



**INSTITUTIONAL PROGRAMS OF  
CULTURAL DIVERSITY  
ANNUAL PROGRESS REPORT**

April 2017

Submitted by:

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Executive Vice President and Provost

## **I. Report on Institutional Programs of Cultural Diversity**

Table 1

### **2016-2017 USM Annual Report on Institutional Programs of Cultural Diversity**

#### *Summary Narrative of Cultural Diversity Plan and Institutional Goals*

The University of Baltimore (UB) under the guidance of President Kurt Schmoke, UB's institutional Culture and Diversity Committee, and the various divisions within the University—has worked collaboratively to recruit and retain diverse students, staff, and faculty. The campus has also worked diligently to provide initiatives which create a diverse and inclusive campus community.

UB has experienced modest growth in diversity enrollments spurred by a number of innovative initiatives. Programs such as the Brotherhood, Mentorship, Achievement, Leadership, and Enterprise (BMALE) Academy program appear to have had a positive impact on retention. Targeting undergraduate men of color, BMALE worked directly with 45 students in Fall 15, and grew to 80 students by Fall 16. The BMALE students' average cumulative GPA increased from 2.52 in Spring 15 to 2.72 in Spring 16.

Furthermore, there has been an uptick in the four-year graduation rate for first-time, full-time, African American male undergraduate students. The first-time, full-time, African-American male cohorts who entered UB between fall 2009 and 2011 hovered between a 3% and 6% graduation rate. The first-time, full-time, African-American cohort that started in fall 2012 had an 11% four-year graduation rate. Similarly strategic efforts in the Law School such as the Fannie Angelos' Baltimore Scholars and the Charles Hamilton Houston Program (see Tables 1& 2) continue to drive enrollment growth and retention among minority law students. From 2015 to 2016, minority enrollments grew by 5.5% from 28% to 33.5%.

UB's gains in diversity of staff and faculty are varied. Minority staff made up 41.9 % of UB's staff in 2015. This number increased by 4.9% to 46.8% in 2016. The employment of African American staff increased from 35.9% in 2015 to 38.9% in 2016. At 61%, female employees continue to fill the majority of staff roles. Minority tenured/tenure track faculty remained relatively stable. They were 19.3% in 2015 and increased approximately 1% in 2016 to 20.1%. The percentage of minority faculty with other tenured status increased by 6.7% from 19.5% in 2015 to 26.2% in 2016. This is directly attributable to efforts by schools and colleges to diversify faculty in response to recommendations by the Culture and Diversity Committee.

In fall 2016, UB assessed climate for students, staff, and faculty. This is the first time in over 10 years that staff and faculty have been surveyed. The instrument measured perceptions of the campus related to diversity, inclusiveness, visibility, and treatment; personal attitudes and behaviors related to working with people from diverse backgrounds; perceptions of students, faculty/staff, and administration; and overall measures of learning and satisfaction with the institution. Analysis of student responses (13.4% response rate) indicates high levels of satisfaction with regard to personal attitudes and behaviors, perceptions of students, perceptions of staff, and work environment. Areas with lower levels of student satisfaction include perceptions of faculty, perceptions of administration, and campus safety. Overall analysis of the faculty/staff responses (39.1% response rate) indicates high levels of satisfaction with regard to perceptions of the institution, visibility, policies, co-curricular environment, and perceptions of faculty and staff. Areas with lower levels of faculty/staff satisfaction include perceptions of peers, perceptions of administration, and campus safety.

The results of the recent climate survey and the work of the Culture and Diversity Committee are foundational to the next iteration of UB's Diversity Plan. The handoff from the Committee to the Diversity Strategic Planning Team will occur in Summer 17. Table 2 narrative details a sampling of initiatives, programs and course offerings which are integral to UB's diversity and inclusion efforts.

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Wide array of programs and services that are provided to students (see narrative).	Retention and Graduation Rates: First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall Semester.	<div>Retention and Graduation Rates</div> <table><tr><th>Cohort Year</th><th>Year</th><th>2007</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th><th>2012</th><th>2013</th><th>2014</th><th>2015</th></tr><tr><td>Retention Rates</td><td>2-Year</td><td>69%</td><td>82%</td><td>77%</td><td>78%</td><td>73%</td><td>67%</td><td>79%</td><td>71%</td><td>72%</td></tr><tr><td>Enrolled</td><td>6-Year</td><td>37%</td><td>43%</td><td>32%</td><td>36%</td><td></td><td></td><td></td><td></td><td></td></tr></table>									Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	Retention Rates	2-Year	69%	82%	77%	78%	73%	67%	79%	71%	72%	Enrolled	6-Year	37%	43%	32%	36%						More intentional and focused tracking and assessment of initiatives.
Cohort Year	Year	2007	2008	2009	2010	2011	2012	2013	2014	2015																																		
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Make UB a veteran-friendly campus. Move Veterans Center to new more prominent location. Grow military connected population.	Maintain status as a military friendly institution. New central location of Center. Number of military-connected students at UB.	In Fall 2016 UB recognized as a top 10 Military Friendly Institution for schools under 10,000. Bob Parsons Veterans Center moved to 3rd Floor of Student Center to a larger more prominent space. Military-connected students at UB grew by 8.33% from 312 in Fall 2015 to 338 in Fall 2016.									Enhanced recruitment efforts.																																	
Expand outreach for city and regions growing Hispanic and Asian populations.	Expanded outreach for Hispanic Students.	Hispanic students 2.4% in 2011 to 4.4% in 2016.									Expand outreach: increase in two key feeder community colleges: PGCC and MC as well as Shady Grove Campus.																																	

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Detail all implementation Initiatives and Strategies designed to recruit and retain traditionally underrepresented students, staff, and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved / Indicators of Success	Areas where continuous improvement is needed
Partnered with Featherstone Foundation for IME Becas Grant of \$2000 merit awards for six UB Latino students.	Retention and Academic success metrics.	Retention and Academic success metrics.	Data to be collected.
Participated in Pa'Lante, a college readiness program for Hispanic/diverse students at Patterson High School. Coordinated presentations and campus visits.	60 students participating.	Conversion rate from Patterson High School to UB.	Data to be collected.
Partnered with Latino providers network to host 3rd annual college fair on UB campus.	Increase in participation.	91 students participated, representing a 45% increase.	Measure matriculation rate to UB.
BMALE Academy for men of color. Goal of supporting students' successful matriculation towards graduation.	Increase in participation, GPA and overall retention metrics.	Grew from 45 students in Fall 15 to 80 students in Fall 16; the BMALE students' average cumulative GPA moved up from 2.52 in Spring 15 to 2.72 in Spring 16; 87.5% retention rate.	Monitoring and intervening with under performers. Enhancing career development and developing post-graduation plans.
The Charles Hamilton Houston Scholars Program helps under-represented college freshmen and sophomores develop academic skills.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016.	Assess retention rates of students in Houston Scholars program.
The Fannie Angelos' Program selects eight Baltimore Scholars from HBCUs to attend the UB school of Law with full tuition.	Increase law school diversity.	Increased minority students from 16% in 2007 to 33.5% in 2016. 18 scholars were admitted to UB School of Law in Fall 2016 8 scholars were selected for the 2017 Baltimore Scholars Program.	Assess retention rates of students in the Baltimore Scholars Program

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UB engages in the retention of students through posted on campus work study and non-works study employment opportunities.	Employment fair attendance by students and prospective employers.	20 organizations that were in attendance at the Student Employment Career Fair, 46 students attended the fair and 17 received employment offers from the organizations that attended.	Assess the retention rate of students employed by UB.  Assess retention of students in work study roles.
Expand dual enrollments for Baltimore City high school students through USM B-Power Initiative.	# of city students in College Readiness Academy in Fall 2016  # of city students registered for dual enrollments in spring 2017.	63 city students participated in the College Readiness Academy (84% completed/passed).  111 students registered for 3 credit dual enrollment course.	Measure matriculation rate to UB, specifically, and to college in general.
Leverage B-Power initiative to expand outreach to Baltimore City students.	Number of new activities.	Co-sponsoring working with the Center for Leadership Innovation, "Youth Leadership for Change: Leadership and Racism in Baltimore" 4/ 22.  Hosting commencement ceremony for the Boys and Girls Club of Metropolitan Baltimore 5/ 25.  Hosting the graduation ceremony for YO Baltimore! (Youth Opportunity Baltimore in the Mayor's Office of Employment Development) 6/ 21.	Increase in freshmen enrollments from Baltimore City high schools.

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Detail all Implementation Initiatives and Strategies designed to create positive interactions and cultural awareness among students, faculty, and staff- including professional development programs for faculty and staff, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/ Indicators of Success	Areas where continuous improvement is needed
Latin American Student Association hosted Hispanic Heritage Celebration.	Event attendance and evaluation.	67 registered members of LASA.	Utilize evaluation data to enhance future programs.
In collaboration with BB&T Bank, hosted DACA information Forum to educate UB staff, students, prospects and community members on DACA (Deferred Action for Childhood Arrivals).	Event attendance and evaluation.	41 community members and students participated.	Record participation from sponsors and from campus divisions as well as the number of students & HS counselors attending.
Title IX sexual misconduct, online training for all students, staff, and faculty,	Survey embedded in training module (Haven) to all student participants that complete the survey.  A state-mandated survey of all students.  Staff and faculty completion of mandatory training.	2,255 students that have registered to take the training, 1987 students have fully completed the training, as of 3/2/17.  4,960 students were invited to participate with a response rate of 16.7% (680 completed the survey). 93% of staff and faculty have completed training as of 4/7/17.	Continuous enforcement of training requirement through registration hold and messaging. Use of incentives for increasing voluntary survey participation. Incorporate Title IX training module into mandatory freshmen orientation.
<u>Kognito LGBTQ On Campus (F/S/S); Kognito Veterans on Campus (F/S); &amp; Veterans on Campus: Peer Program</u> are online, interactive courses that help faculty, staff and students create a safer, more inclusive campus for at risk populations.	Pre and post assessment is embedded within the program Goals: Promote overall emotional wellness on campus.	367 students and 77 faculty members have completed 1 or more Kognito At Risk trainings.	Stronger program promotion.

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Counseling Center-Diversity and Culture Student Dialogue regarding <i>"The 'Executive Order Protecting The Nation From Foreign Terrorist Entry Into The United States.'"</i>	Short qualitative Post-Assessment of session to evaluate increased awareness of personal impact; understanding the views and experiences of diverse peers; consider new ways and resources for coping.	Qualitative data indicated: "good opportunity to share experience"; "being careful of assumptions and judging"; "need/want ways to become actively involved"; <i>"important to have a "safe space" but "Brave Spaces" are better. Diverse experiences can be shared."</i>	Improve assessment to better reflect learning outcomes.
Improve awareness of the UB creed and promote strategies for responding to difficult situations with respect.	Awareness-building campaign was engaged: included in Orientation and Welcome Events, on T-shirts, respect guide, creed display in Student Affairs Offices, respectful response training, a new Eubie Award.	500 students at orientation; 1000 Respectful Response Cards distributed; 600 T-shirts distributed, 180 F/S recited at Academic Welcome, 11 office displays, 247 participants in training; 39 twitters posts, 7 meetings to address civility w/individual students.	Enhance collaborations with Academic Affairs to further awareness efforts.
Student Affairs launched the Transgender Issues Work Group which includes faculty, staff and students from across the university.	Changes to overall campus climate and resources, services and supports for transgender faculty	Report with long and short term recommendations awaiting Executive Team approval.	Improve changing rooms in Gym; Allow students to indicate their preferred name on class rosters; Provide resources on UB website

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Diversity and Culture Center and Spotlight UB. African American Arts Festival-Annual 4-day festival in recognition of Black History Month featured various events. Open to UB & surrounding community.	Attendance data	The festival yielded over 68 attendees.	Continue to partner with Spotlight UB to offer this annual event, expand program offerings
Holidays Around the World Program invites students to host tables about their religious holidays and observances, students are encouraged to dress in their native wear.	Attendance data	8 countries represented. 85 students, faculty, staff attended the program. 10% increase from previous years program	Continue to offer this annual program, Increase the number of tables hosted by students.
Cultural Outing to National Museum of African American History and Culture Trip to recently opened museum in Washington, DC	Attendance data	32 students participated. Post event dialogue among participants	Host a formal debrief post program so that participants discuss their experiences
The Safe Space Ally Training program seeks to establish a viable network of UB Allies made up of students, faculty, and staff to offer safe, non-judgmental and supportive advocates for LGBTQIA members of the campus community.	Pre and post- test to demonstrate increased knowledge of LGBTQ issues, satisfaction data, attendance data	Attendees demonstrated Increased knowledge of LBGT issues and overall satisfaction with training; 29 students, faculty and staff were trained as LGBTQ allies in 2016	Expand the number of trainings offered annually and increase the number of trainers
Career Coach Training: Multi-lingual Speakers; Assistive Technology.	Career Coach knowledge related to special populations. Coaching Satisfaction surveys of special populations.	Career Coaches demonstrate special populations knowledge in mock coaching session  Students will indicate satisfaction with special populations coaching and coach knowledge.	Continued training for coaching staff and partnerships with the Office of International Services & Center for Educational Access  Survey special populations regarding coach knowledge.



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Langsdale Library offered two summer research fellowships of up to \$5000 to graduate students to support archival research on structural inequality in Baltimore, to be conducted in Langsdale Library Special Collections.	Completion of research projects, attendance at public colloquium.	Upon completion of the summer program, the fellows presented their work at a public colloquium at UB, and submitted a copy of their research product to the Library for permanent retention in Special Collections.  45 people attended public colloquium.	Archival faculty provide research consultation with prospective applicants.
Philosophy colloquium series included speakers from diverse backgrounds and diverse philosophical and religious orientations.		Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
The M.S. in Applied Psychology program established international cross-cultural student exchanges and programs of study with Universities in Spain.	Participation numbers.  Evaluated with SLOs for each course.	Number of students enrolled in the cross-institutional courses and the travel abroad course options.	Implement 'closing the loop' strategies based on assessment data.
Maryland Equity and Inclusion Leadership Program. Schaefer Center for Public Policy.	Use of data collected to satisfy SLOs for the courses (varies by semester); student satisfaction with the program. Student Satisfaction with the program.	Program assessment data.	Full program not yet completed. Data not yet available.

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CAS Faculty Development: Participation in Mellon Foundation seminar "Democratizing Knowledge Institute – program on social justice in the academy, lead the MD State Legislature's Work Group on Accessibility and Technology; & The Maryland Historical Society's Baltimore Uprising 2015 Project.	Attendance data. Inclusion of experience in curriculum.	Number of faculty participants; presentations and reports by attendees to faculty at home campus.	Track and report faculty attendance. Inclusion of experience in curriculum.
Nine Spotlight UB Theatre Events offered covering a variety of diversity and inclusion pics (i.e. women's suffrage, race riots, and artists of color).	Attendance data and program evaluations.	Attendance data and program evaluations.	Increase cross-divisional collaboration. Utilize evaluation data to improve future programming efforts.
Six Hoffberger Center events covering a variety of topics: African American History & culture in Baltimore; History of BaltimoreAMP; Human Rights; LOVE Across the City; The Tradition of Black Message Music.	Attendance data and program evaluations.	Attendance data; incorporation of experience into curriculum of various courses.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Henry Morgenthau III Poetry reading from first book of poems published at age 100.	Attendance data.	Over 100 attendees.	Increase cross-divisional collaboration with organizations such as Student Events Board and Spotlight UB.

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Second Chance Program: University of Baltimore (UB) was selected to participate in the U.S. Department of Education's Second Chance Pell Grant Experimental Sites Initiative. 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. Classes are being offered at Jessup Correctional Facility.	Evaluated with SLOs for courses; Student making satisfactory progress in program.	Course assessment data; Transcript analysis; probation reports from program; 30 students currently enrolled.	New Initiative – collecting baseline data at present.
Vital Signs 14, comprehensive statistical portrait of Baltimore neighborhoods--Baltimore Neighborhood Indicators Alliance of Jacob France Institute within the Merrick School of Business.	Program tracks more than 100 indicators that "take the pulse" of neighborhood health and vitality.	Data in report help track how effective efforts are in improving outcomes for families & children.	Share the program with additional community organizations for their use.
University of Baltimore in collaboration with the City of Baltimore offers the University's City Fellows program.	Collect participant persistence data.	Five employees from the City of Baltimore received full scholarships. 4 of 5 are pursuing business degrees, 1 is pursuing an MPA.	Track retention and persistence data for program participants.
LLM – Laws of the United States (LOTUS). The School of Law offers an LLM in the Laws of the United States for foreign trained lawyers.	Enrollment data.	This year's students represent 27 different countries.	Continue the development of LLM-US policy and procedures to better align with JD program.

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College for a Day - A pipeline program aimed at HS & CC students. Emphasis - how to obtain admission into college & how to be successful while attending.	Participants served.	The students visit campus to attend classes, speak with undergraduate/law admissions and tour the campus.	Assessment of knowledge gained by participants.
Fannie Angelos LSAT Prep Program provides an LSAT Prep program. Open to Bowie State, Coppin State, Morgan State, UMES, Towson, UB, Salisbury and the Universities at Shady Grove students and graduates. Participants receive a \$1399 grant to pay towards 16-week Princeton Review "LSAT Ultimate" course.	LSAT success, law school admission, law school graduation.	76 students have been admitted to law schools across the U.S. 43 students currently enrolled in law schools across the country: 26 at the University of Baltimore. 28 students have graduated from law schools across the U.S. 15 are members of the Maryland Bar.	Martial resources to add UB as another site for LSAT prep course addressing this barrier to law school admission.
The Human Trafficking Prevention Project is a new clinical project housed within the Civil Advocacy Clinic. Project focus: reducing the collateral consequences of criminal justice involvement for survivors of human trafficking.	Evaluated with SLOs for course; Number of clients served and services performed.	Course assessment data; Success in assisting client(s).	Expand outreach and representation for survivors.
CFCC's Truancy Court Program (TCP) - early intervention that addresses the root causes of truancy. Strictly voluntary on the part of students and their families, consists of ten weekly in-school meetings per session	Number of students and families served; number of schools in the program.	Number of students reducing truancy.	Refine training and support for program using evaluative materials.
LAW 570 BALTIMORE SCHOLARS PROGRAM (3) This course is limited to the eight undergraduate students from UMES, Morgan State, Coppin State and Bowie State who have been selected to participate in the Baltimore Scholars Program.	Evaluated with SLOs for course.	Course assessment data, acceptance into law school.	Incorporating assessment data and information to refine and enhance course.

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The College of Arts and Sciences hosts a variety of faculty sponsored and hosted readings, presentations and musical performances such as Readings by D. Watkins and Steven Leyva; "World History through Music: Andean Music Concert; Public lecture by Ibram X. Kendi, author of Stamped from the Beginning: The definitive History of Racist ideas in America.	Attendance data and event evaluation.	Attendance data.	Increase cross-divisional collaboration. Better collection of attendance and evaluation data.
Class trips to: National Museum of African American History and culture; Baltimore's Immigration Museum; Maryland Commission on Civil rights.	Evaluated with SLOs for each course.	All trips were fully subscribed; experiences were integrated by students into their classroom experience.	Better collection of attendance and evaluation data. Implement 'closing the loop' strategies based on assessment results.
IDIA 630 –Information Architecture: class included a unit on developing web sites that are fully accessible for users with disabilities.	Evaluated with SLOs for course.	Course assessment data.	Extension of instruction on usability for users with challenges to additional courses in the curriculum.
"Policing Communities of Color" Schaefer Center Panel.	Attendance data.	100+ individuals attended.	Collect survey data.
Co-sponsored (with Associated Black Charities) Legislative Policy Forums.		Attendance data.	Track attendance and collect survey data.
Merrick School of Business Global Field Studies/Study Abroad – Ghana (Jan 2017); Berlin International Summer School Exchange Program (Summer 2016).	Participation, case studies and learning outcomes.	13 students worked with entrepreneurs at four digital start-ups to address real business challenges	Implement 'closing the loop' strategies based on assessment results.

## II. Demographic Tables

If a hate crime, as defined under title 10, subtitle 3, of the Criminal Law Article, is reported to the University of Baltimore Police Department, the department shall immediately assign the case to an investigator and begin a criminal investigation with a view towards prosecution. Moreover, any hate crime investigated by the University of Baltimore Police Department is reported to the Federal Bureau of Investigation in accordance with the Uniform Crime Report (UCR) guidelines. In addition to the UCR reporting protocols, any such hate crime is also reported to the U. S. Department of Education as mandated by the federal law known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Dean of Students and Office of Community Life would be notified of any hate crime so that intervention and counseling services could be activated to support the campus community. No hate crimes were reported in the AY 2016-17.

<b>University of Baltimore</b>
No Campus-based hate crime and bias motivated incidents were reported in AY2016-17.

## II. Demographic Tables

**Tables 4 – Students:** There has been a remarkable increase in the percentage of undergraduate African American Students from 38.5% in 2009 to 48% in 2016. While the percentage of Hispanic students remains small, it has doubled from 2.2% in 2011 to 4.4% in 2016. Interestingly, the percentage of students identifying as two or more races has increased to 4.1% in 2016, making it nearly as prevalent as the Hispanic (4.4%) and Asian (4.7%) races. The growth in the percentage of African American Students at the graduate level, while not as steep as the undergraduate level, still recorded remarkable gains from 21% in 2009 to 37.4% in 2016, a 16.4% point gain.

### University of Baltimore

	Table 4a Undergraduate Students																											
	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	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	1,642	48.0%	549	1,093	1,569	47.9%	522	1,047	1,539	48.5%	538	1,001
American Indian or Alaskan Native	19	0.6%	11	8	18	0.6%	10	8	14	0.4%	8	6	16	0.5%	9	7	17	0.5%	7	10	15	0.5%	4	11	13	0.4%	7	6
Asian	145	4.5%	86	59	136	4.2%	73	63	144	4.3%	83	61	155	4.5%	81	74	153	4.5%	80	73	153	4.7%	78	75	150	4.7%	67	83
Hispanic/Latino	95	3.0%	40	55	72	2.2%	34	38	152	4.5%	79	73	164	4.8%	77	87	183	5.4%	87	96	179	5.5%	88	91	141	4.4%	67	74
White	1,154	36.2%	628	526	1,213	37.8%	640	573	1,256	37.3%	670	586	1,240	35.9%	674	566	1,179	34.5%	638	541	1,133	34.6%	577	556	1,053	33.2%	544	509
Native Hawaiian or Pacific Islander	4	0.1%	4	-	9	0.3%	6	3	8	0.2%	5	3	7	0.2%	5	2	10	0.3%	5	5	9	0.3%	2	7	9	0.3%	2	7
Two or More races	38	1.2%	11	27	72	2.2%	25	47	82	2.4%	28	54	109	3.2%	40	69	134	3.9%	50	84	136	4.2%	54	82	130	4.1%	54	76
Did not Self identify	384	12.0%	161	223	238	7.4%	81	157	150	4.5%	62	88	134	3.9%	52	82	102	3.0%	43	59	83	2.5%	37	46	135	4.3%	61	74
Total	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	3,420	100.0%	1,459	1,961	3,277	100.0%	1,362	1,915	3,170	100.0%	1,340	1,830

	Table 4b: Graduate Students																											
	2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	744	23.7%	223	521	795	25.9%	231	564	853	28.2%	242	611	879	30.3%	269	610	908	32.3%	240	668	952	34.9%	271	681	974	37.4%	282	692
American Indian or Alaskan Native	7	0.2%	4	3	5	0.2%	3	2	8	0.3%	5	3	3	0.1%	1	2	1	0.0%	1	-	1	0.0%	-	1	5	0.2%	3	2
Asian	149	4.7%	63	86	125	4.1%	53	72	130	4.3%	54	76	134	4.6%	54	80	136	4.8%	65	71	126	4.6%	65	61	126	4.8%	62	64
Hispanic/Latino	85	2.7%	37	48	63	2.1%	28	35	135	4.5%	58	77	124	4.3%	52	72	122	4.3%	50	72	106	3.9%	40	66	90	3.5%	32	58
White	1,654	52.7%	794	860	1,757	57.2%	853	904	1,632	53.9%	789	843	1,519	52.4%	726	793	1,427	50.7%	687	740	1,313	48.2%	617	696	1,188	45.6%	558	630
Native Hawaiian or Pacific Islander	4	0.1%	1	3	4	0.1%	1	3	6	0.2%	3	3	2	0.1%	2	-	2	0.1%	1	1	-	0.0%	-	1	1	0.0%	1	-
Two or More races	33	1.1%	9	24	52	1.7%	14	38	62	2.0%	24	38	74	2.6%	27	47	68	2.4%	24	44	68	2.5%	28	40	80	3.1%	29	51
Did not Self identify	462	14.7%	215	247	270	8.8%	112	158	203	6.7%	85	118	166	5.7%	70	96	149	5.3%	62	87	159	5.8%	72	87	141	5.4%	65	76
Total	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	2,813	100.0%	1,130	1,683	2,725	100.0%	1,093	1,632	2,605	100.0%	1,032	1,573

## II. Demographic Tables

**Table 5 - Faculty:** The number of minority tenured/tenure track faculty remained relatively stable. They were 19.3% in 2015 and increased by about 1% in 2016 to 20.1%. The percentage of minority faculty with other tenured status increased by 6.7% from 19.5% in 2015 to 26.2% in 2016. This is directly attributable to efforts by schools and colleges to diversify faculty. The percentage of African-American faculty has remained within a single percentage point, between 8.2% and 9.2%, with the current year recording 8.2%. The other minority races have similarly remained stable, although the percentage of Hispanic faculty has fallen from 3.4% in 2012 to 2.5% in the current year. The lack of significant change in the percentage distribution indicates (a) the long-term employment of the faculty and (b) the slow turnover in tenure-track faculty. The faculty distribution by gender for the tenure/tenure track faculty has recorded significant changes. The percentage of women to men faculty increased in seven of the past eight years, from 36% to 42%. The Merrick School of Business has the most diverse faculty with 39% of a minority status. The percentage of adjunct faculty headcount fluctuated substantially over the past 8 years. From 2008-2012, the percentage of adjuncts ranged from 36% - 38%, but thereafter it established a new plateau of 39% - 40%. In fall 2016, adjuncts reached a record high at 50.2%. This indicates the increasing reliance of the university on adjunct faculty.

### University of Baltimore

	Table 5a: Tenured/Tenured Track																																																																			
	Baseline: 2008-2009				2009-2010								2010-2011								2011-2012								2012-2013								2013-2014								2014-2015								2015-2016								2016-2017							
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	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	15	8.8%	7	8	14	8.7%	5	9	13	8.2%	5	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	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	15	8.8%	8	7	14	8.7%	7	7	15	9.4%	7	8																																
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	4	2.4%	0	4	3	1.9%	0	3	4	2.5%	1	3																																
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	130	76.5%	76	54	129	80.1%	75	54	126	79.2%	78	48																																
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	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	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	6	3.5%	5	1	1	0.6%	1	0	1	0.6%	1	0																																
Total	142	100.0%	91	51	141	100.0%	87	54	145	100.0%	87	58	147	100.0%	88	59	167	100.0%	95	72	169	100.0%	94	75	170	100.0%	96	74	161	100.0%	88	73	159	100.0%	92	67																																

	Table 5b: Other Tenured Status																																			
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	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	44	17.0%	26	18	37	15.1%	24	13	50	19.8%	25	25
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	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	10	3.9%	4	6	6	2.4%	3	3	7	2.8%	4	3
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	8	3.1%	5	3	4	1.6%	3	1	5	2.0%	4	1
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	193	74.5%	126	67	181	73.9%	115	66	175	69.4%	113	62
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	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	1	0.4%	0	1	1	0.4%	0	1	4	1.6%	3	1
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	3	1.2%	1	2	16	6.5%	8	8	11	4.4%	5	6
Total	237	100.0%	145	92	233	100.0%	134	99	259	100.0%	151	108	251	100.0%	146	105	236	100.0%	152	84	259	100.0%	156	103	259	100.0%	162	97	245	100.0%	153	92	252	100.0%	154	98



## II. Demographic Tables

**Table 6 - Staff:** The employment of African-American staff over the last 7 years has varied only slightly from an average of 36.4%. The employment of African-American staff increased from 35.9% in 2015 to 38.9% in 2016. The staff racial distribution largely reflects that of the State of Maryland. At 61%, female employees continue to fill the majority of staff roles.

### University of Baltimore

	Table 6: Staff																																			
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2013-2014				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	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	211	36.5%	61	150	188	35.9%	58	130	199	38.9%	62	137
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	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	19	3.3%	13	6	18	3.4%	11	7	21	4.1%	12	9
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	17	2.9%	8	9	8	1.5%	5	3	9	1.8%	6	3
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	315	54.5%	129	186	296	56.5%	126	170	256	50.1%	105	151
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	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	2	0.3%	1	1	4	0.7%	2	2	3	0.5%	1	2	2	0.3%	1	1	6	1.0%	3	3	6	1.1%	4	2	10	2.0%	6	4
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	10	1.7%	2	8	8	1.5%	3	5	16	3.1%	7	9
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	578	100.0%	216	362	524	100.0%	207	317	511	100.0%	198	313