



**University of Baltimore  
Office of the Provost**

**Diversity Plan Progress Report  
2011**

**February 25, 2011**

Submitted by:  
Joseph Wood, Provost

## **Implementation**

### **Status of implementation efforts and demographic data on student, faculty, and staff participation by activity delineated in institutional plans**

The University of Baltimore's 2009 Cultural Diversity Plan has served as a starting point from which our new Cultural Diversity Workgroup was created to better initiate and assess diversity initiatives across all constituencies at the University of Baltimore. The new workgroup is a university-wide committee formed in the winter of 2011 and comprised of leadership from Academic Affairs, Student Affairs, and Human Resources. The 2009 Cultural Diversity Plan provides a springboard for discussions that are moving the campus closer to a deliberate and seamless integration of intercultural awareness and competence across our administrative, academic and student affairs units. The 2009 plan will be revised later this spring to offer more up-to-date initiatives and changes in campus practices for implementation over the coming three years. We are hopeful that in our review and plan revision we will better support the creation and piloting of important initiatives for campus wide dialogue and implementation that will affect a measurable shift in campus culture.

The revised plan will include a new general education initiative likely to feature global and diversity awareness; new faculty and staff hiring and retention efforts, including search committee training and more pro-active outreach; and other curricular and co-curricular initiatives, all of which will be implemented to provide measurable outcomes. Much of this work also dovetails with our signature program, the 21<sup>st</sup> Century Initiative.

Ultimately, our goal is to institutionalize UB's commitment to attracting, retaining and promoting a culturally diverse campus community in which students, faculty and staff are encouraged to build intercultural awareness and competence in ways that are both measurable and sustainable.

## **Goals**

### **Progress on meeting goals as stated in the plan**

In 2009 the University of Baltimore articulated three diversity goals:

- Increasing diversity in faculty and professional staff hiring;
- Supporting the awareness and inclusion of diversity in academic and co-curricular programming;
- Enhancing efforts to close the achievement gap among current and future student populations.

With the creation in AY '11 of a permanent, standing Cultural Diversity Workgroup comprised of Academic Affairs, Student Affairs, and Human Resources leaders, we are now in a much better position to attend to UB's diversity goals while beginning to re-exam and redefine them for the coming years.

Given our location in Central Baltimore and the nature of our student body (largely a commuter population drawn from throughout Central Maryland), the University of Baltimore attracts a remarkably diverse student population. We lag only in *intentionally* capitalizing on that wonderful diversity to build a campus climate that is deliberately and measurably inclusive and welcoming.

Our progress toward achieving each goal is detailed below:

### 1. Increasing diversity in faculty and professional staff hiring

UB has made some significant gains in terms of **growing our ranks of faculty who are women and people of color**. In 2007, women comprised 40% of UB's faculty and people of color were 17%. Between 2007 and 2010, the presence of both groups increased by a significant 11%. Women are now 45% and people of color 19% of the faculty.

This growth has been deliberate. In addition to new strategies like regularly advertising faculty and senior administrative opening in diversity publications, we are also working on more active interventions including a joint initiative of the Offices of the Provost and Human Resources to provide cultural diversity training to all search and screening committees, with particular attention focused on avoiding subtle and unintentional discrimination.<sup>1</sup> In addition, by using search consultants to whom we provide an explicit charge of cultural diversity inclusion, we have succeeded in completing several key searches recently that yielded both diverse pools and successful hires. Through professional development work in the Office of the Provost, we are also working to strengthen our current faculty's professional networks so that, in the future, they will be well positioned to better recruit diverse pools for searches in their own disciplinary areas and colleges. As we embark on the search for a dean of the newly created College of Public Affairs, these strategies are paying off as demonstrated by a culturally diverse pool of candidates, generated both by our search consultants and our own faculty, in which more than half of the 399 prospects are women and people of color.

With support from an ACE/Alfred P. Sloan Award for Faculty Career Flexibility, UB has successfully adopted a formal **tenure stop policy for faculty** and new "on boarding" practices for faculty, including an expanded orientation and individual meetings for each new faculty member with key leaders from the Office of the Provost. We would like to see some of these practices extended to all new UB hires so that a spirit of inclusion and welcome is immediately apparent. We are now in the process of designing **training for all department/division chairs** on topics related to **career flexibility and cultural diversity** to be delivered to two dozen academic leaders during the summer. In addition, work is currently under way on a new tenure policy for **Part Time Tenure-Track Faculty**.

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<sup>1</sup> We are fortunate to have experts in this area within our campus community. For example, Regina Bento, a professor in UB's Merrick School of Business contributed the chapter, "When Good Intentions Are Not Enough" Unintentional Subtle Discrimination Against Latins in the Workplace," in Nijole V. Benokraitis (ed. and professor emrita), *Subtle Sexism: Current Practice and Prospects for Change*, Sage: Thousand Oaks, CA, 1997.

In the fall of 2010 UB's Division of Student Affairs restarted a program of staff development, including work-life issues and "good and welfare," both critical to recruitment and retention.

After a leadership transition in Human Resources is completed, we look forward to increased programming for a variety of faculty and staff affinity groups.

## 2. Supporting the awareness and inclusion of diversity in academic and co-curricular programming

### A. General Education

The year 2010 was an important one for the planning of diversity initiatives for UB's curriculum and co-curriculum. In AY '10, UB's Faculty Senate organized a review of General Education. Committees were organized along themes like "first year experience," "expository writing," and "learning communities" where cultural diversity may have been implicitly assumed but was not explicitly stated. In February 2010, the Office of the Provost deliberately recruited a diverse (in terms of age, tenure, gender, race, and sexual orientation) faculty team to participate in the AAC&U conference. They attended an excellent presentation on the topic of cultural diversity. That experience was a pivotal professional development opportunity which allowed several team members to return to campus poised to do a better job especially for first year students. But until the creation of the Cultural Diversity Workgroup, our campus lacked the mechanism for implementing this enthusiasm or these insights.

Meantime, the General Education work continued with a Summer Task Force for which diversity was an important sub-theme. That group examined UB's undergraduate learning goals to make sure that significant attention was accorded to cultural diversity. They were satisfied with the current version which reads:

#### ***Engaging with others to take responsibility for our local and global communities***

**Definition:** the ability of students to make judgments with respect to individual conduct and citizenship in local and global communities

**Outcomes:** this skill is demonstrated by the ability to:

- make informed and principled choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices
- recognize the importance of civic engagement in their personal lives and to society
- compare and contrast the range of diversity and universality in human history, societies and ways of life
- understand the interconnectedness of global, local and personal concerns

Discussion about revising UB's current learning goals included a universal recognition that global awareness and intercultural competence are critical for our students. After carefully examining the AAC&U's LEAP standards (<http://www.aacu.org/leap/>), UB's Summer Gen.

Ed. Taskforce elected instead to suggest a modified version of the existing UB learning goals: *To engage with others to take responsibility for our local and global communities*, the purpose of which is “to make judgments with respect to individual conduct and citizenship in local and global communities.”

Further conversation led the Taskforce to link the Gen. Ed. re-design with AAC&U’s “General Education for a Global Century” project. Although UB was not one of the 20 institutions selected as a participant by AAC&U, campus interest in global and cultural diversity remains strong, building upon the work that has been done by UB’s Merrick School of Business to feature “global” in their curriculum.

In partnership with the Cultural Diversity Workgroup, the leadership of the Gen. Ed. Taskforce is exploring the possibility of a diversity requirement for graduation which could include:

- Cultural immersion through study abroad or alternative spring breaks
- Diversity study circles
- Diversity-themed learning communities
- A set of diversity-themed courses from across the schools and curriculum

## **B. 21<sup>st</sup> Century Initiative**

Recognizing the fundamental changes, challenges and opportunities that all colleges and universities face, the University of Baltimore has launched a signature initiative to position the institution to assume a leading role in defining the successful 21st-century public urban university. UB hopes to use this initiative to grapple with challenges as diverse as uncertain public funding, diverse learning styles and learner populations, shifting workforce needs and increased competition. As an institution committed to providing quality undergraduate, graduate and professional education to a diverse student population, UB is uniquely positioned for this work.

To lead this repositioning, UB searched for a new Associate Vice President for Academic Affairs (AVPAA) during the fall of 2010. After soul searching and a scan of campus resources, the AVPAA became “Senior Assistant to the Provost” and Regina Bento, a professor of management at UB, was selected. She is charged with generating creative, new approaches to programmatic offerings, delivery systems and structures that will launch the University of Baltimore to the forefront of higher education innovation, reform and 21st-century best practices. Reporting to the Provost and working in collaboration with the Vice President for Planning, this new position has full access and support from the Office of the President and senior leadership and will be able to draw on existing cutting-edge developments in teaching and learning, to will lead UB faculty and staff in creating truly innovative programs and approaches that will come to define and differentiate the University of Baltimore and meet the needs of future generations students.

The 21<sup>st</sup> Century Initiative will have an enormous impact in successfully leading change within an academic environment, with the ability to engage and motivate faculty around a

common vision where cultural diversity is absolutely key. With an explicit focus on intercultural awareness and competence, the expected outcomes of the 21<sup>st</sup> century include the implementation of an institutional vision – concurrent with the development and launch of new programs and initiatives – that leads to the University of Baltimore’s distinction for innovation among students, faculty and the higher education community.

### **C. Co-Curricular Enhancements**

During 2010, perhaps in part as a result of the growth of our traditional age student population (a form of cultural diversity on a campus that has long had a majority older student population enrolled at night and on weekends), the demand for accommodations by transgender students and faculty moved the university to provide unisex toilet facilities across campus. In addition, both curricular and co-curricular programming on topics of human sexuality expanded. This semester, for only the second time in UB’s history, *History of Sexuality in the U.S.* is taught. In addition, student groups like Pride Alliance are gaining strength and events like a symposium on Queer History at UB are being planned.

Dynamic new leadership in the Division of Student Affairs has led to an increasingly robust roster of co-curricular programming, many with a cultural diversity focus (see Appendix 3). There is currently a discussion about changing the name of the “office of International and Multicultural Services” to the “Center for Culture and Diversity” to better communicate the nature and importance of key portions of this work.

### **3. Enhancing efforts to close the achievement gap among current and future student populations**

From the early 1970s until 2007, UB educated many working adults who come to the institution as upper-division undergraduate transfer students attending part time, or as graduate students. In 2007, UB introduced a First and Second Year Program (FSP) to serve freshmen for the first time in more than thirty years. Since then, UB’s lower-level undergraduate population has changed the profile of the undergraduate student body. The composition now includes native freshmen as well as freshmen and sophomore transfer students. Still, UB’s traditional upper-division transfer students continue to make up the bulk of the undergraduate student population. At UB, undergraduates comprise 49.6% of the student body. Of all undergraduates, 42.8% are African American.

The University developed its original plan for addressing the achievement gap based on 2005 data that assessed the relative success of upper-level undergraduate transfer students exclusively. That data indicated that working adult students 25 and older had especially low retention and graduation rates. UB initially developed a plan to address the needs of all working adult students.

Meanwhile, as part of the introduction of the FSP program in 2007, UB developed an intensive program of advising and developmental courses to address the unique needs of freshmen, the majority of whom were African-American in the fall of 2009 and 2010. These

efforts are having a highly successful outcome for minority students. As a consequence, the University is now working to extend what has been learned from this experience to the distinct needs of other elements of the student body.

UB's current Achievement Gap work is in two areas:

- Graduation rates for African American transfer students as compared to non-minority transfer students
- Retention rates for first-time, full-time African American freshmen as compared to non-minority first-time, full time freshmen

Because transfer students continue to be the majority of UB's undergraduate student population, we are working to close the Achievement Gap between African American transfer students and non-minority transfer students. Going forward we will compare African American transfer students *with associates degrees* to African American transfer students *without associates degrees*, in both cases comparing them to their non-minority peers. We especially hope to be able to understand the effect of varying preparation levels provided by feeder community colleges on UB's Achievement Gap.

We are also concerned with the retention of African American first-time, full-time freshman as compared to non-minority first-time, full-time freshmen. We will be mindful of gender but we will not separate men and women as we had initially considered, insofar as present retention rates do not indicate a difference based on gender.

## **Diversity Vision**

### **A description of the way the institution addressed cultural diversity among students, faculty, and staff**

UB's Diversity Vision Statement and Strategic Plan are available on the university's website. The University defines cultural diversity as the inclusion of those groups that are or have been underrepresented in higher education. The University characterizes its commitment to diversity in the following ways:

- Making excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;
- Establishing a foundation for lifelong learning, personal development and social responsibility;
- Combining theory and practice to create meaningful, real-world solutions to 21<sup>st</sup>-century urban challenges; and
- Serving as an integral partner in the culture, commerce and future of Baltimore and the region.

The core values of the institution – access, commitment, quality, understanding, innovation, respectful relationships, and ethics reflect the University's long standing history of

supporting diversity through access to higher education, personal attention to students, high quality, and innovative educational opportunities.

The University of Baltimore is committed to fostering a welcoming, inclusive environment where all members respect each other as valued contributors to the enterprise. The strategic value of diversity in the workplace, among the students, faculty, and in the Baltimore community is recognized.

Creating a culture that is inclusive and welcoming is paramount. To do that the campus culture must be free from discrimination, appreciative of new ideas and capabilities, and attentive to delivering innovative, flexible approaches to learning, teaching, and support services. UB strives to eliminate barriers to the success of all students and to create new ways to diversify the employee talent pool.

The University of Baltimore embraces the following cultural diversity principles:

1. A shared and inclusive understanding of cultural diversity
2. A campus climate that welcomes, supports, and celebrates diversity
3. Recruitment and retention of a diverse student body
4. Academic and co-curricular infusion of cultural diversity
5. Recruitment and retention of a diverse workforce

### **Cultural Diversity Programming**

#### **Status of institutional enhancement of programs of cultural diversity, if improvement was needed**

The 2009 Cultural Diversity Plan includes a commitment to assessing the effectiveness of cultural programs and services, and using these results to guide improvements. The AY 2010 assessment plan for the Diversity Education and Programs Office focused on the evaluation of the Cultural Outings Program held during the fall and spring semesters. The objective of this assessment was to determine if students were more aware of cultural, racial, individual differences, views, and similarities. Students were also assessed to determine if their attendance of these programs prompted them to interact with individuals different from themselves. Based on the information we collected, it was evident that participants could effectively articulate what was learned about different cultures and viewpoints as a result of the cultural outing. We will continue to provide new ways for students to reflect upon these kinds of experiences, including a quantitative survey and a focus group to be held after the program.

Surveys of faculty and staff which are currently underway will also provide new information to consider relevant to the needs of our diverse workplace. Within the next year, the results of these surveys will allow the University to develop further plans for the next three years.



## **Hate Crimes**

### **Status report on hate crimes and bias-motivated incidents that occurred on the campus including demographic data.**

The University has a hate crime policy and reporting procedure. No incidents were reported this year.

## **Resources**

### **A summary of resources used and needed, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff**

As we embark on the 21<sup>st</sup> Century Initiative, the Cultural Diversity Workgroup believes it is necessary to undertake a campus climate survey. This is a desirable next step from which we will move towards a series of accountability measures to define campus diversity initiatives.

UB has a very diverse student body, one that mirrors the demographics of the State of Maryland more closely than any other higher education institution, public or private.. To continue to attract and retain a diverse student body additional resources are needed. In particular UB needs funds to increase the retention of minority transfer students, our most at-risk population, and to increase the diversity of the faculty and administration.

The Law School is using funds from an LSAC grant to advance UB's law preparation programs for minority students. The grant, a \$100,000 per year commitment over three years, is supplemented by \$170,000 in total cost sharing. UB will continue to look for other opportunities like this grant to aid in minority attraction and retention, but grant funding alone, cannot remedy the long term needs for an infusion of continuing funds to advance initiatives in this area.

## **Enhancement of Diversity Education**

### **Status of enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty and staff of the institution**

We are working to identify campus leaders in the area of cultural diversity. For example, Arthur Magida, a faculty member in UB's College of Arts and Science, is the author of the acclaimed *How to Be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies* but he has not been tapped for his expertise related to our cultural diversity work on campus.

Expertise in the forms of both lived experience and research knowledge must be lifted up and celebrated. Perhaps UB can become home to a "Living Library" in which those with cultural diversity knowledge can be paired with those who have cultural diversity questions.

## Appendix I

### Demographic Data Fall 2010

#### All Faculty by Ethnicity/Race and Gender Fall 2010

	Number	Percent	Male	Female
African-American	45	11%	26	19
American Indian or Alaskan Native	0	0%		
Asian	18	4%	9	9
Hispanic/Latino	5	1%	2	3
White	321	79%	190	131
Native Hawaiian/Pacific Islander	0	0%		
Two or More races	0	0%		
Did not self identify	15	4%	10	5
Total	404		237	167

#### All Full-time Faculty by Ethnicity/Race and Gender Fall 2010

	Number	Percent	Male	Female
African-American	19	11%	9	10
American Indian or Alaskan Native				
Asian	12	7%	5	7
Hispanic/Latino	4	2%	1	3
White	139	77%	79	60
Native Hawaiian/Pacific Islander				
Two or More races				
Did not self identify	6	3%	3	3
Total	180		97	83

#### All Staff by Ethnicity/Race and Gender Fall 2010

	Number	Percent	Male	Female
African-American	228	37%	59	169
American Indian or Alaskan Native	0	0%		
Asian	17	3%	9	8
Hispanic/Latino	9	1%	4	5
White	340	55%	149	191
Native Hawaiian/Pacific Islander	1	0%	0	1
Two or More races	2	0%	1	1
Did not self identify	18	3%	8	10
Total	615		230	385

Enrolled Students by Ethnicity/Race and Gender Fall 2010

	Number	Percent	Male	Female
African-American	2094	33%	672	1422
American Indian or Alaskan Native	26	0%	15	11
Asian	294	5%	149	145
Hispanic/Latino	180	3%	77	103
White	2808	44%	1422	1386
Native Hawaiian/Pacific Islander	8	0%	5	3
Two or More races	71	1%	20	51
Did not self identify	846	13%	376	470
Total	6327		2736	3591

## Appendix II

### **Demographic Data 2009-2010**

Students, Faculty and Staff by Ethnic/Race Classification\*  
2009-2010

	Number	Students*		
		Percent	Male	Female
African-American	1,788	28.5%	531	1,257
American-Indian	29	0.5%	15	14
Asian	287	4.6%	128	159
Hispanic/Latino	133	2.1%	52	81
White	2,549	40.7%	1,262	1,287
International	227	3.6%	103	124
Not reported.	1,252	20.0%	530	722
Total	6,265		2,621	3,644

\*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

	Number	Full-time Faculty*		
		Percent	Male	Female
African-American	20	11.2%	11	9
American-Indian	0	0.0%	0	0
Asian	17	9.6%	9	8
Hispanic/Latino	4	2.2%	1	3
White	137	77.0%	80	57
International	0	0.0%	0	0
Not reported.	0	0.0%	0	0
Total	178		101	77

\*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

	Number	Part-time Faculty*		
		Percent	Male	Female
African-American	27	13.8%	17	10
American-Indian	1	0.5%	0	1
Asian	4	2.1%	2	2
Hispanic/Latino	3	1.5%	1	2
White	159	81.5%	99	60
International	0	0.0%	0	0
Not reported.	1	0.5%	1	0
Total	195		120	75

\*These are the old ethnic/racial codes, the new ethnic/race codes will not be in use until Fall 2010.

	Number	Full and Part-time Staff*			
		Percent	Male	Female	Missing
African-American	207	35.1%	58	148	
American-Indian	1	0.2%	1	0	1
Asian	15	2.5%	9	6	
Hispanic/Latino	9	1.5%	3	6	
White	330	55.9%	144	186	
International	0	0.0%			
Not reported.	28	4.7%	9	9	10
Total	590		224	355	11

\*These are the old ethnic/racial codes ,the new ethnic/race codes will not be in use until Fall 2010.

## **Appendix III**

### **International & Multicultural Student Services Center Programs and Services**

#### **Feature Film Thursdays**

The International and Multicultural Student Services created Feature Film Thursdays in an effort to highlight diverse groups and issues. Each Thursday our office featured films from our Diversity Resource Library. Films focused on specific diversity topics or groups, such as; Women's rights, Asian Americans, Jewish Americans, ageism, class, sexual orientation, and religion. Our Feature Film Thursdays cultivated dialogue about various diversity and multicultural topics in addition to introducing participants to our office.

#### **Same Sex Marriages in Maryland**

International and Multicultural Student Services collaborated with the Office of Human Resources and the Office of the Provost to present the program Same-sex Marriages in Maryland. This program shed light on the efforts of Maryland citizens to legalize same sex marriages. Dan Furmansky, former Equality Maryland Executive Director, facilitated the discussion and provided current information in regard to this effort.

#### **Sexual Assault and Partner Violence in Maryland**

In collaboration with the Counseling Services Office, International and Multicultural Student Services presented the Sexual Assault and Partner Violence in Maryland: Get the Facts program. Angela Primeau, Forensic Nurse from Mercy Medical Center and Chair of the Community Outreach Education committee spoke about the myths and facts regarding sexual assault and intimate partner violence. She also discussed health problems associated with sexual assault, intervention and communication techniques, community resources and the new anonymous "Jane Doe" law.

#### **Who wants to be a UBillionaire**

The International and Multicultural Student Services Center partnered with the Student Events Board to present this multicultural awareness program. The Who wants to be a UBillionaire program was a spin-off of the television show "*Who Wants to Be a Millionaire*" and the movie *Slumdog Millionaire*. Students participated in a trivia game which focused on Indian culture, enjoyed Indian cuisine and were entertained by one of our Indian students who performed a traditional Indian dance. Our program was a celebration of Indian culture.

#### **Asian Film Festival**

International and Multicultural Student Services and Spotlight UB collaborated to present the Asian Film Festival. International students assisted with the selection of the movies. Movies that were selected were of interest to both international and US students. Three movies were shown during the weeklong festival, each with a unique story: *Howl's Moving Castle*, *The Host*, and *Lust Caution*.

### **Chinese New Year Celebration**

The Chinese New Year Celebration was new program initiative by our office. This program was planned in collaboration with the Chinese cohort students within the Masters of Public Administration program. This program was an opportunity for these students to share the traditions of the culture, holiday, and the cuisine with students, faculty and staff.

### **DiversiTEA Series**

The DiversiTEA Series was another new program initiative by International and Multicultural Student Services for the 2010 spring semester. The series was designed as a small group dialogue session where participants discussed various diversity and multicultural issues while enjoying a cup of tea. The first program was held during Women's History Month and featured Kimberley Lynne, Spotlight UB Coordinator, who read from her recently published book, *Dredging the Choptank: Maryland Ghost Stories*. Another program topic was about relationships with a discussion led by Renata Carneiro, Graduate Admissions Counselor, and adjunct psychology faculty member.

### **Human Race Machine**

The Human Race Machine is a unique diversity experience that gives viewers the opportunity to envision themselves as a difference race and challenge their views on race. The International and Multicultural Student Services office in partnership with the Student Events Board and the Office of the Provost brought the Human Race Machine to the University of Baltimore. Participants were provided with handouts: "10 Things Everyone Should Know about Race" and "The Race Literacy Quiz." A kick-off celebration for the week long program was held to increase interest and to provide an introduction to the Human Race Machine. Several staff and faculty attended the celebration, including the Provost, the Dean of Students, and Student Affairs Directors. The PBS documentary series *Race: The Power of an Illusion* was shown throughout the week as a tie in with the demonstration. The series gave individuals a deeper and more meaningful look into race and diversity issues.

### **Gays in the Media: Common Misconceptions**

David Placher, Columnist for the Baltimore Gay Life Magazine and chair of the Maryland Writer's Association conference committee, presented on the common misconceptions of the Lesbian, Gay, Bisexual, Transsexual, Queer, Intersex and Allies (LGBTQIA) community in the media. The presenter gave attendees an opportunity to discuss and dispel common fallacies portrayed of the LGBTQIA community. The discussion included topics of hate crimes, struggles faced by the LGBTQIA community, and general stereotypes. Approximately 21 students (Undergraduate and Graduate), staff and faculty attended, with more than half Undergraduate students. Attendees gave this program an approval rating of 71% and higher for all the questions. Many of the survey respondents commented the open dialogue was the most helpful portion of this program.

### **Soup and Substance Series**

The International and Multicultural Student Services Center's Fall 2010 new program initiatives included the Soup and Substance Series. The purpose for the series was to create a monthly small group dialogue to discuss international and multicultural topics over soup. The goals for this series were to create a welcoming environment and encourage dialogue and to have participants

develop in awareness and knowledge with each program. The series included three separate programs during the Fall 2010 semester.

The opening program for the series was held on October 20, 2010 during the lunch hour. To begin the series, Karla Shepherd, Director of International and Multicultural Student Service Center, and Katie Taylor, Program Coordinator of International and Multicultural Student Services, facilitated the program and had participants write “Who I Am” poems. This activity gave participants an opportunity to introduce themselves to the group while exploring their own identities. This program consisted of 5 individuals, which included students and staff. According to evaluations, participants gave this program a 100% approval rating and revealed that they enjoyed hearing others’ point of view.

The second program of the series was held on November 10, 2010. To expand on the previous program, our facilitators Dr. Myra Waters, Director of Counseling Services, and Paige Getchell, Counseling Services Extern, lead a discussion on relationships. After reading a poem on relationships, the group was encouraged to discuss their feelings, thoughts and ideas on the topic. Most participants shared individual and personal stories and experiences. Participants gave this program a 100% approval rating.

The third and final program of this series was held on December 1, 2010. As the next segment in the series, this program discussion focused on community and was facilitated by Christy Koontz, graduate assistant in the Office of Community Life and Dean of Students and the Rosenberg Center for Student Involvement. Participants discussed the various dynamics of a community: the rules, the people, the involvement, different communities, etc. Participants gave this program a 100% approval rating.

### **Ongoing Programs and Services**

#### **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 2009-2010, we added 50 new movies and books over the last year.

#### **Cultural Outings**

To promote learning and awareness of various cultures, our office continues to plan cultural trips. Cultural outings during the FY 2010 included trips to the United States Holocaust Memorial Museum, the National Museum of the American Indian, and the Frederick Douglass Walking Tour of Fells Point.

#### **Holidays Around the World**

Holidays Around the World is an annual event held by our office, the International Student Association and the International Services Office. Each year, international students from various countries volunteer to present information about holidays and cultural traditions in their countries. Presentations often include demonstrations, traditional dances and singing. Food from the different countries represented is served.



### **Cultural Awareness Months**

Monthly cultural awareness month celebrations are ongoing programs we continue to hold each fiscal year. This past year several programs commemorating and celebrating various diverse groups. Programs presented included; Life as a Latino/Latina Immigrant, Kwanzaa Celebration, Women's History Month Celebration and Passover Seder. These programs are an opportunity for participants to learn about other cultures and diverse group through guest speakers, demonstrations and presentations.

### **World AIDS Day**

World AIDS Day is an annual program co-sponsored by the International and Multicultural Student Services office and Spotlight UB. This fiscal year we also partnered with UB's Pride Alliance, a LGBTQIA student organization. This event included a silent art auction with art donated from local and regional artists, a performance by the Baltimore Gay Men's Choir; and Malcolm Grimes a young man who shared his experience as someone living with HIV. The auction raised over \$700, all proceeds were donated to Chase Brexton, a local organization which delivers accessible and exception health care to diverse communities.

### **African American Arts Festival**

In February 2010, we presented our annual African American Arts Festival in partnership with Spotlight UB. The festival focused on music, theatre and the arts. The festival was held over a two week time period. The first week of the festival included a production of Ntozake Shange's *For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf*, a deeply emotional exploration in lyrical poem and dance of what it means to be a woman of color. The production was co-directed by Kimberley Lynne, Theater Events Coordinator, and featured actress Rain Pryor and UB student, staff and faculty actors. The second week of the festival included performances by Abu the Flutemaker, the choir and dance groups from the Baltimore Lab School, New Hope Academy, KIPP Ujima Village Academy and the Empowerment Academy. Another evening featured Slam Poetry led by poet Gayle Danley. The week ended with a performance by Visions, an Afro-Cuban funk band.

**Performance Measures**

**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 both entertaining and educational.
4. Number of respondents who agree or strongly agree the program met their expectations.

**PROGRAMS**

Feature Film Thursdays  
 Same Sex Marriages in Maryland  
 Sexual Assault and Partner Violence In MD  
 Who Wants to be a UBillionaire  
 Asian Film Festival  
 Chinese New Year Celebration  
 DiversiTEA series  
 Human Race Machine  
 Cultural Outings  
 Holidays Around the World  
 Cultural Awareness Programs  
 World AIDS Day  
 African American Arts Festival

<b>Measure 1</b>	<b>Measure 2</b>	<b>Measure 3</b>	<b>Measure 4</b>
70	40	92%	95%
30	2	75%	75%
15	0	93%	86%
33	2	77%	88%
36	7	93%	87%
12	4	100%	100%
7	2	100%	100%
269	67	84%	79%
38	1	92%	92%
58	3	74%	85%
37	13	89%	87%
67	48	89%	91%
79	280	92%	91%

## Achievement Learning Center

**Tutoring and consultations:** In FY10, the ALC provided almost 900 students with tutoring, writing consultations, and learning consultations, providing almost 5000 hours of support. Seventy-eight percent (678) of these students who specified ethnicity were students of color.

**Peer mentoring:** In FY10, through its Peer Network program and a co-sponsored Orientation Leader program, the ALC provided peer mentors to 125 transfer and graduate international students. Of the students specifying ethnicity, seventy percent (88) of these students who specified ethnicity were students of color.

\*use by students with disabilities has not historically been reported but there is a way to gather that data if desired.

## Disability Support Services

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.

The DSS Office provided three workshops/programs during the academic year to support the awareness of disability as a diverse population. These were the Blind Luncheon, Disability Etiquette and Being Deaf in Today's Society. The DSS office also conducted several disability simulations during the fall 2009 semester which provided hands-on learning for participants. Each event allowed participants to learn more about each disability and to share their experiences and ask questions in a safe environment.

The data for the events is below:

1. Number of students in attendance
2. Number of staff in attendance
3. Percentage of respondents who agree or strongly agree that the program/workshop increased their understanding of disabilities

Measure	Blind Luncheon	DSS Simulation	Disability Etiquette	Being Deaf
1	9	9	2	4
2	6	1	14	3
3	100%	100%	100%	100%