

**UMBC
PROGRESS REPORT
ON
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY**



JULY 31, 2020

Summary Statement

UMBC has continued in 2019-20 to implement its 2019 Diversity Plan, including throughout the shift after spring break to online teaching, learning and work due to the coronavirus pandemic, a summer session of classes online, and planning for mostly online and limited in-person classes for fall.

Diversity in Graduate and Undergraduate Enrollment

For both graduate and undergraduate recruitment and enrollment initiatives, COVID 19 has had a serious financial impact on students and their families. Students and families are rethinking their academic plans, considering options and even delaying their education. This changing financial landscape will require not only additional financial resources to support both the recruitment and retention of students but also flexibility in our approach to the delivery of instruction and academic and support services as students and families balance school, work and family.

Diversity in Faculty Hiring

During this pandemic and continuing movement for social justice and equality, UMBC is committed to the recruitment, retention, and advancement of underrepresented minority faculty, who are disproportionately affected by these crises. In light of these circumstances, we are currently evaluating the impact of budgetary constraints on our ability to hire more faculty. Notwithstanding these challenges, faculty diversity and inclusive excellence remains a guiding principle of our institution. Consequently, we have prioritized faculty hiring through our Postdoctoral Fellowship for Faculty Diversity program for the coming academic year.

Diversity in Student Affairs and Services

The Division of Student Affairs has been careful to take into consideration the various ways students are being impacted by COVID-19, ongoing racial unrest in our country, and the dramatic changes in employment and income across the nation. Along with health, sense of belonging, and safety, exploring access, equity, and inclusion remain at the forefront of our decision making.

New Office of Equity and Inclusion

UMBC's newly established Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence and equity. OEI has primary responsibility for managing UMBC's efforts related to Title IX and other civil rights issues. The office ensures compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, informal resolution, education, training, outreach and engagement.

Since its inception, OEI has been focused on building infrastructure and establishing community relationships while continuing to provide services to community members concerned about or affected by discriminatory harassment and sexual misconduct.

In recent months, OEI officially launched a new online reporting form for sexual misconduct and/or discrimination which permits anonymous reporting by students, faculty, and staff. With thoughtful development already in progress, the online reporting platform will also support efficient and effective case management of all concerns reported to OEI regardless of how issues are brought to OEI's

attention. This form will be used to report conduct that is prohibited under the UMBC Sexual Misconduct (Title IX) Policy or the Anti-Discrimination Policy. These policies cover actions by UMBC students, employees, faculty, staff, interns, contractors, volunteers and visitors including:

- Discrimination or Harassment on the basis of race, creed, color, religion, sex, gender, pregnancy, age, gender identity or expression, ancestry or national origin, citizenship status, veterans status, marital status, sexual orientation, physical or mental disability or genetic information with respect to educational programs or with respect to terms and conditions of employment
- Hate/ Bias incidents
- Sexual and Gender Based Harassment, Sexual Assault, Sexual Coercion, Sexual Exploitation, Sexual Intimidation, Interpersonal Violence, Relationship Violence, Domestic Violence, Stalking, Cyber Harassment or Cyber Stalking
- Retaliation for reporting or participating in the investigation of any of the issues above

Nearly all students, faculty, and staff have completed the mandatory online and/or in-person training related to sexual misconduct in the last year. OEI is beginning to assess needs and plan programming for online and eventual live trainings intended to enhance prevention and education initiatives related to various forms of discrimination and bias, as well as continued initiatives to strengthen primary prevention and secondary education on sexual misconduct.

OEI has also initiated efforts to establish an independent internet presence. Content for the new office's website <https://oei.umbc.edu/> is being added as it is developed and ready for roll out. Currently viewers can find current policies, the online report form link, resource and referral information for on and off campus support services, and information regarding student rights and responsibilities. The site will ultimately house updated policies and procedures, and comprehensive resource lists developed with attention to identity-specific needs.

Diversification of Faculty and Staff

Faculty

UMBC STRIDE Committee

UMBC STRIDE is an impactful intervention to increase our faculty diversity. Launched in 2015, STRIDE uses peer education to bridge the gap between macro-level faculty diversity recruitment policies and expectations (institutional and college) and micro-level practices within the departments and programs that conduct faculty searches. STRIDE consists of six highly respected faculty fellows, who are not scholarly experts in the area of diversity and inclusive excellence, rather each has a demonstrated commitment to these principles. To disrupt the disproportionate service burden of diversity work on faculty of color, fellows mostly from majority groups. This structure signals that improving diversity and inclusion is a shared responsibility. Compared with other STRIDE models (i.e., the University of Michigan), UMBC STRIDE emphasizes education around tangible actions search committees can implement to improve diversity and inclusion in faculty recruitment.

STRIDE engages in two main activities: campus-wide focused conversations and search committee

consultations. There are six campus-wide focused conversations over the course of the recruitment and hiring cycle, 1) Developing an Effective Diversity Hiring Recruitment Plan (May/September), 2) Creating Shared Evaluation Criteria (October), 3) Best Practices for Inclusive Excellence in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February), 5) Best Practices for Inclusive Faculty Mentoring (March), and 6) Best Practices for Welcoming New Faculty (April). During conversations, STRIDE facilitates activities around specific problems and scenarios, encourages discussion, reaction, and personal experience sharing, strategizes how to resolve problems, and collectively develops solutions, and new approaches that can be implemented in search processes. STRIDE also provides consultations with search committees at the request of a department or search that target specific aspects of the search. Depending on the search committee's needs, STRIDE fellows might help improve an active recruitment plan, provide feedback on inclusive language in job advertisements, develop shared evaluation criteria, implement practices to reduce implicit bias during application review, and/or design inclusive interview protocols and processes.

STRIDE's impact on diversity and inclusion in faculty recruitment at UMBC is remarkable. After 5 years, STRIDE is involved in all faculty searches and colleges and committees proactively reach out to STRIDE for advice and counsel. The STRIDE intervention has succeeded in normalizing conversations around faculty diversity recruitment and actually changing search practices and behaviors. Thus, STRIDE has bridged the gap between departmental practices and institutional/college policies. We have also seen an increase in the diversity of our applicant and interview pools, and ultimately our hires. In our most recent faculty recruitment cycle, we welcomed 14 new URM tenure-track faculty (44%) Beyond faculty, STRIDE has also influenced UMBC to think about diversity and inclusion in staff hiring.

Staff

Promoting Diversity in Hiring

UMBC had an increase from 2018 to 2019 in the percentage of applications and ultimately the number of individuals hired for positions for the following categories: minority races, Hispanic ethnicity, identifying as having a disability, and identifying as a protected veteran.

This increase cannot be linked directly to any one individual action.

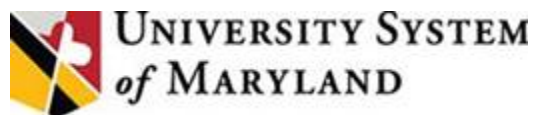
The PageUp recruitment and hiring system has assisted in promoting UMBC values of diversity and inclusion in the hiring process. In addition, other efforts in the UMBC community and even UMBC branding may have contributed to our increase in hiring a diverse workforce.

Items and actions that assisted in these goals include:

1. A diversity report is available for each position in PageUp showing the demographics of the applicant pool for the position. The report shows gender, race/ethnicity, disability status and veterans' status. The Search Chair or Hiring Manager can view the diversity of the pool at the various stages of recruitment (initial application, search committee review, phone screen, in-person interview). Hiring Managers and Search Chairs are instructed on how to access and use the report in both group and individual trainings as well as instructions available online.
2. A disability accommodation statement was added to all staff and Library faculty job postings using the PageUp system. This statement helps promote our commitment to hiring individuals with disabilities.

If you require a reasonable accommodation for a disability for any part of the employment process, please contact the Human Resources Department at 410-455-2337 or MD TTY Relay Service 1-800-735-2258 between 8:30 a.m. and 4:00 p.m. Monday through Friday.

3. An Advertising Sourcing report is available for each position in PageUp showing the source from which the applicant located the posting/ad. The data assists the hiring departments in determining which sources are effective and most beneficial in posting future positions.
4. There was a 53 percent increase in the number of advertising sources used in 2019 over 2018. Applicants were not only learning of our positions from job posting sites but also from general UMBC branding (TV commercials and radio ads) and social media. Our top three sources are the UMBC website, higheredjobs.com and Indeed.
5. The PageUp application process does not require applicants to select a title or prefix. This item is optional. In addition, all demographic questions have the option of choosing not to self-disclose. This assists applicants that choose not to identify as either male or female.
6. The Division of Student Affairs implemented an Inclusive Excellence Hiring Toolkit and training to assist hiring department in determining their needs, combatting implicit bias in hiring and promoting inclusive excellence. This initiative was implemented in Fall 2019. Training was offered to other areas of campus in addition to departments under the Division of Student Affairs.



2019-2020
Institutional Programs of Cultural Diversity Annual Progress Report

Institution: University of Maryland, Baltimore County

Date Submitted: 07/31/2020

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Section I: Progress Report

UMBC’s plan to improve cultural diversity, as well as its broad diversity goals and strategies, are outlined in its new 2019 Diversity Plan, and submitted with this report. As a historically-diverse institution UMBC supports enhanced diversity both through pursuit of explicit diversity goals and through the ongoing business of the University (e.g., support of transfer students). The pages that follow delineate the granular level programs and metrics supporting diversity at UMBC.

Table 1: Reporting of Goals

<p>USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty. UMBC Goal 1 (from 2019 Diversity Plan): To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff and community. UMBC Goal 2 (from 2019 Diversity Plan): To encourage and support individual development and advancement.</p>			
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Enrollment Management: Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled</p>	<p>Attendance for the Spring 2019 event: 22 students; 50 total guests</p>	<p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>
<p>Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.</p>	<p>*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled</p>	<p>Attendance for the Spring 2019 event: 100 students; 292 total guests</p>	<p>Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.</p>
<p>UMBC Superintendent's/CEO Awards: For students attending public schools in Maryland particularly in systems with underrepresented populations (ethnic and socio-economic) including Baltimore City and Prince George’s County.</p>	<p>Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.</p>	<p>For Fall 2019, 1 student in Baltimore City and 5 students in PG County qualified for a CEO award. 116 admitted freshmen from Baltimore City and 228 from Prince George’s County were offered merit awards ranging from \$1,000 to \$15,000 for each of four years of study. Of these, 31 students from Baltimore City and 58 from Prince George’s County accepted, compared to 41 and 54 respectively for Fall 2018. It should be noted that in Fall 2019, UMBC enrolled a smaller freshman cohort overall so the yield on Baltimore City and Prince George’s County merit scholars is reflective of the overall yield.</p>	<p>Additional outreach to the Superintendents/CEO’s is needed to better identify qualified students who would benefit from the award.</p>

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<p><u>Enrollment Management contd...</u> UMBC Partnership with Raise.me (a micro-scholarship initiative) - Targets public school students in systems with under-represented populations (ethnic and socio- economic) including Baltimore City and other urban districts.</p>	<p>Number of students who identify UMBC as a school of interest. Number of students who apply to UMBC, Number of students who are admitted to UMBC Number of students who were awarded merit scholarships.</p>	<p>For Fall 2020, 9,024 students indicated interest in UMBC. Of those, 778 applied for admission, 489 were admitted and 266 were offered a scholarship. For Fall 2019 entering class, 8,011 students indicated interest in UMBC. Of those, 1,224 applied for admission, 872 were admitted and 510 were offered a scholarship.</p>	<p>Deepen the analysis to identify groups which make up these pools of students to identify how many under-represented students are accessing the tool and are ultimately admitted to UMBC.</p>
<p>Financial Aid Outreach with Building Steps which serves first generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM fields.</p>	<p>Number of workshop attendees Number of workshop attendees completing the FAFSA during the workshop.</p>	<p>The most recent workshop was held in October 2019 for the 2020-21 application year. Twenty students and their families attended the event (a total of 48 attendees). All twenty students successfully completed and submitted the FAFSA.</p>	<p>The OFAS will continue to partner with Building Steps to provide needed assistance to guide these families through the financial aid application process.</p>
<p><u>Faculty Diversity and Faculty Development Center - STRIDE</u></p>	<p>STRIDE offers campus-wide focused conversations, targeted search committee consultations, and provides advice and counsel to the Colleges. STRIDE regularly reports to the URM Executive Committee about their activities. STRIDE collects evaluations from Focused Conversations and the Director of STRIDE conducts a pre-consultation with departments/committees prior to consultations and then follows up with search committee chair or department chair after consultations for feedback and additional needs.</p>	<p>In Summer 2019, STRIDE welcomed three new fellows to account for the planned attrition of three inaugural fellows. This new STRIDE Committee for the first time has a member from the Arts. STRIDE continues to have representation from all three colleges. STRIDE has met with the URM Executive Committee and the Black Faculty Committee to discuss progress, areas for improvement, and needs.</p> <p>In AY 19-20, STRIDE offered the following workshops from our Recruitment Series: 1) Developing and Effective Diversity Hiring Recruitment Plan (September/May), 2) Developing Shared Evaluation Criteria (October 3) Best Practices for Inclusive Excellence in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February). Since August 2019, STRIDE has facilitated 13 consultations to search committees and departments across the university.</p> <p>STRIDE has engaged with all UMBC searches whether at a campus-wide focused conversation or through a search committee consultation. STRIDE has been particularly successful in expanding its work in the College of Engineering and Information Technology in partnership with the Deans Office and has consulted with all their searches. More searches are incorporating engagement with STRIDE into their Diversity Hiring Recruitment Plans. Deans Offices and Departments are proactively reaching out to STRIDE for advice related to their searches.</p>	<p>Ensure that STRIDE fellows receive continuous educational training. Provide newer members with additional support and education around literature on diversity and inclusion to prepare them to lead STRIDE activities. Meet with members of UMBC's Community Based Faculty groups annually to receive peer feedback on STRIDE's work. Strengthen our retention efforts particularly around providing department chairs with support and advice for inclusive mentoring of faculty. Plan for attrition of STRIDE fellows.</p>

Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
<p>Faculty Diversity and Faculty Development Center contd.. Interfolio Faculty Search</p>	<p>The Office of the Provost, in partnership with the offices of the collegiate deans, use Interfolio data to monitor the diversity of the applicant pool for all faculty searches at the application close date, long list, short list, interview, and offer stage. Interfolio Faculty Search provides us with real-time analytics to make immediate adjustments to a faculty search (i.e., requiring a committee to recruit additional applicants, expanding long, short, and interview lists).</p> <p>Review of the data annually by the URM Executive Committee and ADVANCE Executive Committee. Longitudinal analyses of diversity of UMBC's applicant, interview, and hires since 2014 disaggregated by College to identify progress and areas for improvement.</p>	<p>Based on Interfolio report data, deans have made such adjustments to faculty search as requiring a committee to recruit additional applicants, considering more applicants on the long short, and interview lists. The data from Interfolio combined with UMBC's search expectations have allowed committees to avoid ranking finalists and instead focus on the criteria and select the best candidate.</p> <p>Interfolio: Faculty Search in tandem with our other diversity interventions (STRIDE, Postdoctoral Fellowship) has allowed us to document a statistical increase in the diversity of our applicant, interview, and hires.</p>	<p>Working with Human Resources and Interfolio to further streamline our use of Interfolio: Faculty Search for data reporting. Working in partnership with the Deans to ensure that Provost Office faculty search and reporting expectations are communicated to each department and search.</p>
<p>Postdoctoral Fellowship for Faculty Diversity</p>	<p>Conversion of postdocs from Cohort V into tenure track positions.</p> <p>Recruitment of Cohort VI in Fall 2020.</p> <p>Participation of College of Engineering and Technology and the successful piloting of an Arts analog to the fellowship in Cohort VI. URM Executive Committee oversight of the program and engagement with the College of Arts, Humanities, and Social Sciences and host Departments.</p>	<p>Successfully recruited three new fellows for Cohort V. One fellow from Cohort V has been successfully converted to Assistant Professor with the appointment beginning in Fall 2020.</p> <p>Provided Postdoc On-Boarding Training to mentors, department chairs, administrative support staff, and fellows. Clearly delineated roles, responsibilities, and expectations for all individuals involved in fellowship. Continuous assessment of fellows' progress through templated Faculty Development Plans at the beginning of each semester and End-of-Semester Progress reports for both the fellow and mentors.</p> <p>Based on lessons learned and assessing Cohort I through V, the URM Executive Committee, Provost Office, and the Deans Office have revised our selection process and timelines for Cohort VI to ensure that we can make offers to finalists by January 2021 instead of the previous March award period.</p>	<p>Development of separate criteria for Arts analog program. The Provost Office and College of Engineering and Information Technology are developing a recruitment strategy for Cohort VI and identifying opportunities for additional College support for hired fellows. Creating a shared online resource for UMBC departments of materials related to the fellowship program. Incorporation of appropriate research centers into on-campus interviews for finalists in Cohort VI process. Continuously monitoring progress of current fellows and providing feedback to mentors and fellows where appropriate.</p>

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<p><u>Faculty Diversity and Faculty Development Center contd.</u> Pilot of CNMS Natural Sciences Pre-professoriate fellowship</p>	<p>Recruitment of three new Pre-professoriate fellows to begin in August 2020 in Biological Sciences. Continued support for current fellows in Chemistry and Biochemistry and Physics.</p>	<p>Physics and Chemistry and Biochemistry successfully hired a fellow into their departments. Three of four academic departments in the College of Natural and Mathematical Sciences are now participating in the program. The current searches for fellows in Biological Sciences have worked with STRIDE to develop their recruitment process.</p>	<p>Continue diversity outreach efforts and assessing the applicants' pool via Interfolio; Faculty Search. Continue monitoring on-boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress. Work with STRIDE to improve the process as needed.</p>
<p>On-Ramps to Full Professor</p>	<p>Tracking the progress of the original 8 women in STEM Associate Professors in the NSF funded 2013-2015 On-Ramps to Full Professor Program by requesting updated CVs annually.</p> <p>Launching Phase II of On-Ramps to Full Professor, which applies to model to support the progression to full for women of color associate professor in UMBC's College of Arts, Humanities, and Social Sciences. Using their research acceleration plan, awardees evaluate their progress in a mid-year report and end-of-year report. At the end of the program department chairs also submit a progress assessment for each participant</p> <p>The Provost Office will assess the entire program as it did after Phase I for potential program expansion.</p> <p>As part of institutionalization efforts, On-Ramps II provides campus-wide research acceleration workshops for all associate professors.</p>	<p>Two women from On Ramps I have achieved full and one is now also a department chair.</p> <p>In AY 19-20, four women of color in rank 6-10 years received individualized awards. Applicants submitted a research acceleration plan (with goals, timelines, and benchmarks for measuring success), a current C.V. and letter of support from their chair.</p> <p>Awards average \$20,000 and support their research in the form of graduate assistant support, travel funds, course releases, additional research funds, and the services of a research writing coach.</p> <p>The mid-year reports (December 2019) from On-Ramps Cohort II indicate that the awardees are making intentional progress on their research acceleration plans. Campus-wide, the On-Ramps program provided two publishing workshops for associate professors on journals and books in Fall 2019. In January 2020, the Office of the Provost also funded a one-day seminar on <i>Write Winning Grant Proposals</i> facilitated by Grant Writers Seminars and Workshops. In February 2020 the Provost Office hosted its annual Faculty ADVANCEment Workshop on Promotion to Full.</p>	<p>Ensuring communication and involvement of the department chairs in the awardees progress. Monitoring the service obligations of those participating in the cohort program. Working with the Colleges and Research Centers to develop more local and individualized support around grant writing. Analyzing the progress of Cohort II to determine how UMBC can expand the program.</p>

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Graduate School - Recruitment: Summer Horizons Program— co-sponsored by the Graduate School at UMBC; USM PROMISE: Maryland’s AGEP; the USM Louis Stokes Alliance for Minority Participation (LSAMP), and the Meyerhoff Graduate Fellows Program.	We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered. Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.	Underrepresented Minority Students = 68% (not including the 14% who identified as “other”); 32% of the participants had not received any information on preparing for graduate school prior to attending the Summer Horizons program. 88% reported learning something new about the application process;	We want to be sure that we are reaching all underrepresented undergraduate students and get more participation from schools outside of UMBC. Most participants learned about the program through their summer research/internship programs, faculty, or university staff members
Summer Success Institute Postdoc Recruiting Day: UMBC hosted the AGEP PROMISE Academy Alliance (APAA), a USM collaborative project to diversify faculty through postdoctoral hiring, Postdoc Preview Day. This event was in anticipation of position openings for APAA postdoctoral fellows at the schools in the Alliance: UMBC, UMD, Salisbury University, Towson University and UMB.	Evaluations were completed after the event to determine the benefit of the event, the likelihood of the scholar applying to be a part of the AGEP PROMISE Academy Appliance Fellowship program.	8 postdocs attended, 87.5% of which were underrepresented minorities. 86% of participants found sessions “very useful” or “extremely useful” and 75% said they were “very likely” or “extremely likely” to apply to APAA fellow positions.	
PROMISE Engineering Institute (PEI): As part of faculty diversity recruitment efforts, UMBC (COEIT) leads a new grant with MSU, UMCP, and JHU, to expedite the career preparation of graduate students and postdoctoral fellows so that they can be considered for tenure-track faculty positions. This is a NEW * discipline-specific* effort.	PEI was in the process of moving, with the PI, to UC Davis during much of 2019. As part of the transition process the contract with the external evaluator was terminated and most activities were place on hold.	We had 6 underrepresented minority students attend National Society of Black Engineers meeting, SREB, attending seminars on becoming faculty, networking, etc. In addition, we had a panel of distinguished engineering faculty at the Summer Success Institute. 100% of participants agreed or strongly agreed (in an evaluation) that this session was helpful.	
HR Continue outreach to campus search committees	Monitor diversity of search committees and in- person charge to campus search committees focused on talent acquisition and retention	Ensure members of search committees are aware of campus mission of recruiting and retaining a diverse workforce	Training provided by HR staff and recommended webinars
Women’s Center - Returning Women Students Scholars + Affiliates Program	Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins. Exit Survey for Scholars.	\$79,507 in scholarships awarded in FY19; 24 scholars + 3 affiliates are part of program. Returning Women Student Scholars + Affiliates retention from Fall 2018 to Spring 2019 is 87% while other UMBC undergraduate women students 25 years and older returned at an overall rate of 70%. Returning Women Student Scholars + Affiliates exit survey, 85% of those who participated agreed or strongly agreed that their time as a scholar or affiliate provided practice or skill acquirement in professionalism, critical thinking, leadership, and teamwork. When promoted to identify something specific that was gained as a result of their time as a Returning Women Student Scholar or Affiliate, a	More robust programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program to include providing more effective virtual programming and connection. Limited staffing impacts further success of this program.

		theme in responses included belonging, support, and confidence	
Share campus-wide and program-specific efforts designed to recruit and retain traditionally underrepresented students, staff and faculty.	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved/Indicators of Success	Areas where continuous improvement is needed
Women's Center contd... 1-1 Support for Students, Faculty and staff related to sexual violence, relationship violence, stalking, race/racism, LGBTQ issues, pregnancy, mental health, food insecurity (the Women's Center is a Retriever Essential food pick-up location) etc.	Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.	In FY20 (through 3/27/20) staff have recorded at total of 188 1-1 conversations with students, faculty and staff for a total of 130 hours: 70 1-1 conversations with students and F/S related to sexual misconduct (to include 23 reports to Title IX); 22 1-1 conversations with students/faculty/staff related to mental health; 14 1-1 conversations with students/staff/faculty related to LGBTQ issues.	Increase continued awareness about this critical Women's Center service; increase staffing in order to also meet the increase in numbers.
Meyerhoff Scholars Program - During the AY 2019-2020, there were a total of 6 staff and 245 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	245 students enrolled for the 2019-2020 academic year, 78% are underrepresented racial and ethnic minorities (African American and Hispanic/Latino).	
Maintain high GPA and Retention rates in STEM.	Retention Rate since the inception of the Meyerhoff Program 1989 Average GPA of Current Meyerhoff Scholars.	Historical Retention Rate – 88% (84% URM) Average GPA – 3.51 (3.43 URM)	Maintain high expectations and guidance with staff and peer advising.
Graduating students for the academic year 2018-2019 placement.	Number of Graduates Number of Graduates placed in Graduate and Professional Degree Programs	Graduates – 44 Placement into Graduate and Professional Programs – 36 (82%) (66% URM)	Work with Graduate schools to provide access to our scholars.
CWIT: Increase the participation and success of female and URM undergraduates in engineering and information technology.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 68% and for Cyber Scholars is 93%.	Recruitment and selection processes are under review to incorporate best practices to yield more URM scholars accepting our offers.
We have secured a NSF grant aimed at increasing the diversity in COEIT majors by supporting transfer students from Maryland community colleges. It supports the T-SITE Scholars program.	Demographics of incoming cohorts, GPA, graduation rate	Incoming fall 2019 CWIT scholar cohort (19 students) was 100% female and 23% URM. Incoming fall 2019 Cyber Scholar cohort (14 students) was 57% female and 42% URM. Overall GPA of current CWIT Scholars is 3.34 and of current Cyber Scholars is 3.64. Overall 6-year graduation rate for CWIT Scholars is 89% and for Cyber Scholars (who are chosen as freshmen) is 100%.	Recruitment processes are under review to incorporate best practices to increase the number of eligible applicants.
We conduct two events each year, Cyber 101 and Bits & Bytes, aimed at high school girls thinking of studying technology, with the goal of reinforcing that interest and recruiting them to UMBC and CWIT.	Demographics and numbers of participants	This year, Bits & Bytes served 22 girls, 13 of whom (59%) were from under-represented minorities. Cyber 101 served 25 girls, about 40% of which were from under-represented minorities.	We continually assess and improve the effectiveness of these outreach programs.

Table 2

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus. **UMBC Goal 3 (from 2019 Diversity Plan):** To provide conditions for personal success. **UMBC Goal 4 (from 2019 Diversity Plan):** To provide a culture of safety, inclusion and respect

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p>Graduate School--The Summer Success Institute, increase significantly the number of domestic students receiving doctoral degrees in the sciences, technology, engineering, and mathematics (STEM), with special emphasis on those population groups underrepresented in these fields (i.e., African-Americans, Hispanics, American Indians, Alaska Natives, Native Hawaiians or other Pacific Islanders). sponsored by PROMISE: Maryland's AGEP, intended to</p>	<p>Two days of programming in August, including activities connected to Dissertation House and the Bridging conference co-hosted with the USM LSAMP group. We ask questions during registration process and have evaluations for select sessions during event. The 2019 SSI workshops focused on "Living your best life" as an academic, work-life balance, bringing your full self to the table, and career advancement in addition to networking and panel events.</p>	<p>In 2019, 112 participants attended, 88% of which were underrepresented minority. Of those that did the post-event survey, 80-93% felt sessions were "very" or "extremely" useful. 87% stated that the program provides them with a stronger sense of identity as a scholar. SSI invests in bringing "Mentors-in-Residence" to the event – these are faculty and leaders of color who are already role models in their respective fields.</p>	<p>Providing professional development programming that isn't covered by labs or other university entities is a top priority for organizers of SSI. SSI works to improve visibility of faculty of color in STEM professoriate, hopefully convincing more scholars of color to consider faculty careers.</p>
<p>Human Resources Race in the Workplace, 2/19/19 Part I</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Understanding and building empathy for the social conditioning that has led to not talking about race; Uncovering the benefits of having proactive discussions personally, professionally, and in the workplace; a three-prong approach is used to dissect this conversation into its component parts and understand each version of the conversation. This session is open to all UMBC faculty and staff.</p>	<p>61% rated their knowledge, skills, and abilities in this area to have increased as a result of this program; a combined 80% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: comfort and skill in approaching challenging conversations; understanding systemic racism and its pervasiveness in our culture; ability to share personal experiences with each other and enhance understanding of different perspectives; a balanced perspective on the topic and helping different groups understand each other.</p>	<p>Overall marks for this program were high. The following suggestions for improvement were made: Increase opportunities for engagement with peers and deeper discussion on the topic; increase time for these sessions to allow for more experiential activities; be mindful of multiple generations and their unique experiences; include other POC group perspectives in the mix (beyond a conversation of black and white).</p>

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<p>Human Resources contd... 3/11/19 Race in the Workplace Part II</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Recognize the actions that they can take to approach this topic in a more productive way; Make personal commitments to increase trust and build relationships. This session is open to all UMBC faculty and staff.</p>	<p>A combined 87% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 87% rated the course content as Excellent or Above Average; A combined 88% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: addressing subtle and not so subtle forms of racism when it happens; increasing empathy for differing experiences/perspectives of others; initiating intentional conversations about race and inclusion with colleagues, especially white colleagues.</p>	<p>Overall marks for this program were high. The following suggestions for improvement were made: Increase visibility of this topic/workshop for leaders and others on campus and encourage broader attendance; either fold in or create a separate course for other people of color/identities (Latino, LGBTQ).</p>
<p>Intercultural Development (HR Diversity Learning Track; 3/4/2019)</p>	<p>Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural differences. Participants received a detailed profile of their IDI results and had an opportunity to discuss these within the context of inclusive excellence at UMBC.</p>	<p>A combined 94% of participants rated the course as Excellent or Above Average in increasing their knowledge, skills, and abilities in this topic area; a combined 82% rated the course content as Excellent or Above Average; A combined 100% found the instructor either Excellent or Highly Effective. Qualitative responses indicated the following positive indicators of participant learning in the domains of: awareness in speaking to and working with members of different cultures; empathy for the experiences of members of other cultures in learning new language, navigating our culture, etc.; increased curiosity about cultural customs, traditions, and behavior.</p>	<p>Overall marks for this program were high. The following suggestions for improvement were made: Less instruction and more time for personalized application and discussion; time to debrief the IDI results prior to the workshop and create a personalized plan in the session</p>
<p><u>Student Affairs (Career Center)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: 1. Collaborating with International Education Services to host an International Student Career Conference.</p>	<p>Student Attendance. Post-participation survey measured: Satisfaction</p>	<p>60 students attended the Spring 2020 conference compared to 56 in spring 2019.</p>	<p>Continue to increase student participation.</p>

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><u>Student Affairs (Campus Life)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: Implementing several SafeZone LGBTQ+ Allyship Development Workshops throughout the year. This workshop is designed to help students, alumni, staff, and faculty to create a more welcoming, affirmative atmosphere for LGBTQ+ members of the UMBC community.</p>	<p>Use participant post workshop evaluations that include Likert scale and open-ended questions. A pre and post-test is also implemented to measure knowledge retention of SafeZone content.</p>	<p>Participants reported that the training offered a safe, yet critical place to learn. Allowed participants to explore the nuances between sex, gender, gender identity, gender expression, sexual orientation and romantic orientation.</p>	<p>Implementing a strategy to motivate departments, offices, and campus organizations to encourage their students, alum, staff, and faculty to take this day-long training. We will also develop a more cohesive tracking process to ensure we are capture the number of faculty, staff and students who participate in this training.</p>
<p><u>Student Affairs (Campus Life)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: Hosting annual RESPECT Talk with Dr. Maura Cullen during Welcome Week. Dr. Cullen’s talk reinforces the UMBC value of inclusive excellence and helps students think about creating inclusive cultures.</p>	<p>-Number of students who attended the event -Welcome Week post survey</p>	<p>-A total of 917 students attended. -85% of participants reported that Welcome Week events, inclusive of Respect Talk, resulted in understanding UMBC community standards and expected behavior. -76% of participants reported that after attending Welcome Week Events, inclusive of Respect Talk, they can articulate the importance of inclusive excellence at UMBC.</p>	<p>-An increase in the number of student attendees and participants. Ongoing development and metrics for student learning outcomes.</p>
<p><u>Student Affairs (Res Life)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: Holding several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Microaggressions training, Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).</p>	<p>- Professional staff data from evaluation - Use participant pre and post training evaluations to indicate participants level of understand before and after trainings to measure effectiveness</p>	<p>-20 professional staff members completed evaluation. 100% indicated that they agreed microaggressions training gave them a better understanding of what microaggressions are and heightened their understanding of the impact of microaggressions. 100% could define microaggressions, explain the importance of understanding how microaggressions impact colleagues/self, and could list a commitment to continuing the dialogue.</p>	<p>Ongoing development around metrics and evaluations process for training.</p>
<p><u>Student Affairs (Center for Democracy and Civic Life)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: Implementing annual STRIVE Leadership for Social Impact Retreat (a 5-day immersive experience in which students explore leadership through the lens of social justice, equity, and inclusion)</p>	<p>Participants complete evaluation forms at the conclusion of the program in which they report the extent to which they have gained new insights about diversity, equity, and inclusion, and have gained new insights about how to communicate with people with identities, experiences, and perspectives different from their own. Participants also respond to open-ended questions about their learning and growth.</p>	<p>2020 participants’ mean response on a scale from 1 (strongly disagree) to 5 (strongly agree): “I have gained new insights about diversity, equality, and inclusion.” = 4.67 “I have gained new insights about how to communicate with people with identities, experiences, and perspectives different than mine.” = 4.57</p>	<p>We are adding an interview component to our program assessment. We also continually update the program based on new insights about civic learning and democratic engagement.</p>

<p>Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including:</p> <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	<p>Metrics to measure how progress of each initiative is being evaluated</p>	<p>Data to demonstrate where progress has been achieved /indicators of success</p>	<p>Areas where continuous improvement is needed</p>
<p><u>Student Affairs (Interact Dialogue)</u> Creating positive interactions and cultural awareness among students, faculty, and staff by: Expanding the Interact Dialogue program. Interact is a 5 week session focused on foundational dialogue skills, cultural storytelling and critical self-reflection.</p>	<p>-Extensive pre and post survey process, including focus group. -Scanned UMBC card at every session to track attendance. -Held ongoing check-ins and facilitator logs with peer facilitators to provide ongoing support.</p>	<p>-Expanded participation from 36 participants in 2018 to 160 participants in 2019 -Based on post-survey data, 79% respondents strongly agreed that the program made them more inclusive leaders, 81% strongly agreed that the program has made them more engaged community members, and 74% found the program to be extremely effective in dialoguing across difference.</p>	<p>-Exploring expansion beyond first year residence hall participants.</p>
<p><u>Women's Center</u> One-time events on variety of issues related to diversity and cultural awareness (e.g. Women of Color Reception, Brave Space Forums, Take Back the Night, etc.)</p>	<p>Event surveys/assessment; Attendance uploaded to myUMBC participant data in order to access better data about students using these programs.</p>	<p>Rebranding of Brave Space Forums and a theme of Deconstructing Womanhood produced a massive turnout for fall. Reception has been extremely positive with 100% positive responses to the evaluation question: "As a result of this roundtable, I believe that I can engage in a conversation about why this is a social justice issue." Nearly all of the respondents (n=64; 93.75%) felt that as a result of TBTN 2019, they felt more comfortable in supporting a friend who has experienced sexual assault. 87.5% of respondents reported having a better understanding about sexual assault and 76.6% reported having a better understanding of affirmative consent. (TBTN 2020 cancelled)</p>	<p>Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates COVID-19 resulted in several large events and programs to be cancelled.</p>
<p><u>Women's Center</u> - On-going identity-based discussion-based programs: Women of Color Collective; Between Women (for LGBTQ-identified women); Spectrum (for transgender and gender non-binary students); Women in STEM; and We Believe You (for survivors of sexual violence); Returning Women Students programming.</p>	<p>Attendance and observation rubrics completed by group facilitators; Attendance for Between Women, Spectrum and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs. End of year survey for We Believe You and Returning Women Students</p>	<p>Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Spectrum moved from once a month events/program to bi-weekly discussion group. FY20: 43% of WoCC participants went to more than one meeting FY20: 60% of BW participants went to more than one meeting</p>	<p>Attendance at some of these discussion-based programs vary and are often inconsistent and may benefit from more formal assessment to help re-shape or brand this programming; At peek times during the semester We Believe You is oversubscribed making facilitation difficult.</p>

Share efforts designed to create positive interactions and cultural awareness among students, faculty, and staff including: <ul style="list-style-type: none"> • faculty and staff cultural training programs; • Curricular initiatives that promote cultural diversity in the classroom, and • Co-curricular programming for students. 	Metrics to measure how progress of each initiative is being evaluated	Data to demonstrate where progress has been achieved /indicators of success	Areas where continuous improvement is needed
<p><u>Women's Center contd...</u> Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence/Title IX and workshops related to micro aggressions (with a focus on gender)</p>	Workshop surveys Supporting Survivor workshop and micro aggressions is a pre/post survey	FY20: 16% increase in confidence creating a survivor-responsive campus and 22% increase in sense of confidence in preparedness to support a survivor for Supporting Survivors FY20: 100% participants learned at least 1 strategy for responding to microaggressions 89% they definitely understood the meaning of a microaggression in post-test survey compared to 5% in pre-test for microaggressions workshop.	Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; Finding balance between offering individualized 1-1 support and having bandwidth to provide workshops COVID-19 resulted in several large events and programs to be cancelled.

Item 3:

USM Goal 3: Provide a statement regarding the process for the reporting of hate-based crimes as consistent with federal requirements under Clery, **UMBC Goal 3 (from 2019 Diversity Plan):** To provide a culture of safety, inclusion and respect.

The UMBC Police have specific protocols and policies for reporting and response to hate crimes on Campus. Individuals or groups who are a victim of a hate crime can report this by calling UMBC Police or by emailing us through our website. In addition, victims can report to a variety of offices on Campus, including Student Judicial Programs, Title IX Office, Student Disability Services, and Residential Life. Once UMBC Police receive report of hate crime officers must follow specific response policy that outlines mandated steps, including notification and engagement of UMBC Police Command Staff, crime scene processing, witness canvassing, written statements, removal of any offensive language or symbols, and victim support. All hate crimes assigned to a UMBC Detective for high priority follow up. Lastly a mass email notification is sent to the community notifying them of the incident.

DIVERSITY PLAN

UMBC

APRIL 2019

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 and for the quality of the academic and campus community. Founded in 1966, UMBC is a selective, historically-diverse, public research university with a total student enrollment of 13,767 for Fall 2018. 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.

UMBC's first Diversity Plan was written in 2009, in response to a state mandate. The original plan articulated four overarching diversity goals for UMBC. Over the intervening years, UMBC's wealth of diversity initiatives has deepened and grown, while the four overarching institutional goals have remained constant. The 2019 Diversity Plan for UMBC retains the four overarching UMBC diversity goals and integrates them with the two guiding diversity goals from USM, as required in the Diversity Report UMBC is mandated to submit annually.

In development of the 2019 plan, UMBC has integrated the broad diversity scaffolding with the specific, diversity-related goals from UMBC's recent strategic plan to form part one as the core of the plan. It is anticipated that part one of the 2019 Diversity Plan will warrant review for possible updating in 2024. Part two of the 2019 Diversity Plan is the annual update portion. This portion of the plan integrates the specific, diversity-related strategies (identified for 2018-2020 and continuing from 2016-17 and 2017-18) from UMBC's 2018 strategic planning implementation document. It is anticipated that part two of the Diversity Plan will be updated annually--as needed and based on continued implementation of UMBC's strategic plan--at the time UMBC develops its annual Diversity Report.

Finally, it is important to note that UMBC frequently implements its plans for diversity through programs executed in the normal course of daily operations of the University, without designating them as diversity programs. For example, a large proportion of UMBC's transfer students are persons of color. Because UMBC is strongly committed to ensuring the success of its transfer students, UMBC actively supports the racial and cultural diversity in its student population through programs that support transfer students. Because UMBC has thus woven many of its diversity programs into the fabric of how it supports all students, faculty, and the campus community, some of the initiatives included in part two of this plan may not include descriptors such as "diversity" but are nevertheless an important part of UMBC's ongoing plan for supporting and enhancing cultural and racial diversity at UMBC.

Overarching Diversity Goals of USM and UMBC

USM Goal 1: Increase the numerical representation of traditionally underrepresented groups among students, staff, and faculty.

UMBC Goals:

- To ensure access to educational and employment opportunities for a diverse, student, faculty, and staff community
- To encourage and support individual development and advancement
- To provide conditions for personal success

USM Goal 2: Create positive interactions and cultural awareness among students, faculty, and staff on campus.

UMBC Goal:

- To provide a culture of safety, inclusion and respect

PART I

Core Diversity Plan, 2019-24

Excerpts from *Our UMBC, A Strategic Plan for Advancing Excellence* that support and advance USM's and UMBC's overarching diversity goals

Strategic Plan Preface

With this plan, our UMBC community focuses on strategic steps toward the next level of inclusive excellence. The plan honors our founding commitment to serve the citizens of Maryland and welcome people of all backgrounds into the life of the university. It builds on our achievements as a selective, public research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland.

University Mission

UMBC is dedicated to cultural and ethnic diversity, social responsibility, and lifelong learning.

University Vision

Our UMBC community redefines excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across disciplines, and civic engagement. We will advance knowledge, economic prosperity, and social justice by welcoming and inspiring inquisitive minds from all backgrounds.

FOUR FOCUS AREAS OF STRATEGIC PLAN

Focus Area One: The Student Experience

Strategic Goals

Leverage the strength of UMBC's compositional diversity by increasing the cultural and global competencies of all students.

Supporting Objectives

3.1 Develop communities of practice that deliberately focus on developing skills, attitudes, and experiences that promote global and cultural competency. Consider adding global and cultural competency as the fifth area of student competency.

Students can clearly articulate how interactions and connections with diverse people on campus can translate to their lives and careers post-graduation.

3.2 Increase significantly the diversity of tenure-track faculty.

Aggressively recruit and retain underrepresented minority faculty with the goal of increasing the diversity of UMBC faculty to, at a minimum, mirror the diversity of UMBC's student population.

3.3 Research student perceptions of staff diversity to better understand the effects of staff compositional diversity in the student experience and guide staff diversity priorities.
Conduct an assessment of and develop recommendations concerning the impact of staff compositional diversity in the student experience.

5.1 Improve student services

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

Primary Goal

Elevate UMBC as a nationally and internationally recognized research university strongly connected with the economic and civic life of the Baltimore region and the State of Maryland. The key drivers in achieving this goal are: creating an inclusive environment for faculty, students, and staff developing excellence in new intellectual frontiers; and fostering multidisciplinary and inter-institutional approaches that build research across the campus.

Strategic Goals

1. Potential focus areas for the development of multidisciplinary scholarship, creative activity, and research excellence include, but are not limited to, environmental studies, health, national security, data science, and civically engaged and global/transnational scholarship
2. Increase UMBC's research prominence through sustained investment in faculty and staff hiring, retention, and development.

Supporting Objectives

2.1 Recruit, support, promote, and proactively retain a more diverse, research-active faculty at both the junior and mid-career levels to build research capacity, productivity and excellence.

Support significant, sustained growth in ethnic, racial, and gender diversity among tenure-track faculty and exempt and non-exempt staff.

2.2 Attract a highly diverse graduate student body, based on UMBC's national model of undergraduate diversity and success.

2.4 Increase the number of faculty, in all disciplines and interdisciplines, with national and international reputations for the quality and impact of their scholarship or creative activities.

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

Supporting Objectives

1.2 Increase the size and diversity of full-time faculty and their engagement in first- and second-year student learning experiences.

Steadily grow the diversity of full-time faculty.

FOCUS AREA FOUR: Community and Extended Connections

Primary Goal

To build, nurture, and extend connections with diverse internal and external partners to enrich campus life, local neighborhoods, the state, and the surrounding region.

Strategic Goals

Promote a campus-wide culture that recognizes, supports, catalyzes, and celebrates collaboration and partnerships with groups at the local, state, regional, national, and international levels, including the K-12 education system.

Supporting Objectives

1.1 Adopt a common framework of best practices for developing and maintaining community connections and partnerships that includes ways to recognize and reward community connections and community-engaged scholarship.

Increase the number and quality of community connections.

Increase engaged scholarship and learning.

3.5 Better communicate availability of campus services and events to community

PART II

2019 Annual Update to UMBC Diversity Plan

Excerpts from UMBC's *Strategic Plan Implementation Document, August 2018*, that support and advance USM's and UMBC's overarching diversity goals

FOUR FOCUS AREAS AND FOUNDATIONS OF STRATEGIC & IMPLEMENTATION PLANS

Selected from Next Steps for 2018-20 and continuing initiatives from 2016-17 and 2017-18

FOCUS AREA ONE: The Student Experience

The Student Experience 2.1

- Continue to support the MOU Data Sharing agreement with feeder schools, to improve experiences of transfer students (IRADS)
- Continue to implement STEM Transfer Student Success Initiatives (CNMS)
- Continue to implement BUILD Initiatives/Hill-Lopes Scholarship to support students placed at high risk (CNMS)
- Continue to increase participation in the Summer Bridge Program through enhanced marketing and the newly established Retriever Jumpstart Scholarship (UAA; EM)

The Student Experience 3.1

- Expand Interact - a pilot program designed to develop basic listening and interaction skills to help first year students navigate culturally diverse contexts - to all first year residence halls (SA)
- Participate in the American Council on Education 2018-2020 Internationalization Laboratory, a cohort-based program that will enable UMBC to further develop the international dimensions of our strategic plan
- Participate in MIEC retreat and plan activities for AY 2019
- Develop an updated vision for diversity and inclusion in COEIT (COEIT; CWIT)
- Expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)
- Transition Study Abroad Fair to Global Opportunities Fair to encourage student participation in both on- and off-campus global learning programs (IES)
- Continue to expand New Student Orientation "Dawg Days" optional excursions to include "Dawg Days Abroad" to introduce new students to the many benefits of study abroad (EM; IES)

The Student Experience 3.2

- Conduct 10 more searches from the multi-year hiring plan (CAHSS)
- Conduct searches for the next cohort of Pre-Professoriate Fellows (CNMS, COEIT)
- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Conduct assessment to respond to issues related to staff diversity and student experience
- Continue to support the five-year initiative to promote diversity and inclusion in the humanities through a grant from the Andrew W. Mellon Foundation (CAHSS; Drescher)
- Continue to bring in and support international professors, researchers and scholars to UMBC via the US Department of State's Exchange Visitor Program (IES)

The Student Experience 3.3

- Develop the work plan of the Director of Inclusion in Student Affairs, to assess and respond to issues related to staff diversity and student experience (SA)

The Student Experience 4.1

- ***Continue to work with*** the International Student Exchange Program, a study abroad consortia, to help students study abroad for about the same cost as studying at UMBC (IES)

The Student Experience 5.1

- Implement an online immigration case management system for international students (IES)
- Hire an additional advisor to increase access to international student support services (IES)
- Continue to offer a financial literacy introductory session as part of our mandatory new student orientation program
- Continue to provide Financial Smarts Cash Course to hundreds of students
- Continue to pilot the "Financialsmarts Grant," a program designed to encourage financially neediest students to complete our online financial literacy course (EM; FS)

The Student Experience 5.3

- Expand promotion of arts and culture events to students

- Continue to develop intercultural development workshops and simulations for faculty and staff (IES; HR)

The Student Experience 5.4

- Continue to expand the 'Study Abroad Ambassador Program' to fall and spring semester study abroad programs (IES)

FOCUS AREA TWO: Collective Impact in Research, Scholarship, and Creative Achievement

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions
- Launch Request for Proposals for multi-disciplinary ILSB-related convergent research initiatives

Collective Impact in Research, Scholarship, and Creative Achievement 1.2

- Explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)
- Continue to explore ways to leverage the Federal Work Study Program to support more diverse student participation in undergraduate research (EM, UAA)

FOCUS AREA THREE: Innovative Curriculum and Pedagogy

The Student Experience 3.2

- Conduct searches for the next cohort of new Postdoctoral Fellows for Faculty Diversity
- Where appropriate consider conversion of current Postdoctoral Fellows for Faculty Diversity and Pre-Professor Fellows to tenure-track positions

FOCUS AREA FOUR: Community and Extended Connections

Community and Extended Connections 1.4

- Continue to prepare local high school students from low-income and first-generation college backgrounds to succeed in higher education through the Upward Bound Program
- Continue to work with the “Math Coach” program we launched at Lakeland Elementary Middle School (UAA)
- Staff, students, and faculty continue to play a leadership role in Breaking Ground Imagining America

Community and Extended Connections 3.2

- Develop partnerships with other arts and culture organizations in Baltimore (CAHSS)
- Continue to work with the Choice Program at UMBC which was chosen by Starbucks to be the community partner for their new Baltimore City opportunity cafe under construction in East Baltimore
- Continue to establish the Sherman Center for Early Learning in Urban Communities to improve STEM, literacy, and mathematics education in early childhood
- Continue to partner with Northrop Grumman Foundation and Northrop Grumman Mission Systems to create the new Lakeland Community and STEAM Center
- Continue to implement a professional development program for math teachers at Lakeland Elementary Middle School and expand it to four other schools in Baltimore (UAA)

Community and Extended Connections 3.4

- Continue to offer Summer Enrichment Experiences (SEE) program to 273 K-12 students on campus (DPS)
- Continue to enhance the Office of Extended Learning to offer additional programs for youth and adults, including Summer Enrichment Experiences, Home Visitor Program, How Girls Code, and Maryland Leadership Workshop (DPS)

Community and Extended Connections 3.5

- Continue to develop the website on Race, Equity, Inclusion, & Justice to provide a calendar of relevant events, a list of courses, and links to campus resources (CAHSS)
- Continue to develop the Diversity & Inclusion website to share our institutional values, resources, and policies (OIA)

FOUNDATIONS

- Support transfer students by 1) re-purposing a vacant admissions line for transfer student recruiting, 2) dedicating consulting resources in the PeopleSoft 9.2 upgrade for transfer credit evaluation, 3) hiring a full-time transfer credit evaluator, and 4) piloting EAB's Transfer Collaborative Tool (EM; DOIT)

The processes for reporting and investigating hate crimes are outlined in the annual Diversity Report.