Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore Date Submitted: April 14, 2023

Point of Contact: Catherine Andersen, Interim Provost ([candersen@ubalt.edu](mailto:candersen@ubalt.edu)) or

Jeffery Elwell, Interim Associate Provost ([jelwell@ubalt.edu](mailto:jelwell@ubalt.edu) )

# 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 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 our disability related programming to raise awareness and enhance inclusion.
    - partnering across the university to promote the use of automatic captioning in all 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.

# Section 2

## THE UNIVERSITY’S DIVERSITY PROFILE

There has been significant racial and ethnic diversification in UB’s student body over the past 10 years (fall 2012 to fall 2022). The percentage of undergraduate students who identify as one of the racial and ethnic groups that we count as underrepresented has increased from 53.9% to 64%, with African American students now representing near half (48.5%) of the undergraduate student body. At the graduate level, a similar 10 percentage point gain was realized, increasing from 35.1% to 45.5%. Hiring and maintaining a diverse workforce is an objective where the University makes steady progress. Since 2016 the University has increased in percentage of underrepresented tenure and tenure-track faculty from 12.6% to 15.0%.

**Demographics**

Enrollment at the University of Baltimore is the most diverse of Maryland’s public 4-year universities, attracting an exceptionally diverse student body relative to race and socio-economic circumstance with a Student Diversity Indexof 49.5, well ahead of the University System of Maryland average at 33.5%. UB serves the working-age population of Baltimore and University System of Maryland geographical area.

African American/Black enrollment has increase slightly from 48.0% in Fall 2020 to 48.5% in Fall 2022. The percentage of Hispanic students has shown remarkable growth between Fall 2020 and Fall 2022, from 8.1% to 9.7% at the undergraduate level and from 6.9% to 8.1% at the graduate level. Additionally, the percentage of students identifying as two or more races has increased to 5.3% in Fall 2022 from 4.6% in Fall 2020, making it the third largest racial group.

Hispanic staff diversity has also grown, rising from 3.8% in Fall 2020 to 40.5% in Fall 2022. And the underrepresented racial group has grown from 39.6% to 40.5% during that same timeframe.

National data indicate that only 12.9% of the full-time faculty in U.S. degree granting universities are from underrepresented minorities (Fall 2018 IPEDS HR survey). 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.

At the University of Baltimore, 15% of tenured/tenure track (T/TT) faculty are from underrepresented groups. The percentage of underrepresented faculty with other tenured status (i.e., adjunct, lecturers) saw a significant increase from 12.3% in 2012 to the 19%-20% range since 2020. Continued diversification of our full-time and part-time faculty is an important goal moving forward.

The university has made concerted efforts to increase the diversity of the pools in all its searches, especially administrative. Most recently, in the search for a Provost, 60% of the campus finalists (3 of 5) were members of underrepresented groups. Unfortunately, two of those three candidates accepted positions as provost and chancellor prior to the commencement of the search. The search for the Dean of Business has likewise attracted a highly diverse and talented field of applicants and finalists.

# Section 3

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. I’m delighted to inform you that the university is continuing to expand cultural diversity programs and is serving more and more students, faculty and staff each year. Staffing assignments were made in AY22-23 that also helped lay the groundwork for longer-term sustainability and focus of efforts.

1. Faculty and other employees participated in the JEDI (Justice Diversity, Equity, and Inclusion) series. 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. 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.

**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.

The Office of Human Resources supports all campus constituencies. Examples include the JEDI (Justice, Equity, Diversity & Inclusion): 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 Employee Development Academy (EDA) provided intercultural seminars for staff (also available to faculty). EDA cultivates learning experiences where all employees can strengthen their professional, intellectual, and cultural acumen. The intercultural seminars were held via ZOOM for seventy-five minutes.

1. **The College of Arts and Sciences:** The college has offered several courses over the past year that deal with cultural diversity. For example:

CMAT 320: Argumentation, Debate, and Society explores differences born of diverse experiences. We ran this course for 22 students in spring’ 22. It included piloting a new debate format geared toward building understanding and included a partnership with an organization (Braver Angels) seeking to work against political polarization.

IDIS 497: capstone students are building projects that address pressing challenges in our community, including lack of affordable housing, the employability of formerly incarcerated individuals, and veterans suffering from PTSD.

HIST 316: Black Europe, students learned about the early roots of multicultural Europe. Readings and research provided the opportunity to engage with the lives of black Europeans from the Middle Ages to the present.

HIST 328/IDIS 301: Modern Korea, students experienced Korean culture by attending a Korean art exhibition and/or performance.

HIST 101.LC2 and HIST 101 WEB (asynchronous class), students conducted semester-long research examining a particular artifact from a culture different from their own.

**The College of Public Affairs:** Dr. Lyles on April 5 offered the Rosenberg Dialogues with the topic “Confronting Inequities in Healthcare through Innovation and Entrepreneurship.” Dean Hartley 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 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.”

1. **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 HBIs to take the LSAT and enter and succeed in law school.

**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. In 2022-2023, the College sought to implement and advance its Diversity and Inclusion Plan in an intentional way through the following activities:

Facilitated its "Voices of Public Service" speaker series to profile prominent speakers with diverse backgrounds committed to public service.

Hosted the 2023 annual Conference of Minority Public Administrators (COMPA) under the director of an MPA faculty member, Dr. Kelechi Uzochukwu, the current president of COMPA. The conference featured CNN's Van Jones as a keynote speaker.

Hosted and facilitated several public forums, including the Rosenberg Dialogue Series and CELTT workshops, focused on confronting inequities and underrepresentation.

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 FY23, 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 Arts and Sciences** hosted a History Guest Speaker Event–The Civil Rights and Black Power Movements in Global Context on March 8, 2023.

**The Merrick School of Business** is working to establish 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’s** 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 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.

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 several 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.

**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.

# Section 4

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.

# Section 5: If needed, a description of other initiatives that are central to the cultural diversity plan that are not captured in Sections 2, 3, and 4.

**The School of Law:** has elevated the current role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging.  Under his leadership, not only was 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.  Faculty, staff, and students participate in these discussions.  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).

# 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 LEADERSHIP IN DIVERSITY AND INCLUSION FY 2019 – FY 2023**

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

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

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

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

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

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

This diversity plan, therefore, seeks to develop a strategic framework to identify and address practices and policies that are barriers to diversity, equity, and inclusion, particularly in the integral areas of student success and a diversified employee talent pool. In order to foster diversity and create inclusive excellence, the University embraces the following principles:

1. A shared understanding of a comprehensive, innovative, integrated approach to inclusivity in all aspects of university operations and a culture of shared responsibility, making all members of the university community integral to fostering the achievement of a diverse, equitable, supportive, and inclusive community.
2. A campus climate that acknowledges, welcomes, supports, and celebrates diversity, equity and inclusion among students, faculty and staff.
3. Recognizing that we are part of a global community, a commitment to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives.
4. Diversifying the University’s workforce through the development and implementation of a strategy for the recruitment, retention, and advancement of underrepresented and culturally competent faculty and staff.
5. The infusion of diversity-content in the academic curriculum and co-curricular programs.

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 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 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

We believe that the Second Chance program at Jessup Correctional Facility is extremely promising and might provide opportunities to offer educational programs at other correctional facilities within the state. We hope that some of the students in the program continue their education after being released and that they choose the University of Baltimore.

We think that 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.