

University of Baltimore Demands

1. Increased Faculty Diversity & Opportunities for Minority Candidates

Historically people of color have faced many overt obstacles to achieve the same successes of their white counterparts when it comes to the working world. Institutional barriers still exist this day that prevent minorities from reaching positions they would be fit for. We want to see this rectified.

Firstly, we want to see tenured and tenured-track faculty diversity increase by 20% and a 10% increase overall in faculty diversity by the 2018-19 Academic Year. Many studies show the negative impact on the learning experiences (and life experiences) of people of color at institutions where the diversity of the faculty and staff does not adequately reflect the diversity of the student body.

Secondly, we want an investigation into the HR screening and selection process. We have concerns in regards to the overall control and potential bias present in this process. We also want at least one of all finalist brought to campus to be a person of color.

We firmly believe in affirmative action and equal employment policies because the landscape today does not adequately make it fair enough for candidates of color to achieve positions or reach opportunities that should be available to them.

2. Cultural Competency Training & Training to Employ Culturally Relevant Pedagogy

This university is increasingly becoming a multicultural environment. With people from many diverse backgrounds the opportunity to miscommunication and insensitivity is ripe. Specifically, this university has a problem with faculty being insensitive to students of color and promoting instances of outright discrimination and microaggressions. There is a responsibility for this university to create positive environments of learning and form effective working relationships amongst all in this community.

Cultural competency training should be given on a semester basis (this includes workshops, lectures, and interactive courses) and be mandatory for students, faculty, and staff. We also demand that faculty members are put through intensive training on how to implement culturally relevant teaching techniques and curricula that breeds an environment of inclusiveness and understanding in the classroom.

3. Diversification of Courses and Degree Programs

Historically, degree programs and classes are taught from a euro-centric point of view. It denies students of color the ability to identify with and understand the historical and practical implications of their ethnic backgrounds. Erasure is at play when classes and degree programs do not include perspectives of diverse backgrounds and has social implications.

An increase in courses that apply the skills and theories taught in each particular discipline to the issues and concerns facing marginalized communities (specifically History, Interdisciplinary Studies, and other classes that focus on perspectives from other cultures and demographics) is necessary. Along with that, they must employ culturally relevant pedagogy (refer to point above).

For degree programs we want to see at least these following majors included: Africana studies, African-American studies, and Urban Renewal & Development.

4. Oversight and Accountability in Student Experience Disparities

There have been instances of disparities in how students of color are treated in situations versus white students. These disparities include claims of unequal treatment in the student disciplinary process, abuse of academic freedom by professors, and unequal access and support provided by Student Affairs employees that negatively impact cultural groups.

A standardized reporting and discipline process is necessary to counteract faculty who violate this trust with students. Along with this a non-discriminatory clause should be placed in all syllabi. We ask for institutional reporting on student disciplinary outcomes broken down by ethnicity and gender, and an opportunity for students to be involved in the reform process if discrepancies are involved. Finally, we ask for a Cultural Tolerance Assessment to be completed by students, faculty, and staff on a semester-basis that allows for instances of discrimination and bias to be reported anonymously and proper institutional reporting of the statistics.

5. Have Diversity Become a Top Five Goal on the Strategic Plan

Recruitment, retention, and academic support are the three greatest challenges to maintaining a diverse student body on this campus. Change in admissions standards resulted in a decrease in the diversity of incoming freshman. Students were not consulted in this change, whereas faculty primarily drove this. There is also a perceived lack of recruitment from urban schools.

When it comes to retention, students of color face a far grimmer outlook than students. By making diversity a top five strategic goal, these issues will become institutional priorities. They will make sure proper academic support and efforts will be taken to maintain diversity on this campus. Included in this is making diversity come from within the community. It is unacceptable that this is a Baltimore city anchor institution without primarily recruiting from within the community.

6. Creation of Chief Diversity Officer position in President's Executive Cabinet & Affirmative Action/EEOC Officer

To show the seriousness in which this University is taking the issues of race and diversity we think it is necessary a Chief Diversity Officer (CDO) position is made with executive level privileges and access. This officer's role will focus specifically on initiatives to create diversity and inclusion on campus and within the Baltimore community, they will oversee the process of making sure diversity is a primary motivating factor in setting curricula, infrastructure plans, policies, and programming.

We also want an institutional process for investigating instances of discrimination & bias brought against faculty and staff with meaningful disciplinary outcomes. To run this process we want the creation of an Affirmative Action/EEOC Officer who would also be the Title IX coordinator on campus. This person would have oversight and investigation ability.

7. Increase the scope, staffing, and financing of the cultural diversity center expanding beyond just student events.

The current role of the Cultural Diversity Center on this campus is completely underserving the university community. Its focus solely on student events and experiences discounts the fact that cultural

diversity and inclusiveness is a campus-wide effort. The current staffing of the Cultural Diversity Center (one staff member) also gives off the impression that diversity is not primary concern to this university.

To combat these issues and allow the Cultural Diversity Center to utilize a more prominent role in these initiatives, we call on their increase of the scope, staffing, and financing. We want them to be reorganized into the Office of Cultural Diversity (OCD), they would be directly overseen by the CDO.