



**University of Baltimore
Office of the Provost**

**Diversity Plan Progress Report
2012**

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Submitted by:
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1. General Information

Introduction: Status of Implementation Efforts

The University of Baltimore's 2009 Cultural Diversity Plan continues to inform institutional efforts to create an inclusive climate for students, faculty and staff. The institution has remained committed to increasing diversity among faculty and professional staff; supporting diversity awareness among the student body through curricular and co-curricular opportunities; and engaging in strategic best practices in teaching, learning, recruitment, and retention in an effort to narrow the achievement gap among current students on the path to college success. As a result of this year's self study, the Director of the Diversity and Culture Center and the Associate Provost will form a working group to update and revise the existing Cultural Diversity Plan for UB in light of new directions and goals set by UB 21 and other drivers of institutional change and effectiveness.

1.1 Progress on meeting goals as stated in the plan

The University is made up of a diverse student body, staff and faculty. As outlined below, the University is successful in recruiting and retaining faculty, students and staff from among underrepresented groups and consciously engaged in strategies for community building and in outreach that will improve the campus climate for all. The Diversity and Culture Center maintains a robust programming schedule while the Academic Center offers support services to aid in retention. Curricular growth has been undertaken in language courses as well as in the Health Sciences program, including partnership with Coppin State for program delivery. Efforts are underway to re-examine study-abroad programming, and new graduate programs in the Merrick School of Business and the College of Public Affairs will enhance students' opportunities to gain global training and perspectives as they apply their degree skills in the workforce. We continue to extend existing programs and services as we foster a transparent approach to diversity issues on campus.

1.2 Description of the way the institution addressed cultural diversity among students, faculty, and staff

The University of Baltimore's searches for faculty and administrators have drawn a diverse pool of applicants, especially in the searches for Deans of the School of Law and the College of Arts and Sciences. In the period of this report, of 397 faculty members (both full and part-time), 11.6% self-identified as African American/Black, 4.8% as Asian, and 1.5% as Hispanic-Latino. In addition, .03% reported as two or more races and 2.5% identified as international. The ratio then for 2011-12 is roughly 16% of UB faculty from underrepresented groups. The male-female data are 233 male and 164 female. The number of diverse faculty increased from 2010-11 in all categories except international which decreased from 3.7% to 2.5%. Within the staff, 36.4% identified as African-American/Black; 3.3% Asian; and 1.5% as Hispanic. There were no international staff; 0.07% reported as 2 or more races and .02% described themselves as Native

Hawaiian or other Pacific Islander. There are 234 male staff and 370 female staff; of these, 42.1% of employees come from diverse groups (*see Tables 2.a, 2f and 2g*).

The University of Baltimore advertises faculty, administrative, and staff positions in a variety of publications including The Chronicle of Higher Education, Higheredjobs.com, and Diverse Issues in Higher Education. In addition, staff openings are advertised on CareerBuilder's site, and we participate in the Mid-Atlantic Higher Education Recruitment Consortium. Since AY 2010-11, diversity has increased slightly in professional staff areas as a result of targeted advertising. Our assessment of the recruiting plan indicates a marginal yield from Diverse Issues, and we will explore other areas to attract a diverse applicant pool, that may include outreach to minority owned search firms and the strategy of purchasing lists of doctoral candidates in certain academic fields to increase advertising in underrepresented groups.

1.3 Status of Institutional Enhancement of Programs of Cultural Diversity

In the period of this review, the University of Baltimore has created undergraduate student learning outcomes directly related to cultural diversity, engaged in programming directly tied to the Strategic Plan, and launched new programs in both the Diversity and Culture Center and the Center for Educational Access designed to increase awareness of diversity on campus.

A. The General Education Council raised awareness of diversity within the curriculum through the newly refined ***UB learning goals*** outlining specific learning outcomes for globalization and diversity awareness. As written and adopted by the UB faculty, these goals include:

- *Learning goal 2: Connect knowledge with choices and actions that engage others in diverse local and global communities*

Further articulated by subset goals:

- *Learning goal 2c: Reflect on how individual attitudes and beliefs differ among people, cultures, and communities*
- *Learning goal 2d: Articulate the interconnectedness of global, regional, local and personal interests*

These efforts have been informed by our UB Strategic Plan which includes as *Goal 6: The University of Baltimore will foster a diverse, informed and participatory community of students, faculty, staff, and alumni as a core institutional strength and value.*

This is to be realized through stated objectives:

1. *Increase diversity in faculty and professional staff hiring.*
2. *Support the awareness and inclusion of diversity in academic and co-curricular programming.*
3. *In collaboration with USM, enhance efforts to close the college achievement gap among current and future student populations.*

The co-curricular opportunities, especially with the addition of the Diversity and Culture Center, are successful. In the past year, the Diversity and Culture Center continued to offer its popular “Soup and Substance” monthly dialog over lunch on international and multicultural topics; the International Education Week collaborative informational event; and special programs during orientation, which included the Global Village event and “Gays in the Media: Common Misconceptions” featuring David Placher, a columnist for Baltimore’s Gay Life magazine. For a full discussion of their programs, including the Mission and Vision Statements, please see [Appendix I: Diversity and Culture Center report](#).

B. Closing the achievement gap is integral to the UB students’ success. In Fall 2011, the demographic composition of the student body of 6406 was

- 35% African-American/Black
- 0.4% Native American
- 4.1% Asian
- 2.1% Hispanic/Latino
- 0.2% Native Hawaiian or other Pacific Islander

Of the 92.1% of students reporting, 45.9% of students listed themselves as white and the majority was 46.2% non-white students. The graduation rate among transfer students of color, as indicated in the Closing the Achievement Gap Report 2010-11 was 56%, achieving the annual projected graduation rate for 2015. There was no persistence gap among first year students of color. The retention rate among African-American students was 81%.

C. UB continues to address opportunities to create curricular, co-curricular and extra-curricular programming around cultural diversity. In 2010-11, the following were undertaken:

- Creation of specific UB learning goals for students relating to diversity
- Creation of specific institution goals within the strategic plan relating to diversity
- Ongoing programming in the Center for Diversity and Culture to raise awareness of diversity
- Creation of courses in Spanish language (piloted in Spring 2012) within the College of Public Affairs
- Development of Veterans’ Recognition Month 2011 (in response to student interest)
- Launch of East Meets West Film Festival (Chinese film program for campus and community, January 2012)

D. New advisement program of workshops for Spring 2012 in College of Arts and Sciences aimed at first-generation college students to help them learn more in areas of time management, financial management, emotional barriers to college success and career planning.

- E. Launch of the Professional Development Leadership Institute (PDI), a mentoring program with implications for recruitment and retention that features a tailored plan for personal, academic and professional growth at UB (www.ubalt.edu/campus-life/career-center).

While we are pleased with our accomplishments within the past year, and overall in the three years since we created our first Diversity Plan, we will be revitalizing our efforts with a diversity committee of faculty, staff and students to assist the three main student affairs offices dealing with diversity, Diversity and Culture Center, Achievement and Learning Center, and the Center for Educational Access, in furthering the educational and experiential exposure of UB students to diverse viewpoints and cultures. The committee will be a great help to the DCC as the Center is presently has two professional full-time and four part-time (undergraduate student) staff and part of the new committee's initial charge will be to develop a communication plan to increase stakeholder awareness of the work ongoing at UB regarding diversity and culture initiatives.

1.4 Status of Institutional Enhancement of Programs of Cultural Diversity

The Rosenberg Center for Student Involvement continued with its Community Day of Service (first offered in 2002) in which UB volunteers contributed over 500 hours of community service in the greater Baltimore community; the DCC enhanced its Diversity Resource Library with 25 new books and movies; expanded its international student orientation day; offered programming for World Aids Day; and celebrated various cultures during the annual campus wide Holidays around the World program. This year's African-American Arts Festival presented with Spotlight UB features storytelling, music, dance and drama, and draws campus and community participation.

The Center for Learning and Teaching (CELT) sponsored a guest lectureship with Dr. Shaun Harper, Graduate School of Education, The University of Pennsylvania, February 2, 2012, on closing the learning gap for African-American males. The program attracted colleagues from Hood College, MICA and The University of the District of Columbia (UDC) as well as UB faculty, students and staff.

The College of Arts and Sciences and the *Honors Program* marked the 10th anniversary of 9/11 with a number of special programs including cross-cultural events on understanding the Islamic world.

The Center for Educational Access continued with its Disability Simulation Program, Blind Luncheon, Panel Discussion: Being Blind in Today's Society, and Workforce Recruitment Program for students with disabilities (held on the UB campus)

1.5 Status Report on Campus-based Hate Crimes

There were no hate-crimes on UB campus.

1.6 Summary of resources used to effectively recruit and retain a culturally diverse student body, faculty and staff

In Fall 2011, nearly 900 students used course tutoring, learning consultations and writing consultations through the *Achievement and Learning Center*. Of these, seventy-seven percent self-reported as students of color and 53% within that group were black. The Peer Network program offered peer mentors to 123 new students in Fall 2011. Peer mentors served both transfer and international students. In Fall 2011, 47% of 93 mentored students were black. Finally, Conversation Partners, funded with Work-Study money, assisted 20 students whose first language was not English. All these programs had a positive impact on retention and recruitment as shown in exit surveys of student satisfaction.

We recognize in order to both grow and maintain our *Diversity and Cultural Center* programming, funding should increase for community events, such as the popular Human Race Machine event, and the annual Global Village. With the addition of campus housing, The Varsity, it would be optimal to expand diversity based programs into the housing arena, which could include expenses for events and speakers and perhaps, funds to off-set bulk ticket purchases for local events to create more co-curricular opportunities for students to experience diverse viewpoints and cultures.

In February 2009, three faculty received what were the last of the *Henry C. Welcome Fellowships*, as the program was suspended by MHEC with the last awards. At this time, there are no earmarked funds in support of research conducted by faculty from underrepresented groups and there is no special external funding for support of faculty leadership development.

In 2011, UB received an *MHEC Challenge Grant* as a sub award of the US Department of Education in the amount of \$78,102 to engage faculty in development of curriculum and programs to enhance sophomore class retention. Work products from this grant will be in place by Fall 2012. A copy of the grant is available upon request.

In addition, the *Early Notice System*, part of our well-defined conceptual framework for student success, continues to be effective in reaching out to at-risk students, many of whom in the first and second year are African-American. The University is currently examining ways to enhance the system to include support for students beyond this period so advisors can successfully track students across their academic careers. The use of social media and other forms of outreach will improve intervention strategies and should increase retention. The *UB+* program, began in 2010, continues to attract African-American part-time adult students, who have made up more than 70% of the program since its inception.

1.7 Status of enhancement of diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty and staff (with demographic data of participants)

In November 2011, the *Center for Educational Access* and the Office of the Provost hosted a workshop on “Higher Education and the Americans with Disabilities Act”. In addition, the Center for Educational Access Director is working with an external consultant to develop an online tutorial for faculty, staff and graduate assistants to acquaint them with the basics of the ADA and its relationship to their teaching and support work at UB. This online tutorial, once approved, will be in place by Fall 2012 for use at new faculty orientation while being made permanently available to all faculty and staff.

The Diversity and Culture Center has launched the International Friendship Program (IFP) to ease the transition into American culture and the university setting for new international students. The program recruits UB faculty and staff to serve as UB Friends. Goals for the IFP include discussion and exchange of ideas about culture, customs, and facilitation of cross-cultural friendships and communication to increase knowledge of global perspectives. The Center will seek more opportunities to work with new student recruitment through the Admissions office.

2. Demographic Comparison Data

Tables 1a-1d: Comparison Table of Demographic Data for all faculty, students, staff (Fall 2011)

Table 1 a All Faculty by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	46	11.6%	26	20
American Indian or Alaska Native	-	0.0%		
Asian	19	4.8%	9	10
Hispanic/Latino	6	1.5%	2	4
White	315	79.3%	189	126
Native Hawaiian or Other Pacific Islander		0.0%	-	
Two or More Races	1	0.3%	-	1
Did not self identify	10	2.5%	7	3
International		0.0%		
Total	397		233	164

Table 1 b All Full-Time Faculty by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	18	9.9%	9	9
American Indian or Alaska Native		0.0%	-	
Asian	14	7.7%	6	8
Hispanic/Latino	5	2.7%	1	4
White	140	76.9%	85	55
Native Hawaiian or Other Pacific Islander		0.0%		
Two or More Races		0.0%		
Did not self identify	5	2.7%	3	2
International		0.0%		
Total	182		104	78

Table 1 c All Staff by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	220	36.4%	63	157
American Indian or Alaska Native	-	0.0%	-	-
Asian	20	3.3%	12	8
Hispanic/Latino	9	1.5%	4	5
White	335	55.5%	145	190
Native Hawaiian or Other Pacific Islander	1	0.2%	-	1
Two or More Races	4	0.7%	2	2
Did not self identify	15	2.5%	8	7
International	-			
Total	604		234	370

Table 1 d Enrolled Students by Ethnicity/Race and Gender: Fall 2011				
	#	%	Male	Female
African-American/Black	2,240	35.0%	718	1,522
American Indian or Alaska Native	23	0.4%	13	10
Asian	260	4.1%	125	135
Hispanic/Latino	134	2.1%	61	73
White	2,941	45.9%	1,476	1,465
Native Hawaiian or Other Pacific Islander	13	0.2%	7	6
Two or More Races	124	1.9%	39	85
Did not self identify	508	7.9%	193	315
International	163	2.5%	73	90
Total	6,406		2,705	3,701

Tables 2a-2i: Comparison Table of Demographic Data for all faculty, students, staff (2008-2012)

Table 2 a All faculty																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	39	10.3%	23	16	47	12.6%	28	19	45	11.1%	26	19	46	11.6%	26	20
American Indian or Alaska Native		0.0%			1	0.3%	-	1		0.0%	-	-	-	0.0%	-	-
Asian	21	5.6%	13	8	21	5.6%	11	10	18	4.5%	9	9	19	4.8%	9	10
Hispanic/Latino	7	1.9%	3	4	7	1.9%	2	5	5	1.2%	2	3	6	1.5%	2	4
White	310	82.2%	196	114	296	79.4%	179	117	321	79.5%	190	131	315	79.3%	189	126
Native Hawaiian or Other Pacific Islander		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%			0	0.0%	-		0	0.0%	-	-	1	0.3%	-	1
Did not self identify		0.0%			1	0.3%	1	-	15	3.7%	10	5	10	2.5%	7	3
International		0.0%			0	0.0%	-	-	0	0.0%	-	-	-		-	-
Total	377		235	142	373		221	152	404		237	167	397		233	164

Table 2b Full-time faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	17	10.0%	10	7	20	11.2%	11	9	19	10.4%	9	10	18	9.9%	9	9
American Indian or Alaska Native		0.0%				0.0%	-	-		0.0%	-	-	-	0.0%	-	-
Asian	15	8.8%	9	6	17	9.6%	9	8	12	6.6%	5	7	14	7.7%	6	8
Hispanic/Latino	3	1.8%	1	2	4	2.2%	1	3	4	2.2%	1	3	5	2.7%	1	4
White	135	79.4%	80	70	137	77.0%	80	57	139	76.4%	79	60	140	76.9%	85	55
Native Hawaiian or Other Pacific Islander		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%			0	0.0%	-	-	0	0.0%	-	-	-	0.0%	-	-
Did not self identify		0.0%			0	0.0%	-	-	8	4.4%	6	2	5	2.7%	3	2
International		0.0%			0	0.0%	-	-	0	0.0%			-	0.0%	-	-
Total	170		100	85	178		101	77	182		100	82	182		104	78

Table 2c Part-time faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	22	10.6%	13	9	27	13.8%	17	10	26	11.7%	17	9	28	13.0%	17	11
American Indian or Alaska Native		0.0%			1	0.5%	-	1	0	0.0%				0.0%	-	-
Asian	6	2.9%	4	2	4	2.1%	2	2	6	2.7%	4	2	5	2.3%	3	2
Hispanic/Latino	4	1.9%	2	2	3	1.5%	1	2	1	0.5%	1	-	1	0.5%	1	-
White	175	84.5%	116	59	159	81.5%	99	60	182	82.0%	111	71	175	81.4%	104	71
Native Hawaiian or Other Pacific Islander		0.0%				0.0%			0	0.0%	-	-	-	0.0%	-	-
Two or More Races		0.0%				0.0%			0	0.0%	-	-	1	0.5%	-	1
Did not self identify		0.0%			1	0.5%	1		7	3.2%	4	3	5	2.3%	4	1
International		0.0%				0.0%			0	0.0%	-	-	-	0.0%	-	-
Total	207		135	72	195		120	75	222		137	85	215		129	86

Table 2d Tenured/Tenured Track Faculty

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black													12	8.3%	7	5
American Indian or Alaska Native													-	0.0%	-	-
Asian													9	6.3%	6	3
Hispanic/Latino													5	3.5%	1	4
White													114	79.2%	71	43
Native Hawaiian or Other Pacific Islander													-	0.0%	-	-
Two or More Races													-	0.0%	-	-
Did not self identify													4	2.8%	3	1
International													-	0.0%	-	-
Total													144		88	56

Table 2e Tenure Status Other

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black													6	15.8%	2	4
American Indian or Alaska Native													-	0.0%	-	-
Asian													5	13.2%	-	5
Hispanic/Latino													-	0.0%	-	-
White													26	68.4%	14	12
Native Hawaiian or Other Pacific Islander													-	0.0%	-	-
Two or More Races													-	0.0%	-	
Did not self identify													1	2.6%	-	1
International													-	0.0%	-	-
Total													38		16	22

Table 2f All Full and Part-time Staff

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	231	39.2%	65	166	207	35.1%	59	148	228	37.1%	59	169	220	36.4%	63	157
American Indian or Alaska Native	1	0.2%	1	-	1	0.2%	1	-	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
Hispanic/Latino	8	1.4%	3	5	9	1.5%	3	6	9	1.5%	4	5	9	1.5%	4	5
White	335	56.8%	144	191	330	55.9%	144	186	340	55.3%	149	191	335	55.5%	145	190
Native Hawaiian or Other Pacific Islander		0.0%				0.0%			1	0.2%	-	1	1	0.2%	-	1
Two or More Races		0.0%				0.0%			2	0.3%	1	1	4	0.7%	2	2
Did not self identify		0.0%			28	4.7%	15	13	18	2.9%	8	10	15	2.5%	8	7
International		0.0%				0.0%				0.0%				0.0%		
Total	590		221	369	590		231	359	615		230	385	604		234	370

Table 2g All Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	1,567	26.8%	467	1,100	1,788	28.5%	531	1,257	2,094	32.2%	672	1,422	2,240	35.0%	718	1,522
American Indian or Alaska Native	21	0.4%	9	12	29	0.5%	15	14	26	0.4%	15	11	23	0.4%	13	10
Asian	278	4.8%	135	143	287	4.6%	128	159	294	4.5%	149	145	260	4.1%	125	135
Hispanic/Latino	136	2.3%	51	85	133	2.1%	52	81	180	2.8%	77	103	134	2.1%	61	73
White	2,382	40.8%	1,157	1,225	2,549	40.7%	1,262	1,287	2808	43.2%	1,422	1,386	2,941	45.9%	1,476	1,465
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	8	0.1%	5	3	13	0.2%	7	6
Two or More Races	-	0.0%	-	-	0	0.0%	-	-	71	1.1%	20	51	124	1.9%	39	85
Did not self identify	1,229	21.0%	550	679	1,252	20.0%	530	722	846	13.0%	376	470	508	7.9%	193	315
International	230	3.9%	108	122	227	3.6%	103	124	174	2.7%	81	93	163	2.5%	73	90
Total	5,843		2,477	3,366	6,265		2,621	3,644	6,501		2,817	3,684	6,406		2,705	3,701

Table 2h**Undergraduate Students**

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	918	34.3%	292	626	1,143	38.0%	360	783	1,350	41.8%	449	901	1,450	44.5%	490	960
American Indian or Alaska Native	13	0.5%	8	5	19	0.6%	11	8	19	0.6%	11	8	18	0.6%	10	8
Asian	116	4.3%	59	57	131	4.4%	67	64	145	4.5%	86	59	136	4.2%	73	63
Hispanic/Latino	70	2.6%	27	43	72	2.4%	28	44	95	2.9%	40	55	72	2.2%	34	38
White	982	36.6%	487	495	1026	34.2%	539	487	1,154	35.8%	628	526	1,213	37.2%	640	573
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	4	0.1%	4	-	9	0.3%	6	3
Two or More Races	-	0.0%	-	-	0	0.0%	-	-	38	1.2%	11	27	72	2.2%	25	47
Did not self identify	547	20.4%	247	300	578	19.2%	240	338	384	11.9%	161	223	238	7.3%	81	157
International	34	1.3%	18	16	35	1.2%	18	17	37	1.1%	19	18	49	1.5%	25	24
Total	2,680		1,138	1,542	3,004		1,263	1,741	3,226		1,409	1,817	3,257		1,384	1,873

Table 2i Graduate and Law Students

	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African-American/Black	649	20.5%	175	474	645	19.8%	171	474	744	22.7%	223	521	790	25.1%	228	562
American Indian or Alaska Native	8	0.3%	1	7	10	0.3%	4	6	7	0.2%	4	3	5	0.2%	3	2
Asian	162	5.1%	76	86	156	4.8%	61	95	149	4.5%	63	86	124	3.9%	52	72
Hispanic/Latino	66	2.1%	24	42	61	1.9%	24	37	85	2.6%	37	48	62	2.0%	27	35
White	1,400	44.3%	670	730	1,523	46.7%	723	800	1,654	50.5%	794	860	1,728	54.9%	836	892
Native Hawaiian or Other Pacific Islander	-	0.0%	-	-	0	0.0%	-	-	4	0.1%	1	3	4	0.1%	1	3
Two or More Races	-	0.0%	-	-	0	0.0%	-	-	33	1.0%	9	24	52	1.7%	14	38
Did not self identify	682	21.6%	303	379	674	20.7%	290	384	462	14.1%	215	247	270	8.6%	112	158
International	196	6.2%	90	106	192	5.9%	85	107	137	4.2%	62	75	114	3.6%	48	66
Total	3,163		1,339	1,824	3,261		1,358	1,903	3,275		1,408	1,867	3,149		1,321	1,828

Executive Summary

During the 2010-2011 academic year, the Diversity and Culture Center planned and implemented programs aimed to raise diversity awareness and acceptance levels of the UB community. These goals were accomplished through the various national history/heritage months, co-sponsored events with campus offices and organizations, and participation in campus wide events which addressed diversity issues. The primary focus during this reporting period was to maintain visibility and viability in light of the various setbacks and challenges faced in moving the office to the Student Center. Final office renovations were completed and the office moved to the Student Center in February, 2011.

The Center has managed to maintain high quality, educational, and experiential programs designed and implemented to increase cultural awareness that support diversity, cross cultural learning, appreciation and understanding. Programs focused on awareness or themed months, small group dialogues, and programs which addressed the needs of international students. Hallmark programs included the African American Arts festival held in February and the Holidays around the World program held in November. New program initiatives aimed to provide resources and additional support for international students was implemented; new programs included the Adjusting to UB dialogue and walking tours of the UB Midtown area. The launch of the UB Friendship program is planned for the fall 2010 semester.

The Center partnered with offices and department to meet programming goals. Programs and workshops were co-sponsored with UB Housing, Center for Student Involvement, and Center for Recreation and Wellness, International Services Office, the Center for Educational Access, Career Center, International Admissions, and Spotlight UB. The Center has also co-sponsored programs with student groups, including the International Student Association, Student Events Board, and South Asian Law Students Association.

The Diversity Resource Library continues to be well utilized by students, faculty, and staff. Resource materials offered include movies, magazines, and books which focus on various aspects of diversity. Materials have been updated and added to the library. Students, faculty, and staff are made aware of the services and resources offered by the office through emails, mailings, posters, and flyers.

Values statement

The Diversity and Culture Center values a multicultural and global campus community which encourages students to further develop and deepen their intercultural skills and competencies; which are essential to living and working in today's world.

Vision statement

We envision a world where all members are embraced and nurtured because of their uniqueness. We strive to create a global campus community in which those from various ethnic and cultural backgrounds can engage in dialogue, challenge barriers, and participate in educational activities that facilitate intercultural interaction, learning and competence.

Mission statement

The mission of the Diversity and Culture Center is to foster a community that supports personal and collective growth and intellectual exploration by building bridges of international, intercultural, and interracial understanding through academic excellence, cultural awareness, community service, professional and leadership development. We support, empower, and promote the success of students and prepare our students to work and live in a diverse society and global marketplace.

Annual Goals

The annual goals for the International and Multicultural Student Services Center for FY 2010-2011 were:

- to move the office into its new space in the Student Center;
- to hire and cross train staff in international advising and services
- to develop and implement successful programs and services

Programs and Services- New Collaborations

Soup and Substance Series

The Diversity and Culture Center's new program initiative Soup and Substance was implemented in the fall 2010 semester. The purpose of the series was to create a monthly small group dialogue to discuss international and multicultural topics over soup. The program goals were to encourage dialogue about various diversity and current topics. Topics included LGBTQ relationships, diverse relationships, values, attitudes and beliefs, and civility. These dialogue discussions were facilitated by Counseling Center staff, Diversity and Culture Center staff as well as representatives from community LGBTQ organizations.

International Photo Contest

The Diversity and Culture Center's first annual International Photo contest was held during the fall semester. The contest was open to all University of Baltimore students, faculty and staff. Member of the UB community were invited to submit original photos of landscapes, people, or animals that were taken outside of the United States. The winning photographs are displayed in the new Diversity and Culture Center.

Adjusting to UB

This program was an opportunity for new international students to discuss their concerns about adjusting to the campus and community as students new to the United States. The small group format provided participants the opportunity to have their specific questions answered. Students asked about time management, navigating the city transit system, and how to obtain health insurance. The Learning Specialist from the Academic Learning Center facilitated this discussion.

International Education Week

The 2010 International Education Week (IEW) was a collaborative effort with the Center for International and Comparative Law, the Clinical Law Program, the South Asian Law Students Association and the International Student Association. Throughout the week, each office and/or organization sponsored programs which aimed to provide information about global affairs. Programs throughout the week included; a Peace Corps information session where a representative from the Peace Corps presented information about Peace Corps opportunities, a conversation on community legal works by law students in India, and the annual Holidays Around the World program.

R-Word Campaign

The Diversity and Culture Center partnered with the Center for Educational Access to bring awareness and understanding of the use of the R-word. Participants were asked to sign banners to support the elimination of the derogatory use of the words retarded or retard from everyday speech and promote the acceptance and inclusion of people with intellectual disabilities. More than 200 students, faculty and staff pledged. Those who pledged were asked to wear stickers in support of the cause.

Gays in the Media: Common Misconceptions

David Placher, a columnist for the Baltimore Gay Life magazine presented this program which focused on the common misconceptions and negative portrayal of members of the LGBTQ community in the media. Hate crimes, general stereotypes, and struggles faced by the LGBTQ community in the Baltimore area were discussion topics.

International Bazaar

The International Student Association and Diversity and Culture Center co-sponsored the International Bazaar. The UB community had an opportunity to experience cultures from around the globe. The bazaar featured vendors and exhibitors who provided crafts and art from around the world, as well as a henna tattoo artist, cultural food and entertainment.

Alcohol Awareness Day

March 15, 2011 was designated Alcohol Awareness Day on campus. The Diversity and Culture Center was one of several offices that participated in this first annual event. The goal of the program was to bring awareness to the dangers of alcohol abuse, drinking and driving and to offer information about responsible alcohol use. A crashed car involved in a drinking and driving accident was displayed on campus. A panel discussion, which featured UB police officers, students, and an Alcohol Anonymous representative, also took place as part of the day long event.

UB Midtown and Mt. Vernon Walking Tour

The UB Midtown and Mt. Vernon Walking Tour took place during the fall semester. This program was a collaboration with the UB Housing Office. The purpose of the tour was to introduce and help students to become familiar with the Midtown and Mt. Vernon area. Although the target audience for this program was our international students other students were welcome to attend. Local resources, including grocery stores, restaurants, and transportation were stops on the tour. Mt. Vernon historical sites were also highlighted.

Programs and Services- Ongoing Collaborations

Diversity Resource Library

The Diversity Resource Library continues to be well utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity. Our library continues to grow; over the FY 2010-2011, we added 25 new movies and books over the last year.

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 meet and network with other international students, and to connect with important resources. The orientation programs are held prior to the beginning of the fall and spring semesters.

Holidays Around the World

Holidays Around the World is an annual event planned and implemented by our office. Each year, international students from various countries volunteer to present about holidays and cultural traditions in their countries. This year members of the International Student Association were presenters. The students shared information about cultural celebrations and holidays that are observed in their countries. Presentations also included pictures, traditional dances and singing. Food from the different countries represented was served, providing participants an opportunity to taste cuisine from around the world.

Cultural Awareness Programs

Cultural awareness programs and celebrations are ongoing programs we continue to plan each year. This past year we held several programs commemorating and celebrating African Americans, International Women, and Asian Americans. The International Bazaar and Global Village program were another opportunity for the UB community to learn about other cultures, countries, and diverse groups.

World AIDS Day

Red ribbons were distributed on December 1, 2010 to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center during the month of December.

African American Arts Festival

In February 2011 we presented our annual African American Arts Festival in cooperation with Spotlight UB. The festival focused on music, theatre and the arts. The festival included a production of *The Trial of the Catonsville Nine*. Festival events also included story telling by local storyteller Janice Curtis Greene, followed by dance and music performances by local elementary schools. The festival also hosted Latonia Valincia's one-woman show, *Footprints*; the production explored the experience of being a woman of color in America. The festival finale featured pianist Lafayette Gilchrist, who was joined by legendary bassist William Parker.