



**Institutional Programs of Cultural Diversity
Progress Report
AY 2011-12**

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Submitted by:
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Section I: Summary of progress in achieving the goals of the Diversity Plan

The University of Baltimore's Diversity Plan goals remain centered on encouraging and finding programmatic means for students, faculty, and staff to develop further their experiences and intercultural knowledge and competencies. The University's Diversity and Culture Center (DCC) takes the leading role in coordinating and offering opportunities for students to gain access to structured programs that support UB's motto, Knowledge that Works. For academic year 2011-12, the DCC focused on programs that would raise sensitivity and create a sense of appreciation for the diverse populations that UB attracts. In addition to the four themed awareness programs that are integrated into the national calendar (Hispanic Heritage Month, World AIDS Day, African American Awareness Month, and Women's History Month), UB sponsored its own programs on topics of particular interest to our community including the Starving for Change program to increase awareness around world hunger, the East meets West Film Forum which celebrates the achievements of Chinese film makers and the representations of Chinese cultural knowledge through film, and walking tours of Baltimore that acquaint students with the cultural diversity and heritage of our UB neighborhood. UB has been consistent in its use of the DCC for promoting intercultural knowledge and training and has been successful in augmenting the work of the DCC with academic programming in related areas delivered by the Schools and Colleges of the University.

Section II: Summary of efforts to achieve representation of underrepresented groups

Students

Students are recruited at UB from our center-city core populations. Historically, UB has attracted a diverse population of students at both the transfer and freshman levels. In 2012 the freshman class was comprised of 54.8% African Americans, 29.5% whites, 6.9% Hispanic/Latino, 2.7% Asian and 3.1% International students. The transfer population was 41.4% African American, 39.5% White, 5% Hispanic/Latino, 5% Asian and 4% International.

While the admissions office has continued to develop and maintain strong relationships within the Baltimore City high schools and Baltimore City Community College, we have also increased our recruitment efforts within Prince George, Howard and Montgomery Counties to attract both Latino and Asian applicants. To achieve this, we have expanded our recruitment efforts within these area schools to include targeted high school visits, increased participation in recruitment events such as the Hispanic College Fair as well as civic events such as early college readiness programs at various Jr. and Sr. high schools.

With regard to students who have traditionally been underserved at the high school level, particularly within the city of Baltimore, the creation of our summer Bridge Program has allowed us to offer these students better access to enrollment at UB. This program is designed for students whose academic performance fails to meet our minimum admission requirements but who we believe could be

successful at UB. Through an intense three week program students are provided instruction in college math, reading and writing skills. Students who successfully complete the Bridge program are admitted to UB as a freshman. UB is mindful of the need for effective retention strategies and has continued to deploy the Early Alert Advising system with success, has increased its retention efforts through an MHEC grant awarded in 2011 designed to enhance advising protocols, created the Professional Development Institute (PDI) in Student Affairs, and enabled the creation of campus-wide pedagogical strategies focused on the need to improve students' critical reading skills. In addition, summer faculty workgroups were formed to study students' completion habits in developmental courses at the same time both the first-year experience and the learning communities' formats were revised. The results of the summer work groups' activities are now at various discussion and approval stages with UB's shared governance structure.

Faculty and Staff

The UB Office of Human Resources recruits using the following publications:

- *Diverse Issues in Higher Education*
- *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*

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

The following information summarizes the programming and statistical information relating to the cultural awareness programs offered by the Diversity and Culture Center during the 2011-12 academic year. Attendance information appears at the end of this section.

Diversity and Culture Center (DCC) Programs and Services: New Collaborations

- **UB Friends**
The UB Friends, International Friendship Program at the University of Baltimore was created to ease the transition into American culture and the university setting for new international students. The Program matches a new international student (undergraduate, graduate, law) with a friendship volunteer with whom he or she can visit, enjoy an occasional meal, celebrate holidays, participate in community events and enjoy the exchange of international friendships. The goals of the UB Friends program are to integrate International students in to the UB community, assist International student in understanding American culture by

providing them the opportunity to experience a segment of American life, stimulate discussion and exchange of ideas about culture, customs, and international matters among the UB community, facilitate cross-cultural friendships and communication to increase knowledge of global perspectives. Information sessions were held at the beginning of the fall semester, the program got underway in the spring 2012 semester. The initial group of participants included eight international students and five volunteers.

- International Student Welcome Reception

The International Student Welcome Reception is an opportunity for new and returning international students to meet find out about resources, services and programs available at UB. This program was designed to assist students in their adjustment to UB and introduce Diversity and Culture Center resources.

- International Student Resource Guide

The International Student Resource Guide provides international students with information about check-in procedures, finances, living accommodations, health requirements, and getting around UB and the Baltimore area. The Resource Guide is available on the Diversity and Culture Center website.

- Study Abroad Opportunities Database

This database is included on the Diversity and Culture Center website. The database is a resource for students who wish to study abroad. The database provides information about various countries where opportunities are available as well as global study tours available on campus through course enrollment, University System of Maryland (USM), and the Semester at Sea program. Also included is information about costs, academic requirements, living accommodations, and scholarships.

- Women in Leadership Essay Contest

In recognition of Women's History Month the Diversity and Culture Center along with the Rosenberg Center for Student Involvement sponsored an essay contest. Participants were asked to write an essay on the question What is one of the most pressing issues facing women today and how do you see yourself having an impact on that issue? The author of the winning essay received an all-expense paid (registration and accommodations) to attend the National Conference for College Women Student Leaders, where over 500 colleges from around the country visited Washington, DC area for the conference.

- Starving for Change

The purpose of this was to educate students about the issues of hunger and nutrition both locally and globally. This event featured a screening of the film Food, Inc., followed by a discussion, following the screening and discussion the student participated in a Global Hunger Banquet, a faculty member introduced the concept of the Hunger Banquet and answered questions about global hunger and differences in portions. This program was a collaboration between the Diversity and Culture Center, the Denit Honors Program, and the Rosenberg Center for Student Involvement.

- **Experience Abroad Panel**
This program was an opportunity for students to learn about study abroad, working abroad, and volunteering abroad. Panelists included students who had these opportunities; they described their experiences, followed by questions from the audience.
- **West Meets East Film Forum**
This program featured two days of films and discussion which focused on the educational and culturally expansive journey into the world of Chinese films from a diverse perspective. Discussions were led by expert panelists, who provided analysis and a deep understanding of Chinese culture. A total of eight films were shown over two days. This program was a collaboration with the Legal, Ethical, and Historical Studies Division, and the Diversity and Culture Center.
- **The Power of Words**
The intent of this program is to provide the opportunity for those in attendance to gain a deeper understanding of how words commonly used in our vocabulary can have a strong impact (both positive and negative) on others. James Kinstle, a professional at improvisation led participants through various scenarios to illustrate various situations where words could have an impact. This program was a partnership with Spotlight UB and the Center for Educational Access. This program was a continuation of the dialogue which began with the R-Word campaign.
- **Civil War to Civil Rights Walking Tour**
This tour is a self-guided audio tour that chronicles the Civil War and Civil Rights in Washington, D.C. Historical sites were visited, information about the sites were downloaded onto MP3 players and the “tour guide” provided information about the sites and the impact on the Civil War and the Civil Rights movement.
- **Self-Mastery: Strategies for Success in Any Situation**
This program focused on helping students develop strategies for coping with the stressors in their lives, participants had the opportunity to self-reflect and were provided information about how to conquer stress, and participants had the opportunity to participate in guided meditation.
- **International Coffee Hour**
This program was designed to encourage interaction between international students and other students in a casual, relaxed environment. Various coffees and teas were served, and several coffee hours were held throughout the academic year in the Diversity and Culture Center.

Diversity and Culture Center Programs and Services: Ongoing Collaborations

- **Diversity Resource Library**

The Diversity Resource Library continues to be utilized by students, faculty and staff. Resource materials offered include movies, magazines and books which focus on various aspects of diversity. The Resource library continues to grow; over the FY 2011-2012, 72 new movies and books were added 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 understand the American university culture and the University of Baltimore community, their academic requirements, develop a connection with the University community and fellow new international students, faculty and staff 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**

This year the annual Holidays Around the World was included in the International Education Week offerings. The IEW was held during the month of November and included the International Photo Contest and International Alumni Career Panel. The Holidays Around the World program included international student presenters from Saudi Arabia, Puerto Rico, Peru, and Nigeria. The students presented information about holidays and cultural traditions 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. The International Alumni Career Panel consisted of four former UB international students who discussed their careers and experiences since graduating from UB.
- **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, Women's history, and Jewish Americans. The Global Village program was held at the beginning of the school year. The goal of this program was to provide students a global immersion experience, by offering information, displays, games, music and food from various countries and cultures.
- **World AIDS Day**

Red ribbons were distributed on December 1, 2012 to commemorate World AIDS Day. The AIDS quilt was also displayed in the Student Center during the month of December.
- **African American Arts Festival**

The Diversity and Culture Center and Spotlight UB once again co-sponsored the 4th annual African American Arts Festival in February. The festival included the kick-off concert by Queen Earth, an acoustic musician, the next event was the Poetry Slam hosted by National

Poetry Champion, Gayle Dantly. The winner of the poetry slam received a \$50 cash prize. The final event off the festival was the production of Rain Pryor's Fried Chicken and Latkes, a powerful performance in which Pryor reflected on the cultural mix of her upbringing through comedy and song.

- **Soup and Substance**
The first Soup and Substance program series was held during the fall 2010 semester. The monthly series of small group dialogues during the academic year, 2011-2012 included the following topics: Interracial marriage, Women and Religion, and Human Trafficking. Faculty, staff and student community activists facilitated these discussions.
- **UB Midtown and Mt. Vernon Walking Tour**
The purpose of the walking tour is to introduce students to the UB Midtown and Mt. Vernon historical area, in addition to familiarizing them with local neighborhood resources. This program was facilitated by the UB Housing graduate assistant

Diversity and Culture Center's Progress toward Planning Goals, 2011-12

Institutional 2012 Goals:

- The University of Baltimore will enhance the quality of learning, teaching and research.
- The University of Baltimore will foster a diverse participatory community of students, faculty, staff and alumni as a core institutional strength and value.
- Support the awareness and inclusion of diversity in academic and co-curricular programming

Divisional Strategic Goals:

- Clearly define a university recognized divisional structure, reporting lines.
- Increase our understanding of student needs and expectations.
- Enhance and expand plans for student activities, programs and services

Departmental Goals:

- Successfully complete office move.
Progress: The Diversity and Culture Center successfully moved to the Student Center at the beginning of the spring 2011 semester. The Center hosted an open house in which students, faculty and staff were invited.
- Hire and cross train staff in international advising and services.
Progress: The Director and Program Coordinator attended conferences and workshops which focused on international student needs. Staff will continue to attend workshops and conferences to address training needs. Hiring of additional staff is anticipated during the next fiscal year.

- Develop and implement successful programs and services.
Progress: New program initiatives targeted to address the needs of International students were implemented during the 2010-2011 academic year. New initiatives for the upcoming year include the UB Friendship program which will launch in the spring 2012 semester and the International Student Resource Guide will be available on our website fall 2010.

Performance Measures for DCC Programs, 2011-12

Measures

1. Number of students attending the program.
2. Number of staff, faculty and other attending the program.
3. Number of respondents who agree or strongly agree the program was useful and educational.
4. Number of respondents who agree or strongly agree the program met their expectations.

PROGRAMS	Measure 1	Measure 2	Measure 3	Measure 4
Soup & Substance: Civility	7	1	75%	87.5%
UB Midtown & Mount Vernon Walking Tour	10	1	100%	100%
International Student Welcome Reception	9	0	100%	100%
Fall 2011 International Orientation	19	0	99%	96%
Global Village	46	1	88%	89%
Civil War to Civil Rights Walking Tour				
Experience Abroad	8	3	100%	86%
Passover Seder	2	1	100%	66%
Self Mastery: Strategies for Success	6	1	85%	86%
Soup & Substance: Women and Religion	4	0	100%	100%
Soup & Substance: Human Trafficking	6	1	63%	75%
Spring 2012 International Orientation Program	16	0	89%	89%
Soup & Substance: Is Marriage a Privilege or a Right?	6	4	90%	100%
The Power of Words	11	5	100%	100%
Holidays Around The World	N/A	N/A	87%	81%

Section IV: Additional initiatives

- In the fall 2012, UB initiated its new shared governance structure. An important feature of this is the Diversity and Culture Committee, a new shared governance body composed of faculty, students, and staff. One of the charges of the new shared governance committee is to revise the original 2009 Diversity Plan by May 2013.
- In partnership with USM and the ITHAKA Foundation, UB is examining creating online courses in women's studies and in African-American literature using curriculum from Coursera.
- The East meets West Film Festival was the creation of faculty members in the UB Legal, Ethical and Historical Studies (LEHS) program and was partially funded by a Maryland Humanities Council Grant.
- 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 new director of the UB writing program is a specialist in writing and writing-related pedagogies for the LGBT/q communities.
- 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.

Section V: Comparative Tables

Table I: Tenured/Tenured Track																	
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	12	8.8%	8	4	13	9.4%	8	5	12	8.5%	7	5	12	8.3%	7	5	
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0	0	0	
Asian	13	9.5%	9	4	13	9.4%	9	4	9	6.3%	5	4	9	6.3%	6	3	
Hispanic/Latino	3	2.2%	1	2	4	2.9%	1	3	4	2.8%	1	3	5	3.5%	1	4	
White	109	79.6%	69	40	108	78.3%	66	42	111	78.2%	66	45	114	79.2%	71	43	
Native Hawaiian or Pacific Islander	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%			
Did not Self identify	0		0	0	0		0	0	6	4.2%	5	1	4	2.8%	3	1	
Total	137	100.0%	87	50	138	100.0%	84	54	142	100.0%	84	58	144	100.0%	88	56	

Table II: Other Tenured Status																	
		Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	
African-American/Black	5	15.2%	2	3	7	17.5%	3	4	7	17.5%	2	5	6	15.8%	2	4	
American Indian or Alaskan Native	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
Asian	2	6.1%	0	2	4	10.0%	0	4	3	7.5%	0	3	5	13.2%	0	5	
Hispanic/Latino	0		0	0	0		0	0	0		0	0	0	0.0%	0	0	
White	26	78.8%	11	15	29	72.5%	14	15	28	70.0%	13	15	26	68.4%	14	12	
Native Hawaiian or Pacific Islander	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	
Did not Self identify	0		0	0	0		0	0	2	5.0%	1	1	1	2.6%	0	1	
Total	33	100.0%	13	20	40	100.0%	17	23	40	100.0%	16	24	38	100.0%	16	22	

Table III: 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%	58	149	228	37.1%	59	169	220	36.4%	63	157	
American Indian or Alaskan Native	1	0.2%	1	0	1	0.2%	1	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	
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 Pacific Islander									1	0.2%	0	1	1	0.2%	0	1	
Two or More races									2	0.3%	1	1	4	0.7%	2	2	
Did not Self identify					28	4.7%	15	13	18	2.9%	8	10	15	2.5%	8	7	
Total	590	100.0%	221	369	590	100.0%	230	360	615	100.0%	230	385	604	100.0%	234	370	

Table IV: Undergraduate Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	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
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
Asian	116	4.4%	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	3.0%	40	55	72	2.2%	34	38
White	982	37.1%	487	495	1,026	34.6%	539	487	1,154	36.2%	628	526	1,213	37.8%	640	573
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	4	-	9	0.3%	6	3
Two or More races	-		-	-			-	-	38	1.2%	11	27	72	2.2%	25	47
Did not Self identify	547	20.7%	247	300	578	19.5%	240	338	384	12.0%	161	223	238	7.4%	81	157
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
International Students	34		18	16	35		18	17	37		19	18	49		25	24
Grand Total	2,680		1,138	1,542	3,004				3,226		1,409	1,817	3,257		1,384	1,873

Table V: Graduate Students																
	Baseline: 2008-2009				2009-2010				2010-2011				2011-2012			
	#	%	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
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
Asian	162	5.5%	76	86	156	5.1%	61	95	149	4.7%	63	86	125	4.1%	53	72
Hispanic/Latino	66	2.2%	24	42	61	2.0%	24	37	85	2.7%	37	48	63	2.1%	28	35
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
Native Hawaiian or Pacific Islander	-		-	-			-	-	4	0.1%	1	3	4	0.1%	1	3
Two or More races	-		-	-			-	-	33	1.1%	9	24	52	1.7%	14	38
Did not Self identify	682	23.0%	303	379	674	22.0%	290	384	462	14.7%	215	247	270	8.8%	112	158
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
International Students	196		90	106	192		85	107	137		62	75	114		48	66
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