Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore Date Submitted: April 16, 2024

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# Section l: A summary of the institution's plan to improve cultural diversity

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 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.

The University of Baltimore fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24).

Through our programming, every semester, we are celebrating our cultural heritage and identity at the University of Baltimore as we move a step forward in equipping our learners with holistic and global leadership skills to create equitable cultural and social spaces across all schools and colleges.

Students are participating in our student discussion spaces including:

* Latina/o/e/x Student Community Space
* Muslim Student Community Space
* Black Student Community Space
* Jewish Student Community Space
* LGBTQIA+ Student Community Space
* International Student Community Space
* Asian American and Pacific Islander Student Community Forum

Our trained Student Success Support Service professionals in collaboration with our faculty work and bring together a plethora of programming on our campuses:

* Religious and Spiritual programming
* LGBTQIA+ programming
* Underrepresented Student Community programming
* Leadership programming
* Global Field Studies trips abroad (faculty-led programs)
* Cross-cultural experiential filed trips

The Office of Diversity and International Services embrace awareness every month through heritage event planning and site visits, including:

* Hispanic Heritage Month
* National Coming Out Day
* National Disability Employment Awareness Month
* Native American/American Indian Heritage Month
* African American/Black History Month
* Women's History Month
* Asian Pacific Heritage Month
* Jewish American Heritage Month
* Lesbian, Gay, Bisexual, Transgender and Queer Pride Month
* Juneteenth

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| **Office** | **Description /Focus**  |
| Office of Diversity and International Services | DEI and Social Justice programing; Cross-cultural programming; Global Field Studies / Faculty-led Programs Abroad |
| Rosenberg Center for Student Engagement and Inclusion:1. Student Government Association (SGA) - DEI Student Elected Committee
2. Student Events Board (SEB)
3. Student Organizations include: the Black Student Union; the African Student Association, QUERRLY; International Student Association, and the Women Of Color Student Association
 | Student organizations and Inclusion programming; Experiential learning programming  |
| The Bob Parsons Veterans Center  | Diversity and Inclusion programming for Veterans  |
| The Bias Experience Support Team  | Awareness training; Title IX training; Bias Training  |
| Office of Disability and Access Services | Access and Awareness Trainings |
| Career and Internship Center | Diversity trainings and the workplace |

SSSS serves the University’s longstanding and continued support for student engagement and student initiatives. For example, we support an active Student Government Association (SGA) that works with several partners on campus to lead / co-lead several activities during the Academic Year. 2023-24 campus-wide initiatives include:

1. Celebrating Juneteenth
2. Organizing a Pride Parade
3. Inclusion Alley Programming
4. Launching a campus-wide initiative to promote the use of pronouns.

Our SSSS unit collaborates 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 programmatic development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

1. combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
2. promoting safe zone /brave zone trainings for students, faculty and staff.
3. enhancing all of our disability related programming to raise awareness and enhance inclusion.
4. partnering across the university to promote the use of automatic captioning in all our online events; and
5. Inclusion of pronouns and chosen names in Campus Groups platform.

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.

**Resources for International Students**

**Office of Diversity and International Services**

* Help with visa process and arrival/onboarding in Baltimore prior to school beginning every semester
	+ Issuance of I-20 SEVP documents through the school year
	+ A series of Webinars (In collaboration with the office of admission) “You’re Admitted: What’s Next” for all incoming F1 students: topics include – visa interview and application process, finding housing in Baltimore, transportation in Baltimore, health insurance information
* SEVIS Check in meetings every semester
	+ Required for all incoming F1 students within first two weeks of the semester
	+ Overview of all F1 visa requirements
	+ Settling in to campus
* Host Series of “Campus Connections” (4 per semester)
	+ Weekly for the first month of semester (International Student Orientation)
	+ Serve as mini-extended orientation sessions for International students to adjust to life in Baltimore and at UBalt
	+ Examples of campus connections of the past:
		- Walking tour of the neighborhood
		- Bussing around Baltimore (learning public transit system/services)
		- Meeting with campus depts (CIC, SAP, Tutoring center/RLB Library, Bursar office)
		- ISA Meet & Greet
		- US Classroom Culture
* Programming through Diversity and International Services
	+ - Holidays and Traditions form Around the World
		- Local Museum visits
		- Trips to Washington DC and Philadelphia
		- Cultural Folklore and Fashion Event
		- International Women Day
* Continuous 1:1 Advising
	+ - F1 visa Advising
		- Course Scheduling
		- Curricular Practical Training and post-program Optional Practical Training

# Section 2

# A summary of how the 2023 Supreme Court’s decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

## THE UNIVERSITY’S DIVERSITY PROFILE

The University of Baltimore is a predominately minority serving institution, located in Baltimore, MD., with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-white. As a PMI, the University has not had to use race-conscious admission practices.

There has been significant racial and ethnic diversification in UBalt’s student body over the past 10 years (fall 2013 to fall 2023).  The percentage of the university’s students who identify as one of the racial and ethnic groups that we count as underrepresented has now surpassed 50% with 51.5% as of Fall 2023.

The percentage of undergraduate students who identify as one of underrepresented has increased from 54% to 63%, with African American students now representing near half (49.4%) of the undergraduate student body. At the graduate level over this same time period, the Hispanic/Latino population and those selecting two or more races have almost doubled to 7.4% and 4.5% respectively.  International student enrollment has returned to pre-pandemic percentage of 3.7%.  African-American/Black students at the graduate/law level continue the gradual decline begun just prior to the pandemic at 37%, now at 31%.

Hiring and maintaining a diverse workforce is an objective where the University has historically made steady progress.  Over the last year, the diversity of tenure and tenure track faculty held steady; however, more sizable instructional population of non-tenured faculty showed strong gains in African American/Black population, up more than 2% to 21% from last year.  Among staff, the population that has seen consistent growth has been among Hispanic/Latinos, almost tripling since 2015, now at 4.4%.

# Specifically provide information on the following:

***a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?***

We believe that the Second Chance program at Jessup Correctional Facility is extremely impactful and promising. In 2016, the University of Baltimore (UBalt) was selected to participate in the U.S. Department of Education’s Second Chance Pell Grant Experimental Sites Initiative. UBalt was among 68 colleges/ universities selected nationwide to offer a post-secondary correctional education program through federal Pell Grant funding. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success.

UBalt’s program is being offered at Jessup Correctional Institution (JCI), a maximum-security prison for men. By spring 2021 semester we had 48 students working towards a Bachelor of Arts in Human Services Administration degree. While taking courses at JCI, students receive academic support from UBalt faculty and staff, community volunteers, and their incarcerated peers. The Second Chance College Program works with students when they are released to continue their education on campus and find meaningful and sustainable employment. When released, students are also provided with reentry support services, tuition assistance, and receive mentoring from their peers who are successfully continuing their education on campus.

We hope that some of the students in the program continue their education after being released and that they choose the University of Baltimore. The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

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 **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

**The School of Law** elevated the role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging.  Under his leadership, student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development.  This role also serves as an advisor for faculty, staff, and students.  Trainings are offered to staff, students and faculty in person, via zoom and on Panopto.  This position works with the diverse student organizations to deliver programming on all matters of DEIB.  There has been an increased effort to recognize significant relevant dates and religious periods.  Two committees have been created to address the needs of students, staff, and faculty.  The first is the Diversity Council.  This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large.  This groups acts a liaison between the law school administration and the student body.  They are managed by the Director of Diversity, Equity, Inclusion, and Belonging.  The second is the DEIB Advisory Board.  This group consists of members from the student body, staff, and faculty.  Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space.  That information is collected and delivered to the Dean with the goal of making the law school more inclusive.  In addition, the law school pledged $10,000 over 5 years to support the [Annual Meeting of Law School Professionals](https://amdip.org/) (AMDiP).

**The School of Law** has offered several co-curricular programs, including Celebrating Women’s History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc. The school hasthe Fannie Angelos Program, through which Law faculty prepare students from the State’s four Historically Black Institutions to take the LSAT and enter and succeed in law school.

***b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?***

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY24, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

**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.

***c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?***

**The Merrick School of Business** is establishing a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

**The School of Law** offered the following trainings:  Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

***d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?***

We currently do not have any formal mechanisms in place to monitor the impact of policy changes on student demongraphics, campus climate and educational outcomes. We recognize the importance of such measures to monitor and evaluate the effectiveness of our policies. In Fall 2022, we conducted a survey on Morale and Faculty Burnout. The results yielded a clear concern about diversity, equity, and inclusion. As a result, we launched Chat and Chew sessions with the Provost and the President in addition to the new Provost’s “Office Hours.” The Chat and Chew sessions with the Provost and the President are offered twice a semester and open to the entire UBalt community. This is an effort to engage all members of the UBalt community to increase transparency, communication and foster inclusion in our community. The “Office Hours” offered by the Provost, allow for faculty to meet with the Provost and ask questions in a twice-a-semester open session. It is scheduled for other buildings across the campus and has thus far been very successful in attracting faculty members and questions about what is happening in the Division of Academic Affairs.The DEI Committee (referenced below) and the new Title IX Coordinator and Director of DEI are working together to create a regular climate survey that will address the effectiveness of DEI measures that are currently being taken and those that are planned for the future.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and in-person each semester. Curricula impacts students’ understanding of diversity, equity, and inclusion, both broadly speaking and within the career areas they 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 fulfills this requirement. Some programs hold specialized accreditation or certification from national organizations which have DEI-related requirements.

**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.

# Appendix 1: University’s Cultural Diversity Plan

**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.

**BUILDING ON A STRONG FOUNDATION:**

**A STRATEGY FOR ENHANCING UB’S (*UBALT’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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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.

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.

## 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.

**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](https://www.pdx.edu/sites/www.pdx.edu.studentaffairs/files/MCOD%20Best%20Practices.pdf)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.

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 every new full-time 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 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.

# Appendix 2: USM Addendum

One major change that we achieved this year was working with the DPA program leadership (Doctoral Program in Public Administration) to identify issues that International students were having in that program maintaining full-time enrollment. The DPA program changed from a 9-cr full-time status per semester to a 6-cr program per semester, and we were able to work with the Provost’s office, the College of Public Administration (CPA) and the office of Records to change the full-time credit load to 6-cr per semester for that program. We also worked on changing the registration of the thesis section course to be a full-time credit load, even at 1-3 cr of thesis per semester, so that students can maintain F1 visa compliance in that program easier.

Another example is DIS working closely with Schaefer Center on streamlining the process for international students who want to complete NextGen or Community Development Fellowship / internships in the State of Maryland. These are great opportunities for international students to gain work experience in part-time paid fellowships. Since this development took place in the summer of 2023, the Center hired and placed several international students in paid internships - as Fellows in the field of public service and administration.

The new Director of Diversity, Equity, Inclusion, and Belonging position in the School of Law will help with the retention of our underrepresented students and with the recruiting of new law students. To that end, we think that the School of Law’s 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, will pay dividends for our School of Law enrollment.

Finally, The University of Baltimore recently hired a Title IX Coordinator and Director of Diversity, Equity, and Inclusion to lead Title IX and DEI efforts in compliance, policy development, outreach, advising on current and new regulations, and other initiatives. As the Title IX Coordinator and Director of DEI, this role serves as the primary point of contact for all Title IX matters, including investigations, prevention education, and TIX training for students, staff, and faculty. Additionally, as the Director of DEI, this role serves as the single strategic leader for campus-wide Diversity initiatives.

Within six months of employment with UBalt, our new TIX Coordinator and Director of DEI has successfully managed the USM TIX audit, and increased TIX awareness through programming for Sexual Assault Awareness Month, Intimate Partner Violence Month, developed TIX workshops for students to learn more about TIX, implemented the TIX student survey, created a accessible TIX reporting form for students and responsible employees to report sexual misconduct by scanning a QR code, created a pregnancy policy for students seeking accommodations through TIX, and updated TIX policy. In addition, a training on Implicit Bias for faculty and staff is scheduled for May 2024, and a joint training with Human Resources on Diversity, Equity, and Inclusion is planned for Fall 2024. Pronoun Training is scheduled for UBalt faculty for the Fall 2024 semester.

**Appendix 3: Diversity Profiles (Fall 2023)**