



**Institutional Programs of Cultural Diversity  
Progress Report  
AY 2012-13**

**April 1, 2014**

Submitted by:  
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## Section I: Summary of Institutional Plan to Improve Cultural Diversity

The Mission, Strategic Plan and The Diversity and Culture Center Plan of The University of Baltimore all provide the framework for organizing and addressing institution wide diversity initiatives. The Mission identifies the need to serve a diverse population and three of the six Strategic Goals directly address recruitment and retention of a diverse work force and student body. The University of Baltimore's Diversity and Culture Center Plan provides the integration of academic and co-curricular initiatives allowing for a cohesive approach to meeting our strategic goals.

Specifically, The University of Baltimore Mission states;

*“The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences and law to serve the need of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service”.*

Supporting this mission are three strategic goals with examples of specific objectives to achieve these goals as does the goals and objectives for The Diversity and Culture Center.

### Strategic Goals:

*Goal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded students support services.*

#### Objectives:

- 1.3: Close educational achievement gaps among UB student populations.

*Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal.*

#### Objectives:

- **2.3:** Increase enrollment of Maryland's growing populations, including veterans, immigrants, Hispanics and Asians.

*Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni.*

#### Objectives:

- 6.7: Continue to cultivate a community that values diversity, equity and inclusion.

### Diversity and Culture Center Goals:

- to develop cultural competency standards that will be used to measure multicultural competency and program assessment
- to develop experiential cultural immersion, alternative break programs for students
- to create an inclusive environment where students can engage and dialogue about diversity and social justice issues and concerns

Strategies and progress for initiatives are embedded in the sections to follow.

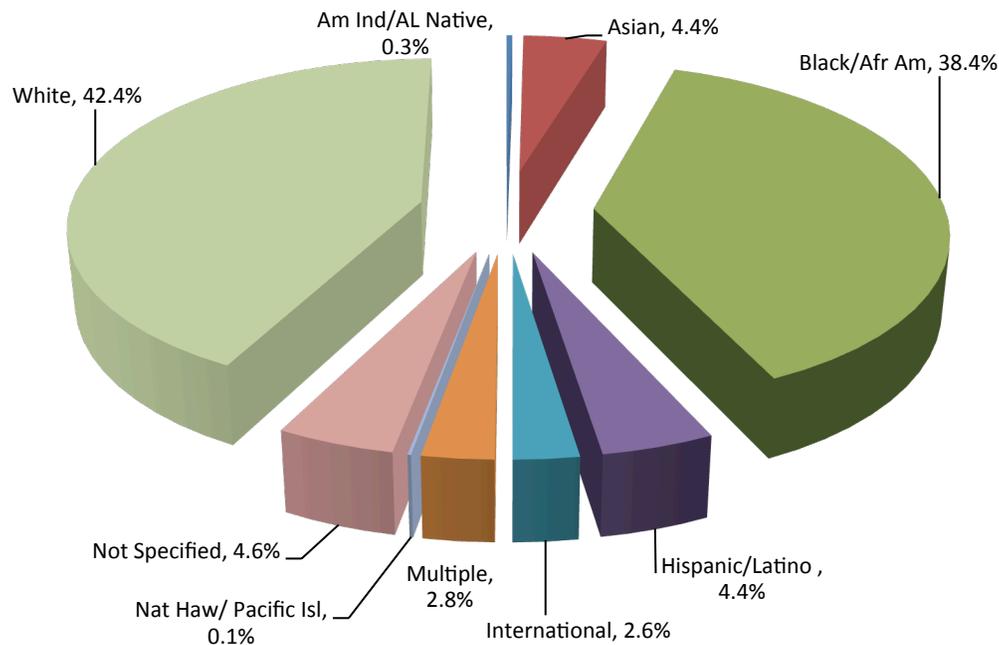
## Section II: Efforts to Increase the Numerical Representation of Traditionally Underrepresented groups among students, administrative staff and faculty.

### Students

#### Current Status

Historically, the University of Baltimore's populations were upper division undergraduate, graduate and law students. With the introduction of the program for traditional-age freshmen in 2007, the University's enrollment has grown by 32%, with significant growth (67%) in the undergraduate population and moderate growth (14%) in the graduate student population. These changes in the population are

**Fall 2013 University of Baltimore Enrollment**



attributed to an expansion of its undergraduate population in the Baltimore Metropolitan area and expansion of the geographic recruitment area beyond the University's historic base to achieve greater diversity, not only in age (trending younger) and geographic origin (trending farther from campus) but also in ethnicity.

While table IV indicates total undergraduate enrollment, there are slight variations in this group. UB's population of new freshmen is the most ethnically diverse population at UB, with the new Fall 2013 class composition: 55.2% African American, 25.5% White, 6.5% Hispanic/Latino, 5% Asian and 1.1% International. The undergraduate transfer population for Fall 2013 is 43.1% African American, 37.9% White, 4.3% Hispanic/Latino, 5.6% Asian and 2.2% International. Growth for new freshman is in Hispanic/Latino and Asian students. Transfer student growth remains consistent for Hispanic/Latino and African-American/Black students while transfer Asian student enrollment has increased.

The University of Baltimore's academic programs at the graduate and professional levels have remained fairly consistent in their compositions. In Fall 2013, entering graduate student cohort was comprised of 41% African Americans, 40% whites, 4% Hispanic/Latino, 5% Asian and 5% International students. The law population was 8.4% African American, 74.6% White, 4.9% Hispanic/Latino, 4.9% Asian and 3.8% not specified.

***Student Recruitment Initiatives***

The University of Baltimore acknowledges the focused recruitment efforts required to attract the students of today and tomorrow. On December 13, 2012, UB hosted the *UB 21 Summit on Hispanic Students and Higher Education: Proximos Pasos*, which gathered representatives of local high schools, universities, business leaders, government entities and community groups with the goals of identifying barriers to education and implementing solutions. UB has also added staff in the Offices of Admission; a full-time admission counselor is dedicated to the active recruitment of Hispanic and Asian students and participates in events and activities affiliated with those communities. The University is also advertising and media campaigns are directed towards these prospective students and families. The law school, the school with the least diverse student body, has a specific admissions counselor whose primary focus is to work to increase the diversity of the incoming class.

***Closing the Achievement Gap Initiatives***

Each year since 2011, UB has prepared a Closing the Achievement Gap report to the University System of Maryland. This work focuses on assessing the “gap” between the graduation rates of all students and our most at-risk populations. UB defines our most at-risk students as African American, Hispanic, and Pell-eligible students who are first-time/full-time undergraduates and new transfer students. For our base year in measuring the gap, African-American students comprised slightly more than a quarter of transfer students in Fall 2004, a proportion smaller than that of all undergraduates that year (and less than freshman in 2007, the first year in which freshman were admitted to UB). Hispanic enrollment did not comprise a significant portion of the new transfer students in Fall 2004, and numbers are sufficiently small that ratios and statistics show considerable variation. Pell-eligible students are the largest of these three target groups, at over one-third of the students. Pell-eligibility is used as a proxy for socio-economic status, and overlap of the three groups is considerable, something of great relevance to student retention and graduation.

***First Time Undergraduate Students***

Table 1A shows that the first to second year transition is the only area in which there is an achievement gap between all UB first time undergraduates and African American first time undergraduates, and that gap is quite small (-1%). For all other transition points, there is either no gap, or African American students fare better. We have determined that the primary explanation for this scenario is that African American students comprise nearly 40% of the freshman class; therefore, trends for this cohort drive in large part trends for the whole. We believe that the primary reason for the gap from the second to the third year centers on the transition of students from our highly supported advising system for pre-majors<sup>1</sup> to advising in the majors.

<b>Table 1A: First-Time Undergraduates, 2009 Cohort: All UB and African American Students</b>					
Retention	<u>ALL UB</u>	<u>African American</u>	<u>Gap</u>	<u>Pell eligible</u>	<u>Gap</u>
2nd year	77	77	0	80	3
3rd year	55	54	-1	56	1
4th year	48	48	0	46	-2
5th year	35	38	3	36	1

<sup>1</sup> UB freshman enter as pre-majors until they have completed all developmental requirements, passed freshman seminar with a C or better, and earned a 2.0 GPA after completing 24 credits.

Since a very large majority of our African American freshmen require at least two developmental courses, it takes this cohort longer to declare a major. Thus, the transition to more independence with course selection and less oversight through the early alert system is likely to cause some of the more fragile students to make departure decisions or to be involuntarily separated from the University later in their academic career at UB. Pell-Eligible students actually fare better during early transitional years, but their gap occurs in the third to fourth year transition. We believe that these students are also affected by heavy developmental placements and the consequences of not passing those courses the first time. That is, if their financial aid is expended on taking courses that don't count toward degree completion (especially if they need to take them more than once), then students face financial barriers later in their academic careers. We believe that many of these students first make the choice to go from full-time to part-time (decrease enrollment intensity) or to work more hours than their skill level can manage. Then, more isolated from the support systems that have helped them to get this far in their degree programs, they stop out (often with the intention to return). It is worthwhile to note, however, that another reason for the narrow gap between all students in the 2009 cohort and the two at risk populations is that the success markers for the majority population experienced a drop, while the markers for African American students improved, as shown in Table 1B. Our students who are at risk for a graduation gap<sup>2</sup> actually do much better in their first-to-second year retention.

<b>Table 1B: One Year Change: 2008 and 2009 Cohort</b>						
	<b>All UB 1st Time Undergraduates</b>			<b>African American 1st Time UG</b>		
	<u>2008 Cohort</u>	<u>2009 Cohort</u>	<u>Difference</u>	<u>2008 Cohort</u>	<u>2009 Cohort</u>	<u>Difference</u>
2nd year	82%	77%	-5%	74%	77%	3%
3rd year	64%	55%	-9%	47%	54%	7%
4th year	56%	48%	-8%	45%	48%	3%
5th year	37%	35%	-2%	35%	38%	3%

This means to us that while there may be a gap in time-to-graduation, the eventual degree attainment gap will be quite narrow: the students are staying at UB but taking longer to finish (quite likely to the drop in enrollment intensity described above), as shown in Table 1C on the next page. The likely case is that the 2008 Cohort was an anomaly. As Table 1C shows, the 2008 cohort is the highest performing group for all of the transition junctures for all UB freshmen, with lower subsequent performance for our risk groups. In other words, the “All UB” student success rates had an anomalous “peak” for the 2008 cohort, but the risk cohorts have been more stable, at least up to the 2012 cohort.

<b>Table 1C: First to Second Year Retention for 1st time Undergraduates</b>						
	<u>2007 Cohort</u>	<u>2008 Cohort</u>	<u>2009 Cohort</u>	<u>2010 Cohort</u>	<u>2011 Cohort</u>	<u>2012 Cohort</u>
All UB	69%	82%	77%	78%	73%	67%
African American	77%	74%	77%	79%	75%	71%
Pell Eligible	89%	78%	80%	82%	70%	68%

The early first-to-second year performance of the 2012 cohort is of particular concern:

- For all UB freshmen, the rate had a 6% drop, to 67%, the lowest rate we have had.
- For African American freshmen, the rate had a 4% drop to 71%, the lowest rate we have had.
- For Hispanic freshmen, the rate had a 12% drop to 63%, the lowest rate we have had.
- For Pell-Eligible students, the rate had a 2% drop to 68%, lowest rate we have had.

<sup>2</sup> The gap in six year graduation rates between “All UB” students and African American students for the 2007 cohort was -18%, and for Pell-Eligible students, which was -21%.

Our response has been swift. In Fall 2013, the President appointed a special assistant to focus on student success issues and to collaborate with the deans and faculty to build new approaches to student success. In concert, the Provost’s Office mapped a “Pathways to Persistence” for all of the student cohorts (freshmen, freshman and sophomore transfer students, and upper division transfer students) to determine where the barriers to persistence might lie and to determine how to better prepare students to overcome those barriers and when those barriers might be eliminated while retaining high academic standards. The campus undertook an analysis of courses with high failure rates to determine ways to help students to be more successful. Finally, we piloted an expansion of our mid-term grade reporting strategies to make mid-term feedback available to students in all undergraduate courses, not just the freshman courses.

***New Transfers***

Table 2A below shows a widening gap between graduation rates of all UB new transfer students and African American transfer students, a widely varying gap with Hispanic students, and a steady and narrower gap with our Pell-Eligible students. However, as with the new freshmen populations, we cannot equate lower 6-year graduation rates with much higher attrition rates. Our year to year retention rates provide a clearer picture of the situation.

<b>Table 2A: Graduation Rate Gaps: 2003-2007</b>				
	<u>All UB</u>	<u>African American</u>	<u>Hispanic</u>	<u>Pell-Eligible</u>
2003	66%	53 (-13) %	57 (-9) %	58 (-8) %
2004	62%	47 (-15) %	100 (+38) %	57 (-5) %
2005	63%	49 (-14) %	33 (-30) %	54 (-9) %
2006	66%	52 (-14) %	60 (-6) %	57 (-9) %
2007	64%	46 (-18) %	88 (+24) %	55 (-9) %

As shown in Table 2B, our at-risk populations tend to fare better in year to year retention than the rates for all UB transfer students. African American transfer students have a gap after the first, and to a lesser extent after the second, year of enrollment, but then their retention is quite strong; Pell-Eligible students fare better than the rates for all UB transfer students at each juncture. This tells us that the graduation rate gap is more likely a result of lower enrollment intensity in the at-risk population than that for whole population. Indeed our demographic analyses have shown that UB’s African American transfer students tend to be older and more part-time (even if they start as full-time students), and it is likely the completion risks associated with being a part-time student that is driving the graduation rate gap.

<b>Table 2B: Year to Year Retention: 2009 Cohort of New Transfer Students</b>						
<u>Retention</u>	<u>ALL UB</u>	<u>African American</u>	<u>Gap</u>		<u>Pell Eligible</u>	<u>Gap</u>
2nd year	78%	73%	-5%		81%	3%
3rd year	49%	48%	-1%		54%	5%
4th year	22%	28%	6%		26%	4%
5th year	11%	14%	3%		12%	1%

Similar to the patterns for first time undergraduates, for new transfer students there was a drop between the 2008 and 2009 cohorts, as shown in Table 2C.

Table 2C: One Year Change, 2008 to 2009 cohorts						
	All UB New Transfer Students			African American Transfer Students		
	2008 Cohort	2009 Cohort	Difference	2008 Cohort	2009 Cohort	Difference
2nd year	81%	78%	-3%	71%	73%	2%
3rd year	54%	49%	-5%	64%	48%	-16%
4th year	20%	22%	2%	29%	28%	-1%
5th year	10%	11%	1%	14%	14%	0%

However, for transfer students, the rates for African American students fell to a much greater degree, especially in the second to third year transition. Because the drops are greater earlier in the students' academic career, likely causes are access issues (scheduling, balancing work and life responsibilities, etc.) and fit issues (forming connections with the University community outside the classroom, developing a commitment to the major, forming a solid commitment to degree completion).

Our gap in time to graduation is widening, likely due the influx of transfer freshmen and sophomores who started to enroll in Fall 2008. It is likely that these students will take longer to graduate if they tend to drop from full-time to part-time, as does our whole transfer student population.

To summarize, we believe that the primary challenges with transfer students are associated with balancing responsibilities and commitment issues. By addressing access (course availability, scheduling, and financial aid for part-time students) and institutional commitment (clear connections between the degree and career goals, timely and consistent feedback on progress, and perceptions of the value of the degree at UB), we believe that the retention gaps will narrow. However, because life situations are often key to decisions concerning enrollment intensity, gaps in time to graduation will likely persist, with our at-risk students remaining at-risk for lower enrollment intensity rates, and thus longer time to degree completion.

**Initiatives Related to Freshman Risk Factors.** For this population, we focused on these risk factors: developmental placements that reduce credits completed in first year, support during transition from freshman support systems to advising in the majors, college readiness of conditionally-admitted students and subsequent impact on GPA. Here are the related initiatives:

- Substantial review and restructuring of foundational courses, including major changes in placement processes and learning support. (2010-Present).
- Sophomore seminar (2012-Present). Since Summer 2012, UB faculty members have been restructuring the General Education Program. In Fall 2014, we will offer a companion experience to the native freshmen and a structured entrée into General Education.
- Summer bridge for conditionally-admitted students (initiated in Summer 2012) with follow up advising and support processes (initiated in 2014).
- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).
- Follow-up institutional research on the correlation between first semester GPA and credit completion rates and attrition and enrollment intensity outcomes (initiated in 2013 with a focus on the bridge students, but to expand to 2014).

**Initiatives Related to Transfer Student Risk Factors.** For this population, we focused on these risk factors: access issues, including course availability to accommodate work and personal commitments and availability of financial aid for part-time students; commitment to completion (strengthened by more frequent feedback on progress, clearer college to career connections, and more flexible engagement opportunities). Here are the related initiatives:

- Expansion of mid-term grade reporting as a form of early alert to encompass all undergraduate courses (initiated in 2013).

- Special assistant to the President on Student Success Initiatives, with a charge to work with the Deans and faculty on course-centered strategies to improve student success.
- Creation of the Enrollment Collaboration and Implementation Team, a cross-functional workgroup centered on overcoming barriers to student persistence (initiated in 2013).
- Course redesign projects:
  - Ethical Issues in Business and Society, an upper division general education course (2011-Present);
  - Arts and Ideas, an upper division general education course (2012-Present);
  - Accounting sequence, 200-300 level courses (initiated in 2014);
  - Senior Capstone Projects (initiated in 2013).

### ***Initiative Related to Enhanced Teaching and Learning***

- Received three competitive grants to design academic innovations that incorporate MOOCs into traditional learning experiences. Our design to embed a MOOC into a freshman learning community was recognized by the Gates Foundation as a successful strategy to help students who are at risk for attrition to better benefit from online learning experiences. We believe the design helps at-risk students to practice effective learning habits; the model improved DFW rates by 4%.
  - Working with renowned historian Taylor Branch to create a highly interactive MOOC on America during the Civil Rights Movement.
- The integrated learning platform project embedded Pearson's My Foundation Lab into our Bridge program and improved pass rates from 51% in 2012 to 81% in 2013
- **Course Redesign.** Through a competitive USM Course Redesign grant, UB transformed an upper division general education course. This innovative design (a "tri-brid" format that incorporates classroom, online, and experiential learning) promotes higher pass rates, higher student satisfaction, and savings in instructional and space costs.
- **College Completion.** In summer 2012, UB concluded its implementation of the work supported by an MHEC College Completion grant. The project, entitled "Integrated Retention and Persistence Support for Transfer Sophomores", provided improvements to sophomore advising, professional development for faculty, and stronger learning experiences to connect college and career goals.
- **Summer Programs.** From 2012 to the present, UB has engaged in a substantial restructuring of our summer program. Using data analytics to target courses for redesign, we selected courses to transform into 5-week courses, online courses, or both. Assessed student satisfaction has been very positive, and summer enrollments grew.
- **General Education.** In Spring 2013, the University community approved a new competencies model for General Education. Highlights include capstone courses, new first year learning community models, and a sophomore seminar.
- **Office for Academic Innovation.** In Fall 2013, UB established an office for academic innovation, charged with engaging faculty in leading edge teaching and learning strategies that improve learning and conserve resources.

### **Faculty and Staff**

#### *Current Status*

Due to the small numbers of faculty, staff and administrators (259 dispersed among these three categories) slight changes in personnel can have far reaching impact on percentages. However, since 2008 there have only been slight changes in the diversity of tenured or tenured track faculty at the University of Baltimore (.2% drop in African-American/Black, a 1.5 % drop in Asian and .4% drop in Hispanic/Latino). However, in other tenured status there is a 2.1% increase in African-American/Black, a

1.2% increase in Asian and a 1.5% increase in Hispanic/Latino with a 9.7% decrease in White individuals. For staff, during this same time period, there has been a 5% decrease in African-American/Black, a 4.8% decrease in Hispanic/Latino, a .8% increase in Asian and a .6% decrease in White individuals.

#### *Faculty/ Staff Recruitment Initiatives*

The UB Office of Human Resources (HR) annually assesses the impact of recruiting a diverse workforce tracking applicant responses to specific publications. This past year, the applicant response rates to Diverse Issues in Higher Education (DIHE) ads were low, and HR began using affirmative action upgrades to HigherEdJobs (HEJ) as the primary source for diversity advertising. More applicants and candidates have shown HEJ as an ad source. In addition, The UB Office of Human Resources recruits using the following additional publications:

- *Black Caucus of America Library Association*
- *Hispanic Outlook in Higher Education*
- *Insight into Diversity (formerly Affirmative Action Register)*
- *Journal of Blacks in Higher Education*
- *Latinos in Higher Education*
- *Native American Jobs*
- *Women in Higher Education*

In conjunction with The UB Office of Human Resources, individual schools attend conferences in their disciplines to solicit diverse pools of applicants for positions.

### **Section III: Summary of actions taken to create positive interactions and cultural awareness**

The following information summarizes cultural awareness programs offered by a variety of divisions in Academic and Student Affairs. These include programs for faculty and staff training, curricular initiatives and courses and co-curricular programming. In the division of Student Affairs, The Diversity and Culture Center has provided the hub for diversity initiatives with collaborative efforts with each of the four schools (Law, College of Arts and Sciences, College of Public Affairs, and the Merrick School of Business).

#### **Specific Initiatives, Assessments and Actions taken since last report**

- The Diversity Resource Library offerings increased during the 2012-2013 academic year, 60 new DVD and books were added to the resource library. The Diversity and Culture Center Resource Library currently houses over 700 resources available to students, faculty, and staff.
- **Safe Space Training.** During the fall semester the Diversity and Culture Center coordinated Safe Space Train the Trainer Workshop. The goals of the program are to educate members of the UB campus community on the needs and concerns of LGBTQ students, staff, and faculty; establish a campus wide network of visible allies who provide support to our LGBTQ students, staff, and faculty, and to foster an atmosphere on campus which supports the success of LGBTQ persons.
- **Women's Group.** The Women's resource group held during the spring semester is designed for women who attend UB. The primary goal of the group is to provide a safe haven for college women to discuss issues and address their unique needs through discussion and peer education.

- **Women's Power Connection Luncheon.** This initiative is a collaborative effort between the Diversity and Culture Center and the Career and Professional Development Center for students to gain knowledge and awareness and of women in the workplace.
- **The Intersection between Law, Race, and Sexual Orientation.** This program is a collaboration between the Diversity and Culture Center and the Black Law Students Association and included a panel discussion addressing how race, gender and sexual orientation affect judges, attorneys and the general public.

### Programs and Services- Ongoing Collaborations

- **UB Friends.** The UB Friends, International Friendship Program is a program designed to ease the transition into American culture and the university setting for new international students. The program matches new international students (undergraduate, graduate, law) with a volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events. The goals of the UB Friends program are to integrate international students into the UB community, assist international students in understanding American culture, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, and to facilitate cross-cultural friendships and communication to increase knowledge of global perspectives.
- **International Orientation.** The International Orientation program is an opportunity for international students new to the University of Baltimore to become familiar with the university, to understand the American university culture and the University of Baltimore community, develop a connection with the University community and fellow new international students, and to meet and network with faculty and staff, and to connect with important resources. The orientation programs are held prior to the beginning of the fall and spring semesters.
- **International Education Week.** International Education Week occurred in November and consisted of two major events: International Alumni Career Panel and Holidays around the World. The events were co-sponsored with the International Admission and Enrollment Office
- **African American Arts Festival.** The 5<sup>th</sup> Annual African American Arts Festival was hosted by the Diversity and Culture Center and Spotlight UB, and additional partnerships with PNC® Bank and the Master of Public Administration Student Association (MPASA). The three day festival consisted of four programs and was open to the University of Baltimore students, faculty, staff and surrounding community.
- **World AIDS Day.** Red ribbons were distributed on December 3, 2012, to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center.
- **Hunger Banquet.** The primary goal for this program was to educate students about the issues of hunger and nutrition both locally and globally. Students were provided an opportunity to observe in a very real way how different nations tackle the challenge of hunger. This program featured a screening of the film *One in Six*, which focusses on the worldwide effort to erase hunger, followed by a discussion. This event was co-sponsored by the Diversity and Culture Center, the Center for Student Involvement, and the Honors Program.
- **Cultural Outing: Civil War to Civil Rights Walking Tour Part 2.** As a follow up to spring 2012 Civil War to Civil Rights Walking tour, the Diversity and Culture Center coordinated the Civil War to Civil Rights Walking Tour Part 2 during the fall semester. The Civil War to Civil Rights Walking Tour is a self-guided audio tour that follows signs throughout Washington's Downtown.
- **Soup and Substance Series.** The Diversity and Culture Center continued the Soup & Substance Series through the Fall 2012 and Spring 2013 semesters. These lunchtime programs feature a small group dialogue on various cultural and diversity topics with campus facilitators. Soup & Substance focused on Ramadan facilitated by Muslim students, the highly debated issue of ballot question 6: Maryland Dream Act, an informal discussion of the book, *35 Dumb Things Well-*

*intended People Say* by Dr. Maura Cullen and a discussion led by the staff member and students from the Armagh Project -a study abroad experience in Armagh, Ireland. Students shared their experiences and discussed the current civil conflict occurring in Ireland.

#### **Section IV: Additional initiatives**

- In partnership with USM and the ITHAKA Foundation, UB continues to examine online learning materials to augment learning in women's studies and African-American literature course curriculum from Coursera.
- More than one hundred courses at UB have been identified as those that address curricular needs to prepare students to work in a diverse community.
- In response to a questionnaire used in assessment regarding diversity, Applied Psychology - APPL703: Practicum course had a diversity component built into the required treatment plans so that diversity issues are discussed each week in student presentations of their treatment plans
- A partnership between the Merrick School and the Berlin School of Economics and Law offers business programs, during the summer months of June and July, that blend business, politics, language and culture for an in-depth study of Germany and the European Union.
- **Law School** new or on-going programs to address students' learning about cultural diversity.
  - *Reginald F. Lewis Pipeline Program*
  - *Baltimore Scholars Program*
  - *LSAT Prep Program*
  - *American Bar Association Diversity Day*
  - *Black Law Student Association Black History Month Recognition Week*
  - *Fannie Angelos Institute for Academic Excellence*
- Business professors wrote a play, Concerning Lupe, about the misunderstandings between a Latina executive and her very "WASP" boss at a multinational corporation in Chicago. The play takes place just before her performance evaluation: as they prepare for it, they each recall the same incidents but interpret them in completely different ways, because they are seeing them through different cultural lenses. The other characters in the play help to highlight the contrasts between Latino and U.S. cultures, and to understand the dynamics of prejudice and discrimination. The play has been used in a number of business courses.
- Under the auspices of the UB 21 Catalyst Grant program, in the fall an interdisciplinary team of UB faculty members hosted a summit of leaders from education, business, governmental agencies and the community on increasing opportunities for Hispanic students to achieve success in higher education.
- UB's MFA in Creative Writing and Publishing Arts through its MFA Reading Series, Write-Brain Kids program, and journal Passager provides opportunities for diverse groups of students and the community to engage in creative writing.
- The UB English program through its hiring of an expert in multicultural literatures has increased its course offerings in Native American Literature, African-American literature, and in Critical Race Studies. The department added Cultural diversity requirement implemented in program revision for AY 2013-14
- The Center for Educational Access, in partnership with the Office of the Provost, has prepared an online instructional module addressing ADA and compliance issues that will be launched as part of faculty and staff training by the late spring 2013. The design and work on this online tutorial has been ongoing since fall 2011.
- The Office of Student Affairs sponsored a two-day staff training event led by Stewart Speaking and Consulting and with the Alliance for Change Consulting, planned in fall 2012 and offered in January

2013, the two events were “Facilitating Student Development through Student Affairs Work” and “Building Inclusive Campus Environments”. The two day programs were attended by sixty members of the UB community.

- Finally, as part of the UB Academic Plan, the University’s four deans have identified increases in global partnerships and international student recruiting as a goal for AY 2012-13 and beyond.

## Section V: Comparative Tables

Table I: Tenured/Tenured Track																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	12	8.5%	8	4	13	9.2%	8	5	12	8.3%	7	5	13	8.8%	7	6	16	9.6%	8	8	14	8.3%	6	8
American Indian or Alaskan Native	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	13	9.2%	9	4	13	9.2%	9	4	9	6.2%	5	4	9	6.1%	6	3	11	6.6%	6	5	13	7.7%	7	6
Hispanic/Latino	4	2.8%	1	3	4	2.8%	1	3	4	2.8%	1	3	5	3.4%	1	4	5	3.0%	1	4	4	2.4%	0	4
White	113	79.6%	73	40	111	78.7%	69	42	114	78.6%	69	45	116	78.9%	71	45	130	77.8%	77	53	124	73.4%	72	52
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	0	0.0%	0	0	6	4.1%	5	1	4	2.7%	3	1	5	3.0%	3	2	14	8.3%	9	5
<b>Total</b>	<b>142</b>	<b>100.0%</b>	<b>91</b>	<b>51</b>	<b>141</b>	<b>100.0%</b>	<b>87</b>	<b>54</b>	<b>145</b>	<b>100.0%</b>	<b>87</b>	<b>58</b>	<b>147</b>	<b>100.0%</b>	<b>88</b>	<b>59</b>	<b>167</b>	<b>100.0%</b>	<b>95</b>	<b>72</b>	<b>169</b>	<b>100.0%</b>	<b>94</b>	<b>75</b>

Table II: Other Tenured Status																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	28	11.8%	16	12	34	14.6%	20	14	33	12.7%	19	14	33	13.1%	19	14	29	12.3%	16	13	36	13.9%	21	15
American Indian or Alaskan Native	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	8	3.4%	4	4	8	3.4%	2	6	9	3.5%	4	5	10	4.0%	3	7	13	5.5%	6	7	12	4.6%	6	6
Hispanic/Latino	2	0.8%	1	1	3	1.3%	1	2	1	0.4%	1	0	1	0.4%	1	0	3	1.3%	1	2	6	2.3%	3	3
White	199	84.0%	124	75	185	79.4%	110	75	207	79.9%	121	86	200	79.7%	119	81	189	80.1%	127	62	195	75.3%	118	77
Native Hawaiian or Pacific Islander	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Two or More races	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	1	0.4%	0	1	0	0.0%	0	0	0	0.0%	0	0
Did not Self identify	0	0.0%	0	0	2	0.9%	1	1	9	3.5%	6	3	6	2.4%	4	2	2	0.8%	2	0	10	3.9%	8	2
<b>Total</b>	<b>237</b>	<b>100.0%</b>	<b>145</b>	<b>92</b>	<b>233</b>	<b>100.0%</b>	<b>134</b>	<b>99</b>	<b>259</b>	<b>100.0%</b>	<b>151</b>	<b>108</b>	<b>251</b>	<b>100.0%</b>	<b>146</b>	<b>105</b>	<b>236</b>	<b>100.0%</b>	<b>152</b>	<b>84</b>	<b>259</b>	<b>100.0%</b>	<b>156</b>	<b>103</b>

Table III: Staff

	Table III: Staff																							
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.1%	65	166	207	34.3%	59	148	228	37.1%	59	169	220	36.3%	63	157	196	34.8%	56	140	196	34.3%	54	142
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0	0	0.0%	0	0
Asian	15	2.5%	8	7	15	2.5%	9	6	17	2.8%	9	8	20	3.3%	12	8	18	3.2%	11	7	19	3.3%	11	8
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5	12	2.1%	5	7	12	2.1%	4	8
White	335	56.7%	144	191	330	54.7%	144	186	340	55.3%	150	190	338	55.8%	147	191	322	57.1%	138	184	321	56.1%	133	188
Native Hawaiian or Pacific Islander	0	0.0%	0	1	0	0.0%	0	0	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1	1	0.2%	0	1
Two or More races	0	0.0%	0	0	0	0.0%	0	0	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1
Did not Self identify	1	0.2%	0	0	41	6.8%	32	9	18	2.9%	9	9	14	2.3%	7	7	12	2.1%	3	9	21	3.7%	9	12
Total	591	100.0%	221	370	603	100.0%	248	355	615	100.0%	232	383	606	100.0%	235	371	564	100.0%	214	350	572	100.0%	212	360

Table IV: Undergraduate Students																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.7%	292	626	1,143	38.5%	360	783	1,350	42.3%	449	901	1,450	45.2%	490	960	1,559	46.3%	522	1,037	1,625	47.1%	539	1,086
American Indian or Alaskan Native	13	0.5%	8	5	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8	14	0.4%	8	6	16	0.5%	9	7
Asian	116	4.4%	59	57	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74
Hispanic/Latino	70	2.6%	27	43	72	2.4%	28	44	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87
White	982	37.1%	487	495	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2
Two or More races	-	-	-	-	-	-	-	-	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69
Did not Self identify	547	20.7%	247	300	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82
Total	2,646	100.0%	1,120	1,526	2,969	100.0%	1,245	1,724	3,189	100.0%	1,390	1,799	3,208	100.0%	1,359	1,849	3,365	100.0%	1,457	1,908	3,450	100.0%	1,477	1,973
International Students	34		18	16	35		18	17	37		19	18	49		25	24	61		24	37	76		28	48
Grand Total	2,680		1,138	1,542	3,004				3,226		1,409	1,817	3,257		1,384	1,873	3,426		1,481	1,945	3,526		1,505	2,021

Table V: Graduate Students																								
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	21.9%	175	474	645	21.0%	171	474	744	23.7%	223	521	795	25.9%	231	564	853	28.2%	242	611	879	30.3%	269	610
American Indian or Alaskan Native	8	0.3%	1	7	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	5	3	3	0.1%	1	2
Asian	162	5.5%	76	86	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80
Hispanic/Latino	66	2.2%	24	42	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72
White	1,400	47.2%	670	730	1,523	49.6%	723	800	1,654	52.7%	794	860	1,757	57.2%	853	904	1,632	53.9%	789	843	1,519	52.4%	726	793
Native Hawaiian or Pacific Islander	-	-	-	-	-	-	-	-	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2	
Two or More races	-	-	-	-	-	-	-	-	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47
Did not Self identify	682	23.0%	303	379	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96
Total	2,967	100.0%	1,249	1,718	3,069	100.0%	1,273	1,796	3,138	100.0%	1,346	1,792	3,071	100.0%	1,295	1,776	3,029	100.0%	1,260	1,769	2,901	100.0%	1,201	1,700
International Students	196		90	106	192		85	107	137		62	75	114		48	66	103		46	57	91		38	53
Grand Total	3,163		1,339	1,824	3,261		1,358	1,903	3,275		1,408	1,867	3,185		1,343	1,842	3,132		1,306	1,826	2,992		1,239	1,753