Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore

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A summary of the institution's Diversity, Equity, and Inclusion (DEI)-explicit initiatives or efforts for the following four populations (a) students, (b) faculty, (c) non-faculty staff, and (d) administration

DEI activities for The University of Baltimore derive from strategies laid out in the institution's Diversity Plan. The student body of the University is the most diverse within the University System of Maryland, and we collectively recognize the importance of equity-focused efforts to ensure a welcoming campus and student success. While the return to campus this year has resulted in even more programming, AY21 provided us with the opportunity to leverage virtual platforms more effectively, and their use continues as we move forward. Staffing assignments were made in AY21-22 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

a) **Students**

The University of Baltimore fosters a sense of belonging for all students, and the larger UBalt community, by providing local and global programming and support with more than 40 activities, virtual, and in-person each semester. Curricula also impact students' understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas students pursue. The University requires all students to fulfill a Global and Diverse Perspectives requirement, which may be achieved within the major or through an approved General Education course. Each major has at least one course that will fulfill this requirement. Some programs hold specialized accreditation or certification from national organizations, and these often have DEI-related requirements.

Through Student Success and Support Services, programming celebrates our cultural heritages and identities as we move a step forward in equipping our students with holistic and global leadership skills to create equitable cultural and social spaces. Our trained professionals and faculty facilitate a number of Safe Space, Brave Space, and Inclusive and Equitable Student Community Spaces every semester during a series of monthly sessions and in-classroom settings. Hundreds of students are participating in our student discussion spaces, which include LatinX Student Community Space, Muslim Student Community Space, Black Student Community Space, Jewish Student Community Space, LGBTQIA+ Student Community Space, International Student Community Space, and the Asian American and Pacific Islander Student Community Space. In addition, the Office of Diversity and International Services brings programming to campus specific to the experiences and goals of our students (e.g., underrepresented student programming, cross-cultural experiential field trips) and supports

global field studies in courses. The Office also celebrates heritage with event planning and site visits related to such markers as Hispanic Heritage Month, National Coming Out Day, Juneteenth, National Disability Employment Awareness Month, and Black History Month, among others.

Academic activities focused on DEI include the following:

- School of Law – the Fannie Angelos Program, through which Law faculty prepare students from the State's four HBIs to take the LSAT and enter and succeed in law school;

- Dual enrollment opportunities for Baltimore City public high school students are offered by Early College Initiative, which works with many high schools in Opportunity Zones;

- The Merrick School of Business Real Estate Fellows program provides aspiring student and alumni entrepreneurs with an opportunity to address critical development needs within Baltimore's middle-market neighborhoods. Those accepted go through a 10-week mentoring program with local seasoned professionals and are paid to participate, which allows greater access to the program by those who must have an income. The program addresses structural equity issues. Fellows identify a City neighborhood, create a project, complete a development plan, and prepare an application for financing. The winning proposal receives necessary financing up to $1M to proceed with the project;

- The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area;

- The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there;

- The RLB Library has been working with faculty to provide students with open educational resources, which is an access and equity matter. RLB has also provided Wi-Fi hot spots to students.

b) Faculty

Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series described in the section that follows. Faculty-specific programming focused on DEI originated largely through the academic units and the Center for Excellence in Learning, Teaching, and Technology (CELTT).

CELTT partnered with the Student Government Association to update the learning management system with a new pronoun field to combat misgendering concerns. Beginning in fall 2021, faculty can see the pronouns students select for themselves. CELTT also led two workshops in summer 2021 preparing faculty and students to use this new field. CELTT also partnered with Disability and Access Services to better address the needs of students that office serves. The lead for that office has been added to the University Faculty Senate

Committees staffed by CELTT (Academic Support and Online Learning) and CELTT training for faculty using the online proctoring tool has been expanded to address accessibility needs. Promoting Online Excellence, CELTT's online pedagogy faculty development program, was revised this year based on faculty feedback in FY21 to expand DEI content in an Inclusive Teaching module. Finally, on April 19, 2022, CELTT hosts the second annual Thinking with Numbers regional/national conference, ***Diversity, Equity & Inclusion in Math Education: Aligning Pedagogy, Purposeful Technology, and Applications***, led by CELTT Faculty Fellow and Rosenberg Professor of Public Affairs Dr. Alan Lyles.

Through the College of Public Affairs, Dr. Lyles was also offering on April 5 the Rosenberg Dialogues with the topic "Confronting Inequities in Healthcare through Innovation and Entrepreneurship." Dean Hartley of the College of Public Affairs launched two series this year, Voices of Public Service and Listening to Our Students. Neither series is entirely DEI-focused, but each addresses DEI issues in places, and one session of the latter was dedicated to DEI issues.

The School of Law restructured some offices and moved designated an individual into a new role as Director of Diversity Initiatives. Under his leadership, not only was student orientation changed to include a half day on DEI issues, but substantial effort has been placed on faculty and staff professional development. Trainings are both in person and available later through Panopto. Topics include Intercultural Ethics, Microaggressions, and Implicit Bias. The School of Law also launched a Just Listening Series with a number of different perspectives represented describing the lived experiences of these subject perspectives. Faculty, staff and student participate in these discussions.

The Merrick School of Business is focusing faculty on curricular updates, in part to address Item 9 in the AACSB 2020 Standards, which is Equity and Inclusion. The watchwords for AACSB 2020 are "positive societal impact."

c) **Non-faculty staff**

Through the Office of Human Resources are opportunities to support all campus consistencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): the Virtual Conversation held four dialogues session in Spring and Fall of 2021(409 staff, faculty, and student attendees). JEDI is a collaborative partnership between University of Baltimore and the University of Maryland Baltimore County. The partnership provided a creative venture for community building and connections with faculty and staff across institutions.

The topics for the semesters included follow with 409 individuals participated in these events:

- Black Women and the Hidden Workload
- Allyship: An Advocacy Power Tool
- Your Role in Co-Creating a DEI Culture
- Beyond Issue Spotting: Tools to Supports DEI Change

The Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees have the

opportunity to strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes. A total of 92 staff and faculty participated in the seminars. These seminars included:

- Understanding Micro-Aggression
- Invisible Disabilities: The Truth Revealed
- Ensuring Equity in the Hybrid Workplace

d) Administration

Administrative staff have participated in the JEDI series, and depending on their roles, in activities sponsored by CELTT or by their schools. The president's executive team has responsibility for implementing the University's strategic plan, which has as a goal to "strengthen UBalt's commitment to diversity, equity, and inclusion." The Office of Human Resources has been restructured and includes a position dedicated to training and development, including around DEI issues.

Description of the governing, administrative, coordinating bodies, and institutional offices, if any, that exist on campus that are solely dedicated to DEI.

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

Student Services / Offices

Office	Description /Focus
Office of Diversity and International Services	DEI programing; Cross-cultural programming Global field studies abroad
Rosenberg Center for Student Engagement and Inclusion: (i) Student Government Association (SGA) - DEI Student Elected Committee (ii) Student Events Board (SEB)	Student organizations and Inclusion programming; Experiential learning programming Event planning Event planning
Diversity Initiatives and Recruitment (Law School)	Diversity programming and recruitment
The Bias Experience Support Team	Awareness training; Title IX training)

Faculty / Administrative Staff Offices

Office	Description /Focus
Shared Governance (DEI Strategic Plan)	DEI-focus Strategic Plan
Staff Senate / (DEI Sub-committee)	Staff training and discussion platform
Student Success and Student Support	Inclusive excellence strategic plan; staff training and a discussion platform
Law School Clinics and Centers (i) Center for Applied Feminism (ii) Center for Digital Communication and Culture (iii) Sayra and Neil Meyerhoff Center for Families, Children and the Courts (iv) Immigrants' Rights Clinic (v) Mental Health Law Clinic	Diversity, research and community engagement
Schaefer Center for Public Policy • The Maryland Equity and Inclusion and Leadership Program (In collaboration with Maryland Commission on Civil Rights)	DEI trainings for mid-level and executive level leaders; there is a program resulting in a non-credit certificate
Justice, Equity, Diversity and Inclusion (JEDI)	Discussion platform and event planning
Government and Public Affairs	Title IX training
Human Resources	Various EEO trainings (Title VII)
Governance Steering Council	Policy

A description of the institution's DEI data or metrics (including, but not limited to, Equity Scorecards, Equity Audits, Campus Climate Surveys).

The University of Baltimore has identified DEI data to track based on our diversity plan that includes critical elements of our climate and workforce. Metrics are both quantitative and qualitative and are used to measure our current status and refine explicit DEI initiatives or efforts. Specifically, The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **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**.**
- **Goal 2:** Recruit, employ, and retain a diverse faculty.
- **Goal 3:** Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **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.
- **Goal 5:** Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, five priority areas were identified. Committee teams were established to determine and oversee the 2021 activities associated with each priority. These priority areas were:

- **Student Mentorship Enhancement** - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- **Student Career Advancement** - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- **Faculty, Staff and Student Ongoing Education** - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- **Communication** - Develop a clear and consistent messaging focused on DEI.
- **Committee Reporting and Feedback** - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

A description of how the diverse perspectives and voices of all students are captures and utilized in informing the campus's DEI efforts

The University has longstanding and continued support for student engagement and student-led initiatives. UBalt maintains an active Student Government Association (SGA) that has worked with several partners on campus to lead/co-lead several activities during the AY 2021-2022. Some of these campus-wide initiatives include:

- Celebrating Juneteenth;
- Organizing a Pride Parade;
- Developing the Inclusion Alley, an outdoor campus gathering space, decorated and provided with seating;
- Launching a campus-wide initiative to promote the use of non-gender specific pronouns.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

There has been an ongoing collaboration between our administrative offices and SGA leaders. The mission of UBalt is to promote an academically enriching and supportive climate that allows all members of its community to thrive and succeed. Our Student Success and Student Support Services collaborate with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and program development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

- combating race, gender, and sex stereotyping through programming and through our *Breaking the Bias Forums;*
- promoting safe zone /brave zone trainings for students, faculty, and staff;
- enhancing all of our disability related programming to raise awareness and enhance inclusion;

- partnering across the university to promote the use of automatic captioning in all of our online events;
- *The Women's Initiative for Leadership Development* program;
- inclusion of pronouns and chosen names in *Campus Groups* platform; the learning management system, Sakai, now also has this option.

The University of Baltimore's Diversity Statement

Diversity is defined at UBalt 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 UBalt'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.

Adopted 5/29/2018

THE UNIVERSITY OF BALTIMORE

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

BACKGROUND and ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PRIORITIES

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

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

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

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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%.

	Undergraduate %			
Table 1A: Student Race and Ethnicity Report	**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%**

	Graduate %			
Table 1B: Student Race and Ethnicity Report	**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.

	Staff %			
Table 2: Staff Race and Ethnicity	**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 | 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 | 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 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).
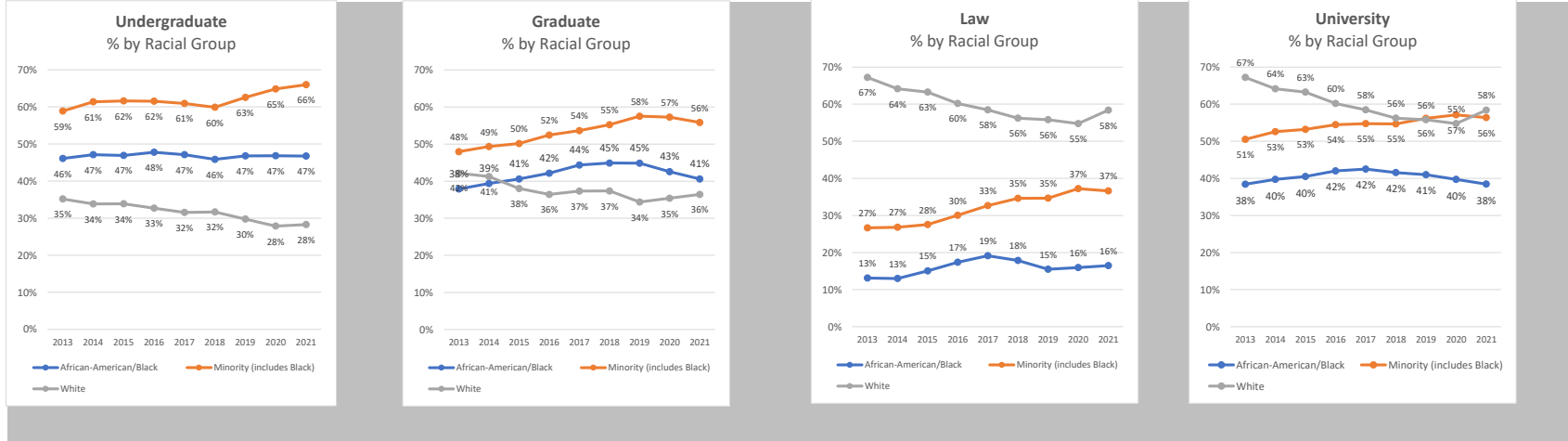
Strategy 3: Build B-Power initiative to intentionally provide greater access to higher education to students from underrepresented groups.

Enrollment by Sex and Degree Level

Undergraduate
% Women

Graduate
% Women

Law
% Women

University
% Women
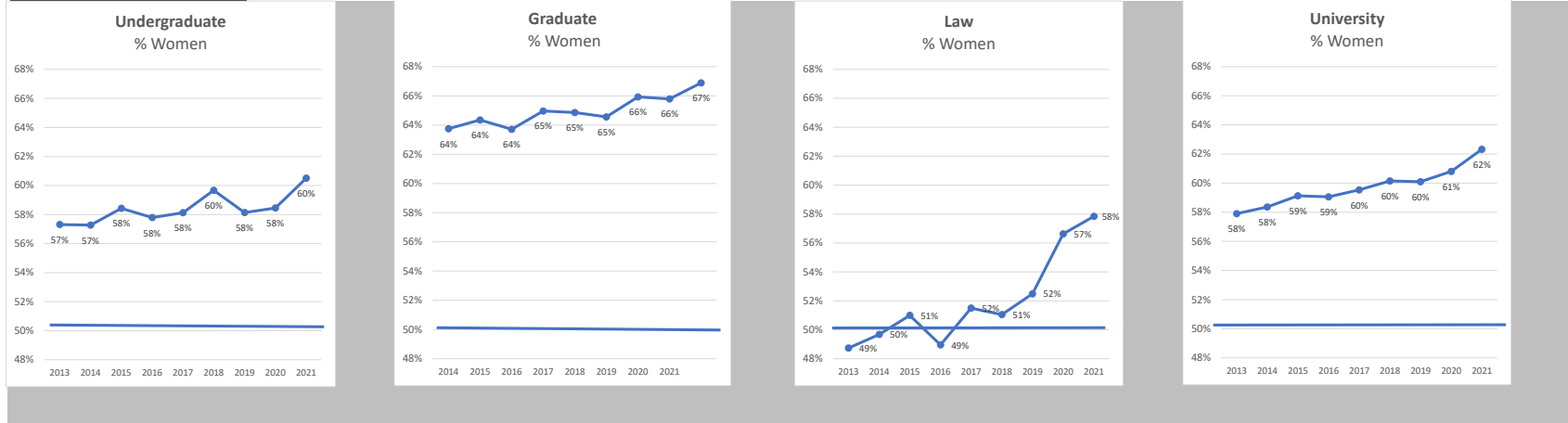
% Enrollment by Racial Group and Degree Level

Undergraduate
% by Racial Group

Graduate
% by Racial Group

Law
% by Racial Group

University
% by Racial Group

Notes:

(1)   Missing sex code assignments are distributed in a 50% assignment; not according to the % of the distribution

(2)   Racial distribution excludes (a) unreported and (b) international students; percentages will not sum to 100%

STUDENTS

Enrollment by Gender:

The percentage of women's enrollment has increase at all degree levels, undergraduate, graduate, and law. At each level there is a clear increasing trend, resulting in percentages of 61%, 67%, and 58%, respectively. These gains have broad prevalence across the curriculum. The principal source of these gains for women students is in higher applications and retention to degree. The current pattern suggests that within the 1-2 year horizon enrollments in the School of Law will exceed 60% (up from 50% in 2014), undergraduate will stabilize at c. 62%, and the graduate percentage will remain at approximately 67%.

Enrollment by Race

Black American enrollment as a percentage of the undergraduate enrollments has remained remarkably stable over the prior eight years, deviating by no more than 1 percentage point from an average of 47%. This stability comes with a strong decline in White American students, falling from 35% to 28% over the same time period. The compensating percentage gain occurred among other minorities, particularly, Hispanic/Latino and Asian students.

The graduate level had shown steady growth in the percentage of Black students until 2019, with the last two years showing a modest decline in the percentage. The principal percentage gain has been among the Hispanic/Latino students with the Asian enrollment also showing some gains. The percentage enrollment of White American students has stabilized over the last two years.

In the School of Law there are especially impressive enrollment gains as a percentage of total by minority students—gaining 10 percentage points over the past eight years. This has been driven by Black American, Hispanic/Latino, students declaring two-or-more races. This broad level percentage gains across the minority races demonstrates the strong recruitment and advancement of minority students in the School of Law.

FACULTY

There has been considerable change in the percentage distribution of regular (tenured and tenure-track) faculty employed by sex over the past five years. The employment of men decreased by 17% for a 4-percentage point decline. The number of women faculty employed also declined, but at much less pronounced rate—resulting in a counter-balancing gain of 4 percentage points. These changes, however, show substantial variation across race.

The employment of Black American faculty increased in number over this time period, despite the University's overall decline in the number of faculty. Although the number of Black American men increased by only 2 faculty members, this yielded a 2.4 percentage point increase, which, along with an increase of 3.4 percentage point in the Asian American faculty, and some small gains among other minority faculty, yielded a total gain of 6 percentage point in the minority faculty. The employment of Black American women and Asian women showed similar gains, each gaining 2 and 3 percentage points, respectively. Given increases in the foreign faculty and other minorities, the percentage-of-total of White faculty decreased by 4 percentage points. The employment of White men faculty has shown a particularly marked declining—decreasing by 20% and White women employment decreasing by 10%. Indications are that these trends by race and sex will continue in the forthcoming years.

NON-FACULTY STAFF

The employment of full-time staff by sex over the past five years has shown both a 3 percentage point gain among men and a corresponding 3 percentage point decline in the employment of women In contrast to the faculty, the percent-of-total of men staff has increased. This occurred predominately because of a decline in the number of women employed in the Management classification. While employment of women in Business and Financial Operations Occupations increased markedly, by 25% over this period, this was not sufficient to completely offset other losses in women's employment and still some gains in the employment of men in other employment categories.

Among the full-time staff, the employment of Black Americans and Hispanics over the last five years as a percentage of total increased by 2 and 3 percentage points, respectively. Unlike the faculty, the percentage of Asian full-time staff did not increase, but remained unchanged. Overall, the employment of full-time minority staff increased by 6 percentage points. The principal gain in employment for Black Americans was in Business and Financial Operations Occupations (up 12 percentage points); the gains among Hispanic staff were more evenly spread across employment categories.