

# UMBC

# DIVERSITY PLAN



MARCH 4, 2009

## FOREWORD

This report was prepared under the leadership of the following committee appointed by Dr. Elliot Hirshman, Provost and Senior Vice President for Academic Affairs:

Dr. Antonio Moreira, Vice Provost for Academic Affairs (Chair)  
Dr. Marilyn Demorest, Vice Provost for Faculty Affairs  
Mr. Elmer Falconer, Director of Employment/Labor Relations  
Ms. Lisa M. Gray, Assistant Director, Cultural and Religious Diversity  
Dr. Lasse Lindahl, Chair, Department of Biological Sciences  
Dr. Patrice McDermott, Chair, Department of American Studies  
Ms. Adrienne Mercer, Director of Human Relations  
Ms. Yvette Mozie-Ross, Assistant Provost for Enrollment Management  
Dr. Janet Rutledge, Interim Vice Provost for Graduate Education  
Ms. Valerie Thomas, Associate Vice President for Human Resources

An initial draft was circulated for review and feedback to the President's Council, the Faculty Senate Executive Committee, the Professional Staff Senate, the Nonexempt Staff Senate officers and the President's Commission for Women.

## UMBC DIVERSITY REPORT AND STRATEGIC PLAN

### I. Introduction

The University of Maryland, Baltimore County (UMBC) has established a commitment to diversity as one of its core principles for the recruitment and retention of faculty, staff and students. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 12,268 for Fall 2008.

Diversity is defined at UMBC in its fullest scope, embracing not only racial and ethnic groups and individuals who are or have been underrepresented in higher education, but also including religious affiliation, sexual orientation and gender identity, disability, foreign nationality, non-traditional student status, and other important characteristics. Such a vision for diversity is well embedded in UMBC's mission as demonstrated by the following statements excerpted from the campus mission statement.

- a) "UMBC cooperates with other educational segments in Maryland and collaborates with other USM institutions to provide access for citizens to high-quality educational services and to meet the educational, economic, and cultural needs of Maryland. The University is sensitive to the needs of non-traditional, evening, international and part-time students."
- b) "UMBC is committed to diversity at all levels and seeks to create a campus community rich in intellectual, cultural, and ethnic diversity."
- c) "UMBC expects to continue to attract private and public funding to facilitate the success of minority students in the sciences and engineering."
- d) "Recognizing that we are part of an international community, UMBC will continue to strengthen and support programs and activities that promote cross-cultural understanding and global perspectives."
- e) "UMBC possesses a strong and diverse faculty (...)."
- f) UMBC has identified among its institutional objectives and outcomes strategies to:
  - 1) Promote cutting-edge research, creative activity, and high quality graduate education (...) by strengthening support for a high quality and diverse faculty.
  - 2) Build on the University's historical commitment to diversity and cultivate a sense of campus community.

As a reflection of its commitment to diversity, UMBC has developed a myriad of programs and initiatives that provide the substantive and real embodiment of this commitment. By establishing activities such as The Meyerhoff Scholarship program, the UMBC ADVANCE program, the PROMISE Alliance, and the ACTiVATE Entrepreneurship program, among others, UMBC has achieved national recognition as a model campus for its diversity initiatives. UMBC is ranked second nationally as

most diverse university by the *Princeton Review*. These activities have been framed under four overarching commitments which are captured in the following statements:

- 1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community;**
- 2. To provide conditions for personal success;**
- 3. To provide a culture of inclusion and respect; and**
- 4. To encourage and support development and advancement.**

In this document, we describe the initiatives ongoing at UMBC that represent the campus diversity plan and delineate our ideas for continued improvement in future years.

## II. Summary of Current Diversity Initiatives

This section describes in a comprehensive, although not exhaustive, list the diversity initiatives that are ongoing at UMBC. The activities are described for faculty, staff, students and outreach populations although many activities do impact more than one community. The campus procedure for reporting campus-based hate crimes is also summarized.

### A. Faculty Diversity Initiatives

- **UMBC Faculty Diversity Recruitment Initiative.** This comprehensive program includes mandatory diversity recruitment training for search committees, submission of written department diversity recruitment plans, deans' review of plans and composition of search committees, resources for targeted recruitment, and implementation reports prior to authorization of candidate campus visits.
- **Department Diversity Plans in Science, Technology, Engineering, and Mathematics (STEM).** All academic departments within the College of Natural and Mathematical Sciences and the College of Engineering and Information Technology have individual department diversity plans which track faculty composition, advancement, and retention and address the particular challenges of diversity recruitment in their specific field.
- **Targeted advertisement for faculty from underrepresented groups is conducted at the national level through print publications such as *Diverse: Issues in Higher Education* and electronic venues such as *DiverseJobs.com*. UMBC also uses Affirmative Action Emails from *HigherEdJobs.com* to publicize faculty positions to applicants seeking institutions that are recruiting with**

affirmative action plans or diversity plans. In addition, search committees use personal/professional networks and trips to targeted conferences to identify and recruit candidates from underrepresented groups.

- Family Support Plans. UMBC's *Policy on Family and Medical Leave for Faculty* actively promotes a flexible approach to family support and includes development of a support plan in anticipation of a major change in the faculty member's family responsibilities. This policy has been particularly effective in assisting women in the STEM disciplines to meet both their family and professional obligations.
- Family Leave and Faculty Recruitment. UMBC's *Family Leave Policy* is publicized to all candidates for full-time instructional faculty positions. A brochure describing options available to faculty members is given to each candidate by the Vice Provost for Faculty Affairs during the candidate's interview. The policy is particularly effective for recruiting female faculty members in the STEM disciplines, but is implemented without regard to gender or discipline.
- Faculty Horizons: A Summer Workshop for Aspiring Faculty in Science, Technology, Engineering, and Mathematics (STEM). This recruitment and professional development program, hosted by UMBC for the past five years, targets women and underrepresented minority advanced graduate students, post-doctoral researchers, and junior faculty in science, technology, engineering, and mathematics.
- Welcome Fellowship Grants. The Maryland Higher Education Commission (MHEC) administers a competitive fellowship program for new tenure-track faculty from underrepresented minority groups, and UMBC has successfully competed for these awards for the past several years. Each award provides \$20,000 to support the faculty member's research and scholarship over their first three years as an Assistant Professor.
- ADVANCE Program. This program is funded by the National Science Foundation and its overall goal is to make profound changes in policies and practices that affect the recruitment, selection, promotion, and transition of women faculty in the STEM fields to leadership positions at UMBC whereby women will be represented in the departments and will reflect the diversity of the UMBC student body.
- ADVANCEment Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers targeted professional development workshops which focus on issues of interest to women and minority faculty.
- Women in Science and Engineering (WISE). WISE is an informal affinity group of faculty members who meet monthly to discuss topics of interest,

especially those related to “surviving and thriving in STEM.” WISE provides STEM women with a network of support and informal peer mentors.

- Recruitment of Women in STEM. Women in Science and Engineering (WISE) faculty members meet informally with women faculty candidates in the STEM disciplines as part of our efforts to diversify the faculty with respect to gender.
- Faculty Sponsorship Committee. Women in Science and Engineering (WISE) convenes a faculty advisory group each year to provide clear guidance to STEM women and minority faculty in support of impending tenure and promotion reviews.
- Faculty Mentoring. Academic departments are expected to work with each newly hired full-time faculty member to create a Faculty Development Plan that will help the faculty member meet the department’s performance expectations. Probationary reviews of new faculty members must report on these plans to the dean and the provost. Departments are also encouraged to develop mentoring programs that provide a structured approach to peer mentoring.
- ADVANCE Education and Awareness Workshops. The UMBC ADVANCE Program, in collaboration with the UMBC Faculty Development Center, offers diversity-specific education and awareness workshops for chairs and faculty mentors.
- Evaluation of Deans and Chairs. The provost’s annual review of the deans and the deans’ reviews of chairs include a mandatory evaluation of activities and initiatives that support and promote the diversity mission of the university.
- Women Involved in Learning and Leadership (WILL) Program. The WILL Program at UMBC engages students, faculty, and student affairs staff in a learning community that promotes academic excellence, leadership development, career exploration, and civic engagement for women.

## B. Staff Diversity Initiatives

In an effort to build and maintain an environment that prohibits discrimination and promotes a culture of equal opportunity, inclusion, and respect for all members of the UMBC campus community, the UMBC Human Resources and Human Relations departments have implemented the following strategies:

- Educating, designing and implementing programs, workplace practices, policies, and procedures to prevent illegal discrimination in employment, or admission to and participation in educational programs and activities on the

basis of race, color, national origin, ethnic background, ancestry, sex, disability, age, marital status, sexual orientation, veteran's status, or religion.

- Ensuring that all recruitment, selections, and personnel transactions are conducted in conformity with federal, state, and local laws and regulations as they apply to equal employment opportunity.
- Attending relevant job fairs and advertising in various newspapers, internet websites, and professional journals that reach diverse audiences.
- Providing relevant best practices education for campus search committees. This includes non-discriminatory application evaluation, interviewing, and selection. In addition, all search committees are required to provide the Human Resources office with documentation that identifies the search committee diversity demographics, and the identification of all advertising media.
- Annually developing and monitoring the University's Affirmative Action Plan (AAP) to track employment-related actions and progress towards placement and advancement goals for minority and female applicants and employees.
- Establishing and maintaining non-discriminatory compensation and classification practices.
- Publishing procedures for filing grievances and discrimination complaints, including sexual harassment and ADA violations. Faculty, staff and students may resolve interpersonal conflict through a variety of campus portals. The Center for Mediation and Conflict Resolution provides additional opportunities for proactive conflict resolution through mediation, conflict coaching, education and training, creative problem- solving, facilitation and referrals.
- Providing leadership and interpersonal skills education and training for all UMBC management and supervisory personnel.

The UMBC's President's Commission for Women has also undertaken several initiatives related to faculty and staff diversity efforts. Some examples include:

- Beginning in 2007, the President's Commission for Women worked with the Office of Human Resources to report salaries for staff with comparable positions and years of service according to gender. This report will now be generated annually and evaluated for possible gender wage inequities across campus.
- The President's Commission for Women solicits nominations for an Achievement Award which celebrates people at UMBC who have extraordinarily contributed to work to promote understanding among people of different groups, cultures, and socioeconomic backgrounds and who have

advocated for the elimination of gender inequality. The Achievement Award recipient is recognized during the annual Presidential Faculty and Staff Awards Ceremony, and his/her accomplishments are announced to the campus.

## C. Student Based Diversity Initiatives

### C.1. Undergraduate Student Recruitment and Retention Efforts

- Established an Admissions Counselor and Coordinator of Multicultural Recruitment position to assist in the development and implementation of a strategic plan for minority recruitment.
- Established a Hispanic/Latino Admissions Advisory Group to inform the recruitment and outreach strategies to attract qualified Hispanic/Latino students. Advisory Group consists of representatives from faculty, Hispanic Student Associations, Student Affairs (Mosaic Center), Marketing, Alumni and Admissions.
- Host annual Reception for Talented African-American High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held on-campus.
- Host annual Reception for Talented Hispanic/Latino High School Students to recognize accomplishments of high school sophomores and juniors and to provide opportunity for students and families to learn more about UMBC. Event held in Montgomery County.
- Established Transfer Student Alliance (TSA) programs with Montgomery College and Community College of Baltimore County to identify outstanding students early in their academic careers who intend to matriculate at UMBC, including UMBC@Shady Grove, upon completion of their Associate's degree. Participants benefit from combined programmatic efforts and discounted concurrent enrollment. Upon successful completion of the program, participants receive priority orientation/registration, guaranteed upper class housing, and \$1,500 merit scholarship.
- Established a campus-wide Articulation Workgroup to facilitate the development of 2+2 program articulation agreements with community college partners. These agreements serve in easing the transition of students from the 2-year to 4-year program and facilitating timeliness to degree completion. Partnerships/agreements signed or currently under development include Information Systems, Management of Aging Services, Social Work, Health

Administration and Policy, Emergency Health Services, Psychology, Political Science and the Honors College.

- Partner with CollegeBound Foundation, a pre-college program, to introduce students to opportunities for study at UMBC. Campus visits, application fee waivers and scholarships are among the partnership agreements.
- The Learning Resources Center offers a variety of tutoring and success programs and resources for all UMBC students, particularly those of diverse backgrounds. Examples include:
  - Tutoring in the Math Lab and the Writing Center during evening hours.
  - Training tutors in these areas: Building Intercultural Communication and Relationships, Tutoring Students with Disabilities, Helping Students Learn to Learn, and Tutoring in a Multicultural and Diverse Environment.
  - Teaching non-traditional and traditional students with an incomplete math background.
  - Using culturally diverse reading assignments.
  - Working with International Education Services to be able to hire student assistants and tutors who need Social Security Cards.
  - Hiring tutors who reflect the diversity of the UMBC student body.
- The Women's Center addresses the needs of visitors which may not otherwise be met by other offices on campus, including returning students and student/faculty/staff who are parents, international students overwhelmed by the campus environment, lesbian, gay, bisexual and transgender (LGBT) community members who are seeking support outside of the scope of the student organization, etc. By providing access to unique services, resources, and facilities, the Women's Center assists a diverse population of students, faculty, and staff in continuing their education despite life experiences and obstacles and/or performing their jobs more effectively and comfortably.
- Meyerhoff Scholarship Program
  - Recruits talented undergraduate students who are interested in promoting minority education. The current demographics of the Meyerhoff Scholars community include 52% African Americans, 22% Caucasians, 21% Asians and 5% Hispanics.
  - Summer bridge to prepare students for UMBC standards.
  - Provides financial and academic support.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides assistance with applications to PhD and MD/PhD programs.
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Promotes summer research internships.

- Promotes participation in national meetings. Many students go to the Annual Biomedical Research Conference for Minority Students (ABRCMS).
- Creates community of high performing undergraduates interested in research careers.
- MARC Program (Minority Access to Research Careers) – Supported by grant from the National Institute for General and Medical Sciences (NIGMS)
  - Recruits talented, juniors mainly from underrepresented minorities groups– open to all students interested in promoting minority education.
  - Provides scholarship and covers most tuition and fees (juniors and seniors).
  - Promotes high level academic performance through program culture and “intrusive advisement”.
  - Requires year-round participation in research.
  - Provides information about PhD and MD/PhD programs through contacts with and visits from representative with competitive schools.
  - Provides contacts with directors of T32 NIH training grants.
  - Provides GRE training course.
  - Course in research conduct and ethics.
  - Provides monthly seminar speakers from around the country for undergraduates.
  - Promotes participation in national meetings. Many students go to ABRCMS and almost all students present papers.
  - Promotes participation by seniors in other meetings, e.g. The American Society for Biochemistry and Molecular Biology (ASBMB) annual meeting – students present posters.
  - Co-sponsor of Undergraduate Research and Creativity Achievement Day at UMBC.
  - Co-sponsor of annual community college transfer day.
  - Creates community of high performing undergraduates interested in research careers.
- Center for Women and Information Technology (CWIT)
  - CWIT supports UMBC’s commitment to diversity at all levels and its efforts to create a campus community rich in intellectual, cultural, and ethnic diversity. CWIT helps the University achieve its regional and national mission by identifying those areas in science, technology, and engineering where women are significantly underrepresented and attracting well-qualified female students to UMBC through special scholarship initiatives such as the CWIT Scholars Program, Bits & Bytes,

and other programs that attract talented high school graduates in technology and engineering.

- CWIT is currently conducting a climate survey among the undergraduate students in the College of Engineering and Information Technology at UMBC. Data is being gathered both through a web survey as well as through focus group discussions. Analysis of the data is expected to be complete by Fall 2009 and will guide future initiatives in the College.
- The Division of Student Affairs has ongoing among its various offices a large number of initiatives supporting diversity.
  - The Office of the Vice President for Student Affairs is currently conducting a benchmarking survey to assess students' perceptions of and experiences in UMBC's diverse learning environment. Data was collected in December 2008 and January 2009 using the Educational Benchmarking Inc. (EBI) Campus Climate Assessment instrument. The overall response rate was 23.4%. Data analysis has just begun so there are no reportable results available yet. Follow-up focus groups are planned for spring 2009 to better understand student perceptions and experiences with diversity.
  - The director of the office of Off-Campus and Transfer Student Services (OCSS) is organizing an Achievement Gap Roundtable to explore initiatives to promote academic success and achievement of African American male transfer students.

The Achievement Gap Roundtable works with faculty, staff, student mentors and offices such as Student Support Services, Admissions, Sociology, Institutional Research and Meyerhof scholars/coordinators to recommend strategies and outreach support for incoming African-American male transfers from economically disadvantaged communities. The OCSS Transfer Student Network works with adult learners, evening and part-time students by providing Transfer Peers, outreach resource tables and mentoring through the Good Evening Commuters Program. It is working in conjunction with the UMBC Chapter of Tau Sigma, and in cooperation with the Transfer Student Alliance program to offer academic enrichment and transition support for incoming transfer students.

Commuter Connection - The objective of the Commuter Connection is creating a space for commuters to connect with each other and feel welcomed on campus. Commuter Connection peers follow-up directly with incoming first-year students, serve as advocates and organize monthly social events as well as weekly outreach.

- The Residential Life Office through its student staff selection process has a commitment to creating a staff that is reflective of the UMBC community.

- With roommate and community agreements, students are able to create standards that are agreeable to all students living in a shared space. This creates an environment where everyone has the opportunity to create a learning environment in which they will be a successful student.
- Starting in 2008, a gender neutral housing option was offered to meet the needs of transgendered students.
- Most of our community buildings are ADA accessible.
- During the first 6 weeks of school each community promotes at least one multicultural exploration program, allowing students to explore opportunities in their community to experience diversity.
- Through the development of programmatic curriculums each community staff is able to develop programs that are specific to the needs of that population. This is based off demographics, observations made during the first 6 weeks of school, Chickering’s theory of development and the Student Affairs learning objectives.
- By promoting the Community Living Principles, standards set and encouraged at the start of each year, students are encouraged to create a community where all of its members feel included, respected and as though they belong. The Community Living Principles, created by students in 2003 are: Live and Study with Integrity, Seek to Understand Others, Cooperate and Compromise, and Take Action to Improve Your Community.
- During student staff training each year a variety of opportunities are offered to further develop and advance multicultural competencies, so they can better serve the student population they work with. This also allows them to further encourage and support the advancement of the students on their floors.
- In July 2006, the Office of Student Life hired a full-time Assistant Director for Cultural and Religious Diversity position to work with a part-time Graduate Coordinator to oversee and direct the Mosaic: Culture and Diversity Center and the Interfaith Center. These positions work with a paraprofessional student staff, student organizations, student affairs and academic departments to create diversity and social justice educational programs, events, and training for the campus community.
- The Leadership Consultants Program is a year-long leadership development program that trains a select group of UMBC students about leadership and to be leadership educators and facilitators on campus.
- The Director of Student Life serves as the Co-Chair for Fall and Winter Welcome Week Planning Committee. Welcome Week Diversity-Related Programs include:

- R.E.S.P.E.C.T (Annual Welcome Week Lecture/Presentation) – Dr. Maura Cullen, a motivational speaker presents a thought-provoking speech in this time of political correctness.
- Latino Student Program (Meet & Greet Reception)
- Asian Student Program (Meet & Greet Reception)
- Experience IT (Campus-Wide Diversity Meet & Greet Reception)
- Civic Imagination and Social Entrepreneurship Class team taught by the Coordinator for Leadership and Engagement Initiatives in cooperation with the Sondheim Public Affairs Scholars Program Assistant Director.
- Various Student Events Board (SEB) and Student Government Association (SGA) Student Coordinated Events that are open to the entire campus community and occur throughout the year (SEB advised by the Coordinator for Major Events and Programs, SGA advised by the Coordinator for Leadership and Engagement Initiatives).
- The University Counseling Center has Campus Outreach Programming (presentations and facilitated discussions in residence halls, academic classes, student organizations, and faculty/staff groups) by request.
- The Annual Diversity Recruitment Event (Co-sponsored by the National Society of Black Engineers) - A recruitment event open to and marketed to all students. It provides networking opportunities for undergraduate, graduate students and alumni. A guest speaker also presents on relevant career survival topics pertinent to our diverse students including students with disabilities.
- Career Services Center (CSC) Website - Linked from the CSC website is a plethora of information and resources organized according to services and programs (career exploration, job search and skills development, grad. school information), events, campus resources and on-line resources that would be useful for diverse populations. The CSC has a webpage and links dedicated to special needs students, women, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) students, and international students. The website also links to relevant resource information and networking opportunities, as well as well as information on companies designating themselves as LGBTQ-friendly.
- CSC Website - Hi-Tech Career Fair - CSC coordinates the campus-wide registration for this event, which is sponsored by Career Communications Group. Geared toward STEM, business and health-related majors, this event is an excellent opportunity for students to advance their job search, network with top employers, acquire internships and explore graduate education. This event is open to all students.

- UMBC McNair Program/Meyerhoff Scholarship Program - CSC provides on-going workshops (resume and curriculum vitae development, services overview) to students participating in the McNair Scholars programs. CSC also provides career workshops on an as-needed basis for students enrolled in the Meyerhoff Scholarship Program.
- First Year and Sophomore Students - Career Timeline: The CSC has a “Career Timeline” that is readily distributed at campus-wide and Admissions events. The timeline informs these students of available resources for first and second-year students. It also gives specific career goals for each academic year.
- First Year Experiences (FYE) and Introduction to an Honors University (IHU) - CSC regularly presents topics of interest to FYE’s and IHU’s throughout the year. In the summer of 2008, career services facilitated a one day dependable strengths program for the Summer Bridge program.
- Transfer/Commuter Students - Workshops and Seminars: Each semester CSC provides a variety of career workshops and seminars offered in conjunction with the Off-Campus Student Services and the Transfer Student Network. Evening hours are offered each Tuesday until 7:00 p.m. to accommodate commuter students with demanding schedules.
- The Commons recently developed the Social Justice Lounge. It will enable the Commons Advisory Board, composed of students and student leaders, along with other campus offices and student organizations, a passive programming space with display opportunities. The broader use of this space will encompass diversity-related displays and education.
- UMBC Transit's current fleet purchases are handicap accessible.
- UMBC Transit provides audio versions of the bus schedule for visually impaired clients.
- Women’s Health Seminars – A one hour informative discussion with female students who are receiving their first gynecological exam at University Health Services (UHS). Topics discussed with women include procedures and expectations for the exam, STIs, contraceptive information, etc.
- World AIDS Day – The Office of Health Education and the Peer Health Advocates collaborate with other groups on and off campus to educate the entire UMBC community about HIV/AIDS. Although African Americans are not the only student group targeted, there is specific information and programs targeted to this population due to the large number of African Americans infected with HIV/AIDS. Although Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students are not the focus, they are a

group that heavily attends these events, and special programs are done for this population.

- Alcohol Edu – An online alcohol education course that all incoming UMBC freshmen must complete.
- The Naked Roommate – An interactive program for residential students which gives them scenarios about the difficulties of living with others.
- Surviving the Freshmen 15 – A nutrition program targeted for freshmen students.
- Student Peer Health Advocates participate in approximately 10-15 IHU courses each Fall semester. Presentation topics include UHS services, nutrition, stress management, etc. Sample programs planned by the Peer Health Advocates include: Sexual Jeopardy – An interactive game with questions about sexual health issues; Sex in the Dark – This program allows students to write down any questions they have about sexual health on index cards, which are then collected and read with a flash light to provide anonymity, a modified version focuses on LGBTQ students when requested.
- Student Peer Health Advocates participate in “Good Morning Commuters” every semester. They provide information about safety on and off campus, as well as health resources for transfer and commuter students.
- Office of Health Education is designated as a Safe Space for LGBTQ students. The Assistant Director completed Safe Space Training. In addition, Health Education staff and Student Peer Health Advocates actively participate in UMBC Talks, a discussion about diversity issues on UMBC’s campus. Health Educators and Peers facilitate many discussions about diversity issues and health related topics.
- UMBC is a member institution of the Leadership Alliance (LA). The mission of the LA is to increase the number of underrepresented racial and ethnic minorities in the academy as educators, leaders and decision makers.

In summer 2008, a milestone in the history of the LA was celebrated: more than 100 of the students who began in the programs as undergraduates have obtained either a PhD (106) or an MD/PhD (10). A recently held symposium highlighted these doctoral scholars; a Meyerhoff Scholar was one of the honorees.

The flagship program of the LA is the Summer Research Early Identification Program that focuses on introducing undergraduate students to the world of academic careers by real-world research experiences at competitive research institutions that are a part of the LA.

Since 1995, the LA National Symposium has been the common meeting place of Alliance-affiliated undergraduates, graduate students, and faculty/administrators. The Symposium provides presentation experiences for all undergraduates, professional development mentoring, a graduate school recruitment fair & exposure to underrepresented role models.

LA graduate and postdoctoral activities include pre-doctoral fellowships, dissertation fellowships and the Emerging Ph.D. Yearbook.

## C.2. Graduate Student Recruitment and Retention Efforts

- Graduate Horizons – Bring approximately 50 underrepresented minority students from around the country and Puerto Rico to visit UMBC for a weekend of workshops on the graduate school process and visits to academic departments.
- PROMISE is Maryland's Alliance for Graduate Education and the Professoriate program, an alliance among UMBC, UMCP, and UMB. Led by UMBC, it uniquely serves the needs of graduate students across three campuses through activities that range from retreats, seminars, and conferences, to informal discussions during breakfast. The services and programs of PROMISE are open to all graduate students who are seeking or interested in obtaining the PhD, regardless of discipline. The focus of the services and programs is geared toward one of the goals of PROMISE: To increase the numbers and diversity of Maryland's graduate student population in sciences, technology, engineering, and math (STEM) fields. The services and programs of PROMISE will always reflect this goal. PROMISE seeks to increase diverse representation by designing programs that will successfully cultivate new students from diverse ethnicities; and facilitate retention, successful graduation through the PhD, and preparation for the professoriate.
- Attend undergraduate research presentations at conferences of organizations and universities that attract a diverse student body. Examples include: National Society of Black Engineers, Society for the Advancement of Chicano and Native American Scientists, McNair Scholars, American Indian Science and Engineering Society, National Society of Black Physicists, Universidad Metropolitana (Puerto Rico).
- Talk with students at their posters/presentations about opportunities for graduate study at UMBC. Serve on panels about graduate school.
- Identify potential students from available lists and from colleagues across the country.

- Provide application fee waivers to several groups such as McNair Scholars and Project 1000 applicants.
- Work with graduate admissions committees in each program to tailor their recruitment activities.
- Graduate Student Dependable Strengths Training: The Career Services Center offers a two-day strengths assessment training course for current graduate students. All CSC Career Specialists are trained facilitators.
- Career Seminars: CSC has offered for the past several years a job search and networking seminar targeting graduate students. This program has been offered in collaboration with the PROMISE Program. Within the Career Services Center, there is a designated liaison to the UMBC graduate programs that has a collaborative relationship with the various graduate programs on campus and the Graduate Dean's Office.
- Extended orientation program through the PROMISE program targeted at underrepresented students from UMBC, UMCP and UMB. Incoming students are paired with peer mentors. Workshops include academic study skills and maximizing the relationship with your advisor.
- Graduate Student Success Seminars with four tracks: 1) academic success; 2) developing professional skills (presentations, writing journal papers); 3) Professors in Training; and, 4) life balance.
- PROMISE sponsored activities across the three campuses: Fall Harvest Dinner and celebration of success; January research conference to prepare for presentations at professional society conferences; spring community building retreat; end of the year family picnic and awards ceremony.
- Ph.D. Candidacy Reception to recognize those students who have reached Ph.D. candidacy in the past year.
- Dissertation House – concentrated period of time to work on writing the dissertation with the aid of a dissertation coach. Full-week program held twice per year on campus; weekend program held at spring community building retreat; booster sessions held on selected Fridays throughout the year.
- Thesis/dissertation coaching office hours every Friday.
- Group counseling sessions conducted by the University Counseling Services on general issues and on thesis/dissertation completion.
- Graduate student chapter of the Women in Science and Engineering (WISE).
- The Graduate Student Association receives advisory and funding support through the graduate school via a part-time Executive Director position.
- UMBC is a member of the GEM Consortium and the National Physical Sciences Consortium. Both organizations provide graduate fellowships for underrepresented minorities in STEM disciplines. UMBC provides matching funds.

- The Graduate School works with departments to obtain training grants that target minorities and women and/or promote their participation. Currently have: Graduate Assistance in Areas of National Need (GAANN) from U.S. Dept. of Education; NSF Bridge to the Doctorate; NSF Integrative Graduate Education and Research Traineeship (IGERT); NIH supported Meyerhoff Graduate Program training grant; NIH Chemistry/Biology Interface.
- Many programmatic activities are sponsored through PROMISE: Maryland's Alliance for Graduate Education and the Professoriate (AGEP) funded by the National Science Foundation. Other programs supported through the Ph.D. Completion Project funded by the Council of Graduate Schools.
- UMBC participates in the Southern Regional Education Board (SREB) Dissertation Year Fellowships which strives to increase the diversity of students who earn Ph.D.s and become college and university faculty.
- Academic departments have a variety of student retention efforts, such as:
  - New student orientation.
  - Brownbag seminars that emphasize research techniques.
  - Organization of forum and lectures focusing on topics such as race and immigration and interdisciplinary/multidisciplinary themes.
  - Establishment of graduate student organizations that provide leadership training and a sense of community for graduate students.
- The Meyerhoff Graduate Fellows Program at UMBC began in 1996 with an MBRS-IMSD (Minority Biomedical Research Support – Initiative for Minority Student Development) grant from the National Institute of General Medical Sciences. The program is open to all U.S. citizens and permanent residents with an interest in the underrepresentation of minorities in the biomedical and behavioral sciences.

The purpose and goal of the Meyerhoff Graduate Fellows Program is to increase the number of underrepresented minorities in the biomedical and behavioral sciences that earn PhD degrees and obtain leadership and research positions in academia, government, and industry. To achieve this goal, the NIH-sponsored graduate program efforts are focused on the following objectives: *(i) recruitment; (ii) retention; (iii) academic performance; (iv) research performance; and (v) postgraduate support.*

The program retention rates (91% over the past 4 years; 76% since inception) exceed departmental and institutional averages. To date, 23 Meyerhoff Graduate Fellows have earned Ph.D.'s

### C.3. Initiatives for Foreign Nationals

- Working with the International Education Services (IES) office, the CSC addresses the employment preparation needs of international students and ensures that they understand their respective immigration requirements.
- CSC provides individual career counseling for international students by appointment. “Mock interviews” are role-played interviews with a career specialist where the students are coached and given constructive feedback on their interviewing skills. The majority of students participating in the mock interview program are international students. During Career Week, a workshop is presented that focuses specifically on job searches for international students.
- The IES office serves international students and faculty for the duration of their stay at the university. Throughout the academic year, IES staff prepares workshops to help the international population on such issues as travel documentation, understanding immigration regulatory changes, U.S. tax obligations, health insurance needs, among others. The IES office also plans social events and gatherings to ensure that international students feel properly welcomed and confident that UMBC appreciate the intercultural richness they bring to our community.
- Commons Administration and Transit
  - The international flag display, which the Commons created, is a daily reflection of our campus national origin diversity. The display is updated periodically to reflect the current countries of origin within the present population.

### C.4. Outreach Initiatives

- Alumni Dependable Strengths Training Workshops - At least once per semester, the Career Services Center offers a two-day strengths assessment training course for alumni. All CSC Career Specialists are trained facilitators.
- Alumni Career Services -Alumni exceeding a one-semester grace period have access to a menu of career services on a fee-based basis. Services include one-on-one career counseling, a UMBCworks computer account (job listings and résumé referrals) and the above-mentioned Dependable Strengths Training Workshop.
- The Career Services Center Web site: There is a designated link on the website for alumni, including resource information and links on job search, networking, salary negotiation and information on the UMBC Alumni Services Office.

- The Office of Institutional Advancement (OIA) and its related entities have a significant amount of programming that reflects UMBC's commitment to diversity. The Alumni Relations Office has consistently been working to engage alumni from underrepresented groups, and to re-connect them to UMBC in a meaningful way. The Alumni Association has an officially recognized Chapter of Black and Latino Alumni that has hosted social and educational programming for alumni, and that raised money for UMBC scholarship funds, including the Esperanza Fund and the Second Generation Scholarship Fund.
- In addition, graduates of the Meyerhoff Scholarship Program have worked with OIA to develop a fund raising initiative to support this nationally recognized program. OIA is also working individuals from several alumni groups to pilot mentoring initiatives that will help UMBC graduates-- especially women and graduates of color-mentor current UMBC undergraduate and graduate students.
- The ACTiVATE Program is a partnership between the UMBC's business incubator and research park bwtech@umbc, the Alex. Brown Center for Entrepreneurship, the Center for Women and Information Technology, and the UMBC Office of Technology Development. It is a systematic model for increasing the commercialization of technology innovations from research institutions in the State of Maryland by training women entrepreneurs to create technology-based, start-up companies. Currently beginning its 5<sup>th</sup> cohort, ACiVATE has been nationally recognized for exposing talented, mid-career women to concepts of entrepreneurship, and preparing them to lead or launch new companies. To date, the program has trained more than 80 women, and 12 businesses have been launched to date.
- Every October, the Office of Health Education holds activities and events for Breast Cancer Awareness Month.
- Healthy Eating and Living Program (H.E.L.P.) – A program run by the UHS Health Behavior Change Specialist and Health Educator. Weekly meetings are held with informational sessions about nutrition, exercise, stress management, etc. These meetings act as a support group for many alumni, faculty and staff.

#### D. Process for Reporting Campus-Based Hate Crimes

UMBC has established a reporting process for campus-based hate crimes that is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The University will investigate and report hate/bias incidents or crimes as required by applicable laws and regulations.

Anyone who is a victim of or learns of a hate/bias incident should report the incident to any of the following offices on campus: University Police, Office of Student Life, Office of Human Relations or Office of Human Resources.

The University Police conducts an initial investigation and assessment to determine if the matter should be handled by police or another campus office. If the Police determine that the incident does not involve criminal activity, it will contact the appropriate office from those listed above so that the appropriate administrative action, if warranted, can be taken pursuant to existing procedures. The unit responding to the complaint communicates information about the incident promptly to UMBC's Office of the President.

UMBC also has an agreement with the Baltimore County Police Department that outlines the process for the Baltimore County Police Department to report incidents to UMBC's Police Department in situations when the County Police takes reports that involve the UMBC campus.

### III. Diversity Plan Moving Forward

#### A. Strategy

UMBC has embraced a broad definition for diversity in its faculty, staff and student populations. Such vision has been captured in the mission statement of the University and has guided the design and implementation of the many initiatives described in summary form in Section II of this document.

The Diversity Plan for UMBC is grounded on the four overarching commitments identified in the Introduction section and duplicated here for a re-affirmation of the Diversity Plan moving forward.

1. To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community.
2. To provide conditions for personal success.
3. To provide a culture of inclusion and respect.
4. To encourage and support development and advancement.

While impressive and nationally-recognized achievements have resulted from the diversity initiatives in place, improvements are still needed at UMBC in order to fully realize and sustain the campus diversity goals. We will use the following strategy for such improvement efforts:

1. Develop institutional procedures for a system of accountability and responsibility for the Diversity Plan.
2. Implement methods for monitoring current status and progress on the Diversity Plan.
3. Identify areas where improvements are needed and develop recommendations with associated actions to achieve the desired improvement.

Further elaboration on this strategy is provided in the following sections.

B. Accountability/Responsibility

UMBC recognizes that its commitment to diversity will play a critical role in the University accomplishing its strategic objectives. As such, the President will identify an appropriate representative who will, at prescribed intervals, apprise the President of the status of and progress towards the University's diversity initiatives.

A Diversity Council will be established to develop, implement, and monitor appropriate procedures and activities that will ensure that the campus remains respectful and inclusive for all campus members. The President's representative will be a member of the Diversity Council.

In addition, UMBC management and supervisory personnel will be trained in best practices that promote diversity across all functions. They will receive ongoing informal and annual formal Performance Management Process (PMP) feedback regarding their individual diversity efforts.

C. Status and Progress on Diversity Plan

In 2002 UMBC prepared a *Minority Achievement Plan Report* to the University System of Maryland addressing four long-term goals, together with recommendations and associated actions. The goals and action items are as follows:

- **Goal #1:** Recruit and enroll a growing number of underrepresented minority undergraduates and prepare them for success.
  - Prepare an annual report comparing current indicators with baseline data.
  - Increase and enhance partnerships with high schools to align curricula and to improve instruction at the K-12 and higher-education levels.
  - Host teachers, counselors, and administrators from schools with large minority populations.

- Continue college-readiness programs and promote them to the community.
  - Continue marketing and recruitment efforts targeting minority students.
  - Enhance quality and increase number of services provided to transfer students.
  - Continue partnerships and 2+2 programs that connect community colleges and four-year institutions, especially the Historically Black Institutions (HBIs).
  - Analyze the relationship between student financial assistance and persistence.
- **Goal #2:** Increase the retention and graduation rates of underrepresented minority undergraduates.
    - Analyze MHEC's annual report on trends in retention and graduation rates for underrepresented minority undergraduates
    - Communicate the expectations for student performance, leadership, and service.
    - Improve student satisfaction.
    - Support student and faculty scholarship.
    - Provide mentoring to students.
    - Ensure that the curriculum reflects the contributions of diverse groups.
    - Offer bridge programs that provide summer academic enhancement, especially in mathematics and science, to incoming freshmen.
    - Promote full-time enrollment of undergraduate students.
    - Monitor academic performance of underrepresented undergraduate students on an ongoing basis.
    - Offer tutoring programs for undergraduate students.
    - Enhance academic-advising programs.
  - **Goal #3:** Increase the enrollment and graduation rates of underrepresented minority students in graduate and professional-degree programs.
    - Prepare an annual report showing increases in numbers and proportions of underrepresented minority post-baccalaureate students.
    - Implement research-opportunities programs for undergraduate students underrepresented in certain fields for graduate and professional education.
    - Enhance linkages (formal & informal) with a network of doctoral and research institutions to increase the numbers of minorities enrolled in doctoral and other professional degree programs.
    - Provide career-advisement that targets minority students.
    - Provide career-development activities featuring minority role models with advanced degrees.

- Provide graduate and professional school preparation workshops, seminars, and other activities.
- **Goal #4:** Reflect the diversity of Maryland’s demographics in faculty and staff.
  - Analyze USM Data Journal and Maryland demographic data annually to assess achievement of this Goal.
  - Enhance recruitment plans to expand the number of qualified minorities in applicant pools.
  - Expand marketing efforts to reach minority audiences.
  - Conduct workshops, training sessions, and programs that highlight UMBC's commitment to diversity.
  - Support mentoring activities and discussion groups for faculty and staff.
  - Identify reasons for minority faculty and staff attrition.
  - Offer counseling and advice regarding career opportunities, planning, and development.
  - Offer career development opportunities for staff.

The initiatives described in Section II above are clearly reflective of UMBC’s commitment to these long-term goals, and considerable progress has been made in achieving them. To illustrate:

- The percentage of minority undergraduates rose from 37.2% in fall 2002 to 45.4% in fall 2008.
- The percentage of underrepresented minority first-year freshmen rose from 11.3% in fall 2002 to 18.6% in fall 2008.
- The first-year retention rate for African American students rose from 86.6% in fall 2002 to 91.6% in fall 2007.
- The six-year graduation rate for African American students rose from 51.7% for the fall 1996 to 62.4% for the fall 2001 cohort.
- The percentage of minority graduate students increased from 19.2% in fall 2002 to 20.7% in fall 2008.
- The number of Undergraduate Research Awards (approximately \$1,500) awarded to minority students increased from 1 of 17 in spring 2003 to 9 of 44 in spring 2007.
- From 2004 to 2007, attendees at the *ADVANCE Faculty Horizons Program* included more than 100 underrepresented minorities in STEM disciplines, nearly all of whom were women.
- The percentage of minority non-faculty staff members at UMBC has averaged 28.9% over the past five years.

- The number of tenured and tenure-track women faculty members in STEM disciplines has risen from 20 in 1999 to 45 in 2008.
- The percentage of minorities among newly hired tenured and tenure-track faculty has risen from 26.7% in 2002 to 41.2% in 2008; the corresponding percentages for underrepresented minorities are 6.7% and 17.6%.

#### D. Recommendations

The goals of UMBC's Minority Achievement Plan focus, as required by the University System, on the racial and ethnic dimension of diversity, but our current vision of diversity is far more inclusive and incorporates gender, disability, sexual orientation and gender identity, religious affiliation, and other important characteristics. Because we have not systematically gathered information about the needs of faculty, staff and students and the issues that they face in relation to these characteristics, we plan to implement the following actions:

- a) Design and conduct a campus-wide climate survey (including faculty, staff and students).
- b) Analyze the data gathered by the climate survey and utilize the results to plan additional actions aimed at addressing the identified diversity issues. Identify trend data that could be utilized to monitor progress on diversity initiatives.
- c) Establish a Diversity Council to develop, implement, and monitor appropriate diversity-related procedures and activities. The Diversity Council will have a representative from the UMBC President's Office. The Council will meet semi-annually.
- d) Further enhance on-going initiatives by increasing the support for transfer students as UMBC continues to address the Achievement Gap.

This recommendation is advanced under overarching Commitment #1: "To ensure access to educational and employment opportunities for a diverse student, faculty, and staff community."

Fifty percent of UMBC's population is comprised of transfer students. Most are transferring from one of sixteen (16) 2-year schools in Maryland. Students and families choose to begin their education at a two-year school for various reasons including financial, location/convenience (conducive to family and work obligations), and academic support.

The racial/ethnic composition of Maryland's public high school graduating classes will continue to show substantial diversification over

the coming decade and beyond. The state's public high school graduating class is forecast to become "majority-minority" (when minority graduates outnumber White non-Hispanic graduates) in 2010-11. About 61% of Maryland high school graduates who go on to Maryland colleges in the fall attend community colleges.

African American transfer students at UMBC have a six-year graduation rate 10 percentage points lower than White transfer students. It is UMBC's goal to increase the six-year graduation rate of all full-time transfer students to 62% by the entering fall class in 2015. In doing so, UMBC will reduce the difference in graduation rates between African American transfer students and White transfer students to less than five percent. In particular, it is UMBC's goal to increase the African American male transfer six-year graduation rate to at least 50%.

A two-pronged approach will be utilized to achieve this goal. First, we will expand and modify the traditional Introduction to an Honors University (IHU) seminar to serve all incoming transfer students by fall 2010. At UMBC, the IHU seminar has always been open to both freshmen and transfer students. Too few new transfer students, however, take advantage of this optional opportunity. With adequate funding, we will scale up to 49 sections of IHUs so that we may serve all transfer students enrolled at UMBC, and, once we have that capacity, actually require all transfer students to participate in an IHU.

Second, we will develop and provide Supplemental Instruction (SI) in the courses transfer students most often fail in their first semester at UMBC. SI is a highly successful, peer-led, instructional method shown to reduce course failure and increase participant grades, GPAs, and retention. Student SI leaders drawn from the Meyerhoff Scholarship Program will engage students in the learning processes necessary to succeed. SI will be provided in courses where transfer students struggle academically and actually have higher failure rates.

Another important support for transfer students concerns articulation between two and four year programs. This is key to ensure a healthy and productive relationship between two and four year partners. Through well-defined articulation building processes institutions are assured that students are well prepared for the upper level coursework at the four year academy. Further, articulation allows students to move seamlessly from

the 2-year to the 4-year experience without fear of unexpected loss of credit and most importantly, ensures students' timely progression toward degree completion. Currently, UMBC's articulation efforts are coordinated by a campus-wide committee. This approach has not served the institution or its partner schools well in that it is often very slow, confusing and cumbersome. In addition, the current process lacks expertise needed in effectively building clearly defined articulation agreements.

We recommend hiring a Coordinator of Articulation. Among other duties, the Coordinator of Articulation would be responsible for:

- Serving as the university articulation specialist
  - Developing and maintaining college and program articulation agreements
  - Enhancing ease of transfer to UMBC
  - Developing and maintaining relationships with Community College faculty and staff
  - Reviewing, monitoring, and coordinating transfer and articulation processes and agreements.
- e) Further enhance on-going initiatives by providing additional support for increasing the diversity of UMBC's faculty and staff. Concerning faculty hiring, it is UMBC's goal to recruit at least 10 additional faculty members from historically under-represented groups in the next 3 years. As one component of the strategy to achieve this goal, it is recommended that each UMBC department develop a list of promising graduate minority Ph.D. students so they can be invited to apply when an appropriate search begins. A pool of travel funds should be established for current faculty to attend major professional society meetings and identify promising future underrepresented minority faculty candidates.

Concerning enhancement of staff diversity, it is UMBC's goal to recruit specifically an increased number of Hispanic and Asian staff members to its community.

- f) Enhance support for the success of faculty and staff members recruited to UMBC under the various diversity initiatives. Recruitment of diverse faculty and staff members to UMBC, coupled with results of the climate survey recommended in b) above, will illuminate more specific areas of need. The University should anticipate hiring one or two additional staff members to coordinate activities designed to promote access, development, fairness, acceptance, and a culture of inclusion on campus.

#### IV. Additional Resources

The following is a list of links to websites for various ongoing UMBC initiatives where additional information can be obtained about these programs

Southern Regional Education Board (SREB) Dissertation Year Fellowships

<http://www.umbc.edu/gradschool/funding/SREB>

Office of Student Life, Mosaic: Culture and Diversity Center and Interfaith Center

<http://www.umbc.edu/studentlife/diversity/index.php>

PROMISE Alliance

<http://www.umbc.edu/promise/>

ACTiVATE Entrepreneurship Program

<http://www.umbc.edu/activate/>

Faculty Sponsorship Committee

[http://www.umbc.edu/advance/faculty\\_horizons.html](http://www.umbc.edu/advance/faculty_horizons.html)

President's Commission for Women

<http://www.umbc.edu/women/>

Meyerhoff Scholars Program

<http://www.umbc.edu/meyerhoff/index.html>

Center for Women and Information Technology

<http://www.umbc.edu/cwit/>

ADVANCE

<http://www.umbc.edu/advance/>

Women's Center

<http://www.umbc.edu/womenscenter/>

Learning Resources Center

<http://www.umbc.edu/lrc/>

Graduate Student Organizations

<http://www.umbc.edu/studentlife/getinvolved/organizations.php#cat13>

Social Sciences Forum

<http://www.umbc.edu/socsforum/>

Division of Student Affairs

<http://www.umbc.edu/saf/>

Career Services Center

<http://www.careers.umbc.edu/>

## Appendix – Budget

The following table presents the cost estimates for the activities included in the recommendations section III.D.

### Introduction to an Honors University

IHU instructors for 49 sections @ \$1,000 each	\$	49,000
Faculty stipends for 13 linked IHUs @ \$1,000 each	\$	13,000
Stipends for 49 peer mentors @ \$250 each	\$	12,250
Training and support for instructors and peers	\$	11,000
Hybrid and online course development	\$	5,000
Evaluation	\$	10,000
Equipment and supplies	\$	6,000
Administrative support from student workers	\$	4,000
Total	\$	<b>110,250</b>

### Supplemental Instruction

Coordinator salary and benefits (30%)	\$	52,000
Operational expenses (12%)	\$	5,400
Training and support for SI staff and SI leaders	\$	7,000
SI leader payroll* @ \$10 per hour	\$	18,720
Equipment and supplies	\$	5,000
Administrative support from student workers	\$	4,000
Evaluation	\$	10,000
Total:	\$	<b>102,120</b>

\*Start with 4 courses x 3 SI Leaders x 6 hours per week  
x \$10 per hour x 13 weeks x 2 semesters = \$18,720

Coordinator of Articulation salary and benefits (30%) \$ **52,000**

### New URM Faculty Lines

10 positions at average salary of \$72K and benefits (27%)	\$	914,400
Costs for search and outreach @\$4K/search	\$	40,000
Total:	\$	<b>954,400</b>

### Support staff

Two positions, salary and benefits (30%) \$ **104,000**

Grand Total \$ **1,322,770**