moveable Feast (Fall 2019) and PRIDE Center of Maryland (Spring 2020).	Cultural investigation of community partners led to published and presented solutions to specific groups, including: homeless with medical food needs, citizens facing lead poisoning, LGBTQIA+ youth.	Documentation includes presentation slides, printed reports, and feedback from community partners.	Encouraging adoption of INFO 110 community-focused syllabi will require administrative and advisor support for additional sections of this class.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2020); *Cancelled Due to Covid-19 Pandemic*: Planned Global Field Studies to Thailand (Mar 2020) and Switzerland (May 2020)) & participation in the Berlin International Summer School Exchange Program. Thailand (Jan 2019), England (Mar 2019), Finland (May 2019), Berlin International Summer School Exchange Program (2019).	Participation, case studies and learning outcomes. Collaboration with partner schools.	MSB students in Ghana and Finland worked with partners to address real business challenges.	Continue to expand collaboration with partner schools, focus on solving business challenges in a global context
Law School Diversity Council. The Council consists of student from multiple student organizations. Their charge is to bring ideas, concerns and experiences involving diversity and inclusion to law school administration. Fostering an environment that values diversity in all its dimensions	Attendance data and program evaluations	Data, such as climate surveys and program attendance, help track how effective efforts are in improving outcomes for our diverse community.	New Initiative – collecting baseline data at present
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 towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation	113 students have been admitted to law schools across the U.S. 30 students currently enrolled in law schools across the country: 21 at the University of Baltimore. 61 students have graduated from law schools across the U.S. 39 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. Currently UB students participate.
LAW 570 BALTIMORE SCHOLARS PROGRAM This course is limited to the eight undergraduate students from UMES, Morgan	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course

State, Coppin State and Bowie State selected to participate in the Baltimore Scholars Program			
The Human Trafficking Prevention Project is a project housed in School of Law's Civil Advocacy Clinic. Focusing reducing collateral consequences 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 10weekly in-school meetings per session. Law students serve as fellows.	175 Students from 5 schools	171 students showed improvement in attendance	Incorporating assessment data and information to refine and enhance course.
In collaboration with the Maryland Hispanic Bar Association (MHBA), created a paid summer fellowship for a Latin American Law Student Association (LALSA) student member.	Create criteria and selection process collaboratively with MHBA for fellowship.	One LALSA student selected for a paid summer fellowship.	Encourage continued partnership with MHBA to continue the fellowship opportunity.
Held the 2nd annual "BLSA Practice Interview Evening (PIE)" event with Black Law Student Association (BLSA) designed to give students opportunity to enhance interview skills, network with members of the legal community, and begin process of building professional relationships. Students participate in two15-minute *practice* interviews & feedback session with the attorney.	Participation and feedback from lawyers and student participants.	30 BLSA students participated in the programs and 15 lawyers.	A reception immediately follows the practice interview event, providing attorneys and law students with the opportunity for further informal networking. Event to continue annually.
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.	Attendance data	8countries were represented, 93 students, faculty, and staff attended the program.	Continue to offer this program, increase the number of student-hosted tables.
UB Leadership and Workforce Training Program – develop mandatory training curriculum and related to managing bias, increasing cultural competency; cross cultural communication, generational values differences, etc.	# of faculty, staff and leadership completing trainings	Conducted survey on cultural competence, identified cultural based challenges for future programming	Refine and add to training program.

Section 4: Diversification of Faculty and Staff

The most successful strategy in increasing UB's faculty and staff diversity is the sustained focus on key areas where inroads are obtainable rather than applying efforts too broadly. This concentrated approach was necessary as several factors posed major constraints to UB's progress. These factors include the current hiring freeze and hiring limitations due to actions associated with reduced student enrollment and resulting financial constraints – all factors that impact employee composition. The University knew that an all-encompassing approach to diversity and inclusion would not be as effective at this time, but that a focused strategy would yield greater results for the current timeframe. Therefore, following UB's Strategic Plan Goal 6.1(b) on diversity in the recruiting of staff and faculty, the University identified two areas where progress could continue and a strategy was feasible.

The first area involved employee training. Being mindful of and committed to Goal 6, the UB Office of Human Resources dedicated one staff position to lead employee training and development. The impact of this role was evident immediately by the increased number of employee training sessions on inclusion and higher employee participation rates for training sessions on various topics, such as discrimination and harassment. This enhanced training on diversity and inclusion supports UB's commitment to being a more culturally aware campus community and retaining the current population of diverse faculty and staff so that the University does not lose ground.

The second area of concentration involved faculty hiring. While each of UB's schools has developed and is in the process of implementing a comprehensive Faculty Diversity and Recruitment plan, we also know that the longevity of tenured faculty can hinder the turnover rate and stagnate diversity efforts. Therefore, in order to 'move the needle' on faculty diversity, University has concentrated on an area of direct impact – the hiring of adjunct faculty. As a result of this effort, UB experienced increased diversity among its adjunct faculty, increasing diversity from 13% in fall 2010 to 26% in fall 2019—doubling over a decade.

Diversity hiring efforts have continued with regular faculty as well, but the overall numbers are smaller. When opportunities arose to hire faculty, the UB Office of Human Resources and hiring committees focused on the diversity of the candidate pools for recruiting and hiring employees. For example, of the new faculty hired to begin their employment in mid-August 2019 at the start of the academic year, at least 70% of the new faculty were people of color, and at least 50% of those new faculty were female.

Work still remains to be done in other areas, but UB's strategy of focusing on two initiatives where improvements could be realized through a concentrated effort has produced successful results.

Section 5: Reporting of Hate-Based Crimes

The University of Baltimore's process for reporting hate-based crimes follows the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act"). Campus community members to report to the University of Baltimore Police Department (UBPD) any criminal offense, including an offense that is believed to be hate-based. Each year, UBPD prepares and updates its Annual Security Report that includes statistics concerning certain crimes that occur on campus, in certain off-campus buildings, in areas controlled by UB, and on public property adjacent to or accessible from UB. This report is made publicly available and notification of the annual report is provided via email to all of UB's enrolled students and its faculty and staff. This report of crime statistics includes hate crimes, which are crimes that manifest evidence that the victim was intentionally selected because of the victim's actual or perceived Race (RA), Religion (RE), Sexual Orientation (SO), Gender (G), Ethnicity (E), Disability (D), Gender Identity (GI), or National Origin (NO). UB's annual report indicates how many of the total number or reported incidents were motivated by each type of bias. UB is consistently in the 1st or 2nd position in having the fewest crimes in University of Maryland System(USM).

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 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 47% to 58%, with African-American students now representing 47% 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 14% 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 evenly diverse of Maryland's public 4-year universities, as measured by the Campus Diversity Index[3], 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 28; graduate, 33; 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.

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[3] 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%. *University of Baltimore Factbook 2019,* calculated from MHEC data, fall 2019.

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.

Table 1A: Student Race and Ethnicity Report see "Appendix B" with data thru Fall 2019	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 see "Appendix B" with data thru Fall 2019	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 %			
see "Appendix B" with data thru Fall 2019	**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%**

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.

Table 3A: Faculty Race and Ethnicity *see "Appendix B" with data thru Fall 2019*	Tenured/Tenured Track #			
	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%**

Table 3B: Faculty Race and Ethnicity *see "Appendix B" with data thru Fall 2019*	Other Tenured Status			
	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 began in 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](#)[4] and identify areas of deficiencies.
- Design and conduct periodic campus-wide climate surveys (faculty, staff and students) to frame and direct future action on diversity and inclusion.

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

- Include training in onboarding processes and/or orientation of new faculty, staff, and student employees.
- Offer training through Human Resource Training and Development Program or CELTT for existing faculty and staff on topics ranging from recognizing and reducing implicit bias in the application review process to best practices for inclusive interviewing and mentoring.
- Offer training via New Student Orientation of new students and via Student Affairs activities and programming for existing students.

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[4] 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.

- 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 plant inventory to create, identify and promote gender-neutral restrooms, private rooms for lactating mothers, space for meditation/prayer, etc.
- Foster an atmosphere of linguistic inclusion that empowers multilingual students to speak and write without ridicule and supports them as they attempt to expand their language acquisition.
- Find sustainable ways to support parents as they strive to advance their education.

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

Strategy 1: Expand outreach to build applicant pool

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

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

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

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

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

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

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

- Develop a University Faculty Award that recognizes faculty engagement in research, creative expression and/or service to promote diversity, equity, justice, and inclusion.

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

Strategy 1: Develop a staff diversity recruitment and retention plan

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

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

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

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

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

- Recognize diversity and inclusion contributions in annual performance evaluations.
- 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.

A. Student Demographics

Table 1A: Student Race and Ethnicity Report *Undergraduate Students* Total Percentage	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	42%	46%	46%	47%
American Indian or Alaskan Native	1%	0%	1%	1%
Asian	4%	4%	5%	5%
Hispanic/Latino	3%	5%	4%	6%
Native Hawaiian or Pacific Islander	0%	0%	1%	1%
Two or More races	1%	3%	4%	4%
White	36%	35%	32%	30%
Did not Self identify	12%	4%	7%	5%
International Students	1%	2%	2%	2%
Under-represented Minorities	**47%**	**54%**	**55%**	**58%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Table 1B: Student Race and Ethnicity Report *Graduate Students* Total Percentage	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	23%	29%	37%	36%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	5%	4%	5%	5%
Hispanic/Latino	3%	4%	4%	6%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	1%	2%	3%	3%
White	51%	51%	43%	41%
Did not Self identify	14%	6%	4%	5%
International Students	4%	3%	3%	4%
Under-represented Minorities	27%	36%	44%	45%
Grand Total	**100%**	**100%**	**100%**	**100%**

Note: Some percentages may not round to within one (1) percentage point due to rounding.

B. Staff Demographics

Table 2: Staff Race and Ethnicity	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	37%	34%	40%	40%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	3%	3%	4%	4%
Hispanic/Latino	1%	2%	2%	3%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	2%	2%
White	55%	56%	51%	50%
Did not Self identify	3%	4%	1%	2%
International Staff	0%	0%	0%	0%
Under-represented Minorities	**39%**	**37%**	**44%**	**45%**
Grand Total	**100%**	**100%**	**100%**	**100%**

C. Faculty Demographics

Table 3A: Tenure/Tenure Track Faculty	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	8%	8%	9%	9%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	6%	8%	13%	14%
Hispanic/Latino	3%	2%	3%	4%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	0%	0%
White	79%	73%	74%	72%
Did not Self identify	4%	8%	1%	1%
International Faculty	0%	0%	0%	0%
Under-represented Minorities	**11%**	**11%**	**12%**	**14%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Table 3B: Other Faculty	Fall'10	Fall '13	Fall '18	Fall '19
African-American/Black	13%	14%	19%	20%
American Indian or Alaskan Native	0%	0%	0%	0%
Asian	3%	5%	4%	4%
Hispanic/Latino	0%	2%	5%	4%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
Two or More races	0%	0%	1%	1%
White	80%	75%	67%	65%
Did not Self identify	3%	4%	4%	5%
International Faculty	0%	0%	0%	0%
Under-represented Minorities	**13%**	**16%**	**25%**	**26%**
Grand Total	**100%**	**100%**	**100%**	**100%**

Note: Some percentages may not round to within one (1) percentage point due to rounding