

2018-2019
Institutional Programs of Cultural Diversity Annual Progress Report

Institution: University of Maryland, Baltimore County

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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, 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

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.

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
Enrollment Management: Reception and Overnight for Academically Talented Hispanic/Latino High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 38 students; 86 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
Reception for Academically Talented African American High School Students: For high school sophomores and juniors with demonstrated academic achievement.	*Number of event attendees and *Number of event attendees submitting admission application, admitted, and enrolled	Attendance for the Spring 2018 event: 97 students; 296 total guests	Increased analysis of students who attended program and subsequently applied and enrolled at UMBC.
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.	Number of eligible students from each school district offered an award. Number of awardees who ultimately enroll.	For Fall 2018, 3 students in Baltimore City and 4 students in PG County qualified for a CEO award. 93 admitted freshmen from Baltimore City and 241 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, 23 students from Baltimore City and 48 from Prince George's County accepted, compared to 12 and 44 respectively for Fall 2017.	Additional outreach to the Superintendents/CEO's is needed to better identify qualified students who would benefit from the award.

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<p>Enrollment Management contd... 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 2019, 7842 students indicated interest in UMBC. Of those, 1268 applied for admission, 810 were admitted. For Fall 2018 entering class, 7,026 students indicated interest in UMBC. Of those, 1,244 applied for admission, 871 were admitted and 661 were offered a scholarship. 318 Confirmed.</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 2018 for the 2019-20 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>High School College Nights-UMBC staff provide Financial Aid Night presentations to various area high schools, including schools with vulnerable populations of students including Centennial High School, Chesapeake Science Point Public Charter School, and Long Reach High School.</p>	<p>Number of high schools served through the program each year. Number of students and families served through the program each year.</p>	<p>For calendar year 2018, the office provided more than 11 separate financial aid events at 10 area high schools, which included presentations as well as FAFSA completion forums. Over 400 students and families were served.</p>	<p>The OFAS will continue to make itself available to high schools and support programs to provide for financial aid education and FAFSA completions.</p>
<p>“Golden Ticket” Pre-Orientation Advising –This pre-orientation advising initiative provides first generation students and their families the opportunity to meet with an academic advisor <i>before</i> their scheduled orientation for an overview of the academic requirements and academic planning tools, to have questions and concerns addressed and to build a preliminary schedule. When students attend their scheduled orientation - Golden Ticket students are offered an “early” advising session to secure their official schedules and receive final recommendations, suggestions and referrals.</p>	<p>Number of program participants First year retention of program participants Average GPA of program participants Graduation Rates – 4 year, 5 year, 6 year – of program participants.</p>	<p>In Summer 2017, 11 students and their families participated in the Golden Ticket pre-orientation advising. All 11 students were retained from first semester to second semester. 100% semester retention rate. Average fall 2017 gpa of participants is 2.9. Fall 17 Cohort first-year retention rate (n=11) = 100%, Average first-year GPA 2.666 (as of 9/25/18)</p>	<p>Recruiting more first-generation students to participate in the Golden Ticket program. Automate the communication process and modes of communication (over time) to allow for better business continuity practices. Create more targeted reports to address metrics associated with the program. Consider a follow up program to check in on students throughout the semester, particularly those who</p>
		<p>In Summer 2018, 13 students and their families participated in the Golden Ticket pre-orientation advising. One student deferred admission. 11 out of the 12 students were retained from first semester to second semester. One student did not return - 91% semester retention rate. Average fall 2018 gpa of participants is 2.775.</p>	<p>demonstrate the need for additional support.</p>

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Faculty Diversity and Faculty Development Center - Continued Implementation and Expansion of UMBC STRIDE	In AY 18-19, STRIDE offered our campus-wide focused conversation series and our target consultations to departments and search committees. Met with academic deans, the URM Executive Committee, and other faculty groups informally to discuss progress and needs. Offered eight focused conversations: 1) Planning for Diversity and Inclusive Excellence in Your Search, 2) Developing Shared Evaluation Metrics, 3) Best Practices for Reducing Implicit Bias in the Application Review Process, 4) Best Practices for Inclusive Excellence in the Interview and Selection Process, Best Practices for Inclusive Mentoring, Developing an Effective Diversity Hiring Recruitment Plan. Provided consultations to search committees and departments.	In AY 18-19, STRIDE offered the following workshops from our Recruitment Series: 1) Developing and Effective Diversity Hiring Recruitment Plan (September/May), 2) Developing Shared Evaluation Criteria (November), 3) Best Practices for Reducing Implicit in Application Review (November), 4) Best Practices for Inclusive Interviewing (December/February). STRIDE also offered a new Retention conversation, Best Practices for Welcoming New Faculty (April). STRIDE also consulted with all of the searches in our College of Engineering and Information Technology for AY 18-19. In October 2018, STRIDE presented at the University of California Long Beach Faculty Diversity Retreat.	Continue the expansion of our work with our STEM searches. Develop more conversations around retention. Continue the dissemination of our work to internal and external audiences. Continue the expansion of work in the College of Engineering and Information Technology. Continue the dissemination of our work and best practices to internal and external audiences.
Interfolio Faculty Search	Continued monitoring of the diversity of our applicant pools in the aggregate and at specific points across the lifecycle of the search in the URM Executive Committee.	The Office of the Provost, in partnership with the Deans' office's 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.	Continual assessment of the diversity of our applicant pools at various stages across the lifecycle of the search to make adjustments in the search process when and where necessary.
Postdoctoral Fellowship for Faculty Diversity	Conversion of postdocs from Cohort V into tenure track positions. Engagement with College of Engineering and Information Technology.	Converted 5 of the 7 fellows from Cohort IV to tenure track positions at UMBC. Implemented on-boarding training for mentors, chair, support staff and postdocs. Implemented streamlined reporting process, which includes semester Faculty Development Plans, and End-of-Semester Progress reports for postdocs and mentors.	Expansion of the postdoctoral fellowship or a similar model into the College of Engineering and Information Technology. Assessing Cohort V in preparations for Cohort VI (2021-2023).
	Successful conversion of postdocs from Cohort IV into tenure track positions. Recruitment of a diverse pool of applicants for Cohort V 2019-2021. Departmental investment in the recruitment process and support of fellowship program. Representations of the College of Engineering and Information Technology in the program.	Developed a Postdoctoral Fellowship Brochure for recruitment. Will welcome three new fellows for Cohort V (2019-2021).	Continuously monitoring the on-boarding of new postdocs, and assessing their research, teaching, and professional development progress through the Mentor and Mentee semester reporting mechanism.
Pilot of CNMS Natural Sciences Pre-professoriate fellowship	Successful hiring of pre-professoriate fellows in the current Physics and Chemistry and Biochemistry searches. Conversion of current pre-professoriate fellow in Biological Sciences to Assistant Professor. Successful hiring of two pre-professoriate fellows in Biological Science and Chemistry and Biochemistry.	We successfully hired a Pre-Professoriate fellow in Biological Sciences in 2017. We also hired a URM Assistant Professor from the Biological Sciences applicant pool. This academic year, we have two new searches in Physics and Chemistry and Biochemistry.	Continuously monitor diversity of applicant pool and efforts by departmental faculty to recruit candidates for both positions. Monitor on- boarding of fellows and development of mechanisms to assess their research, teaching, and professional development progress.

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<p>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.</p>	<p>We have pre-registration questions to assess expectations, and post-event evaluations to measure the impact of the content that was delivered.</p> <p>Questions are designed to see if we are meeting needs of URM undergraduates, with respect to increasing their preparation for graduate school.</p>	<p>Underrepresented Minority Students = 68% (not including those who identified within the broad category of "Asian-American/Pacific Islander") 45% of the participants had not had information on preparing for graduate school prior to attending the Summer Horizons program. 64% did not know that there were funding opportunities available through NASA.</p>	<p>We want to be sure that we are reaching all underrepresented undergraduate students. Most participants (63%) learned about the program through their summer research/internship programs, faculty, or university staff members</p>
<p>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.</p>	<p>PEI is in early stages, and the Co-PIs are planning the activities for 2018-2019. WESTAT, an independent evaluation firm will be conducting the summative evaluation. Formative evaluation will be handled internally.</p>	<p>Some of the international excursions, and discussions on connecting humanitarian engineering content to student programming, are contributing to the research on retaining underrepresented students.</p>	<p>An official launch was held on August 18, 2018 as part of the PROMISE AGEP's Summer Success Institute (SSI). A primary task is to be sure that all URM graduate students, postdoctoral fellows, and faculty of all types are reached.</p>
<p>Human Resources - PageUp applicant tracking system implemented in 2017 for nonexempt and exempt staff positions.</p> <p>Utilize system for data collection and reporting.</p>	<p>Previous manual paper system of collecting voluntary demographics on applicants produced a very low response rate (< 10 percent). We now have the ability to collect voluntary demographic data on all applicants in the PageUp system (100 percent).</p>	<p>Implement Job Specific EEO/Diversity report on applicant pools for search committee use to evaluate race/ethnicity of entire applicant pool and at various stages of the hiring/selection process (search committee review, phone interview, and in-person interviews).</p>	<p>Additional training to search committees</p>
<p>Women's Center - Returning Women Students Scholars + Affiliates Program</p>	<p>Tracking/attendance of scholarship funding and events; Retention and graduation rates; Program and event evaluations; Feedback from mid-semester check-ins.</p>	<p>\$64,750 in scholarships awarded in FY19; 23 scholars + 5 affiliates are part of program.</p> <p>Program assessment was conducted in Fall 2017 to include survey and focus groups. Overall participants reported that the RWS Program had a positive impact on different aspects of their lives, including financial support, personal care, and sense of community.</p>	<p>Better programming, advising, and support for this scholars program and outreach to more adult learners not affiliated with scholars program. The program evaluation specifically identified creating better outreach to campus departments and provided unique messaging and support for USG students.</p>
<p>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.</p>	<p>Track daily usage rates of this service; follow up 1-1 meetings by sending email to individual asking for feedback on the experience.</p>	<p>In FY19 (through 4/9/19) staff have recorded at total of 273 1-1 conversations with students, faculty and staff: 112 1-1 conversations with students and F/S related to sexual misconduct (several of these conversations have been reported to the Title IX Coordinator); 61 1-1 conversations with students/faculty/staff related to mental health; 51 1-1 conversations with students/staff/faculty related to LGBTQ issues; 13 related to race/racism.</p>	<p>Increase continued awareness about this critical Women's Center service; increase staffing in order to also meet the increase in numbers.</p>

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Meyerhoff Scholars Program - During the AY 2018- 2019, there were a total of 7 staff and 281 students from the Meyerhoff Scholars Program.	Demographic data for the number of students in the Meyerhoff Scholars Program.	281 students enrolled for the 2018-2019 academic year, of whom 67% are African American, 15% Caucasian, 8% Asian, 9% Hispanic, 0.5% Native American and 0.5% Pacific Islander.	
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 – 3.40 (3.31 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 – 62 Placement into Graduate and Professional Programs – 50 (81%) (64% URM)	Work with Graduate schools to provide access to our scholars.
Record number of Meyerhoff Alumni attaining graduate degrees in the sciences	Total number of PhDs Total number of MD/PhDs Total number of Degrees	Total PhDs – 312 (74% URM) Total MD/PhDs – 59 (88% URM) Total Degrees – 847 (74% URM)	Every year more students are graduating from programs all across the country. Give support and advising to current Alumni.
MARC U STAR - Increase participation of underrepresented (UR) undergraduate students at UMBC in biomedically related fields with the objective of attending a PhD or MDPHD program upon the completion of a bachelor's degree.	We have 40 slots with 20 juniors and 20 senior year. We measure graduation rate, STEM major and acceptance and matriculation into graduate MDPHD and PhD programs. In 2018 of the 24 graduates 12 enrolled in PhD or MDPHD programs (50%).	Since the inception in 1998 we have had 440 trainees with a matriculation rate in graduate programs of 70 %.	Recruitment of students with disabilities. Aim for a 100% matriculation rate to graduate school.
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 2018 CWIT scholar cohort (13 students) was 92% female and 23% URM. Incoming fall 2018 Cyber Scholar cohort (15 students) was 60% female and 40% URM. Overall GPA of current CWIT Scholars is 3.46 and of current Cyber Scholars is 3.62. 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 2018 T-SITE scholar cohort (8 students) was 50% female and 38% URM. All had financial need. Overall GPA of current T-SITE Scholars is 3.46. Overall retention rate in computing and engineering for T-SITE Scholars 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 20 girls, 6 of whom (30%) were from under-represented minorities. Cyber 101 served 21 girls, but demographic data is not available.	We continually assess and improve the effectiveness of these outreach programs.


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<p>Sherman STEM Teacher Scholars Program – increase URM students. For students pursuing elementary certification, opened up allowable majors to non-STEM, Education Department approved majors</p>	<p>Number of students who matriculate into the program from year to year</p>	<p>This is our baseline data: 2007-2016 (N=11; 100% STEM majors) – 18% URM 2016-2018 (N=18; 28% STEM majors) – 50% URM</p>	<p>Continue to recruit a diverse group of students committed to urban education and STEM content integration in the elementary classroom</p>

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

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<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>Graduate School--The Summer Success Institute, sponsored by PROMISE: Maryland's AGEP, intended to 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).</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 2018 SSI workshops focused on science communication, preparation for leadership, and academic success.</p>	<p>In 2018, the # of participants who completed the survey was 86. 92% 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- Diversity Session: Disability as Diversity on the Job (HR Diversity Learning Track; 10/23/2018)</p>	<p>Learn more about what disability, the interactive process, and accommodation are about, as well as challenges that affect the connection with campus resources in this dynamic session. Providing reasonable accommodation is part of UMBC's core value, and the Office of Accessibility and Disability Services staff has designed this training to explain the process and offer expert guidance.</p>	<p>12 attended (12 staff)</p>	<p>66.67% of respondents rated overall course content above average and 33.33% average. Attendees recommended more group conversation.</p>
<p>Intercultural Development (HR Diversity Learning Track; 03/04/2019)</p>	<p>This theory-based workshop provides UMBC staff with an opportunity to explore the concept of inclusive excellence within the framework of intercultural development. During the workshop, participants will explore basic and intermediate concepts related to intercultural communication and develop skills designed to improve their interactions across cultural difference our own biases as well as illuminating and effectively confronting those of others.</p>	<p>9 attended (5 staff, 4 faculty)</p>	<p>45.45% of respondents rated overall course content excellent, 36.36% above average and 18.18% average. Attendees recommended a longer, more in-depth session</p>
<p>Race in the Workplace, Parts 1 & 2 (spring 2019)</p>	<p>Two sessions, including a keynote speaker and a discussion co-facilitated by Allison Manswell and Brett Kirkpatrick, dives into the topic of Race in the Workplace and detailed concepts of organizational culture shift and career development for people of color. It includes an opportunity for participants to have their questions about race answered in a safe environment.</p>	<p>35 (34 staff , 1 faculty) attended keynote and 23 (21 staff, 1 faculty, 1 student) attended discussion</p>	<p>75% of respondents rated overall course content excellent and 25% above average. Attendees recommended a symposium and more Q&A.</p>

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<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>Human Resources contd.. Allyship: Supporting our LGBTQ+ Community (HR Diversity Learning Track; 1/23/2018)</p>	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: increased understanding around how it manifests in personal and professional life (particularly in our higher education environment); learn applied strategies for confronting our own biases as well as effectively confronting those of others (particularly around judgment and decision-making processes).	11 attended (6 staff, 5 faculty). Of these, 9 responded to survey. Prior knowledge: 33.33% reported excellent prior knowledge; 44.44% above average; and 11.11% average prior knowledge, skills and abilities related to objectives. Knowledge post-session: 37.50% reported excellent; 37.50% reported above average and 25% average.	62.50% of respondents rated overall course content excellent and 37.50% above average. Attendees recommended a longer, more focused session and offering a part II session.
ACIREMA: Understanding the International Student Experience (HR Diversity Learning Track; 2/14/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: enhanced understanding regarding the multitude of hurdles that international students face in their quest for a U.S. education; increased ability to relate and be helpful in working with international students; enhanced empathy and understanding and decreased judgment.	17 attended (17 staff). Of these, 13 responded to survey. Prior knowledge: 15.38% reported above average prior knowledge; 53.85% average; 23.08% average; and 7.69% poor prior knowledge, skills and abilities related to objectives. Knowledge post-session: 16.67% reported excellent; 66.67% reported above average and 16.67% average.	66.67% of respondents rated overall course content excellent and 33.33% above average. Attendees recommended including international students as facilitators.
Intercultural Development (HR Diversity Learning Track; 5/10/2018)	Participant survey to measure before and after knowledge, skills, and abilities related to the following learning objectives: Definition of terms and exploration of the IDI questionnaire results (a statistically reliable and rigorously validated 50-item questionnaire designed to measure intercultural competence at the individual, group and organizational levels); increased awareness and understanding of basic and intermediate concepts related to intercultural communication; development of skills designed to improve their interactions across cultural difference.	18 attended (18 staff). Of these, 11 responded to survey. Prior knowledge: 54.55% reported above average prior knowledge; and 45.45% average; prior knowledge, skills and abilities related to objectives. Knowledge post-session: 9.09% reported excellent; 81.82% reported above average and 9.09% average.	36.36% of respondents rated overall course content excellent; 36.36% above average; and 27.27% average. Attendees recommended more practical examples and personalization.
Student Affairs (Career Center) collaborated with International Education Services on International Student Career Conference for unique needs of international students in job search process in U.S.	Student Attendance. Post-participation survey measured: Satisfaction	56 students attended the Spring 2019 conference compared to 76 in spring 2018. Received the "Best Practices in International Education" award for this work at the 2019 NASPA Annual Conference.	Continue to increase student participation.

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Student Affairs (Campus Life-Mosaic) – Safe Zone Program Workshops on sexual orientation, gender identity, and LGBTQ Allyship	Use participant post workshop evaluations that include Likert scale and open-ended questions	Participants reported that the training offered a safe place to learn. Allowed participants to understand the root meanings of various concepts, specifically related to romantic orientation and gender identity.	Increase visibility of and attendance in workshops through targeted promotion to student orgs, offices and depts.
Student Affairs (Campus Life-Mosaic) Paw Talks Series - An interactive, cultural sharing experience highlighting diverse speakers from around the country.	Use participant, post workshop evaluations that include a Likert scale and open-ended questions.	Quantitative: Average satisfaction rating of 4.46/5 across all events up until 04/05/19. Qualitative: Example of PawTalks participant answer to "What did you like most about this event?": "Queeneearth and J were very accessible and welcoming. I love creating space at UMBC to really talk about queerness and race."	Seek out more student org and faculty/staff partners to expand the size and diversity of student audiences
Student Affairs (Res Life): Held several trainings for professional and paraprofessional staff focused on lessening hate crimes and reporting (Behind Closed Doors, Code for Conduct and Res Hall Policy Training, University Police Response Training, etc.).			Ongoing development around metrics and evaluations process for training
Student Affairs (Campus Life) Campus Life Student Staff Training-Cross-Cultural Communication and Interaction.	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying one facet of their identity; Recognizing how one's own identity impacts their work; Identifying tips for using inclusive language.	92% of participants reported being able to identify tips for making language more inclusive; 92% report they can identify one facet of their own identity; 90% of participants reported they understand how their identity impacts their work.	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.,
Staff Training – Micro-aggressions	Post-training evaluation administered to measure: Satisfaction; Knowledge of identifying micro- aggressions; Using skills to address micro- aggressions; Level of preparation to respond to micro-aggression	97% of participants reported being able to identify a micro-aggression; 92% report they've learned at least one skill in addressing micro-aggression; 95% of participants reported they feel more prepared to respond to micro-aggression	Opportunities for follow-up dialogues with student staff on what they learned (e.g. examples, strategies they've used, how they've talked with others about this topic, etc.)
 Staff Training – Multicultural Competence	Post-training evaluation administered to measure: Presenter satisfaction; what students wanted to learn more about related to topic	96% of participants reported that they can identify at least one facet of their own identity; 94% reported that they understand how their identity impacts their work; 98% know at least one resource provided through the Mosaic and/or Women's Center	Integrate recommendations into training based on qualitative responses from participants.

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<u>Student Affairs – (Professional Staff Development)</u> Staff Development workshops and training including Understanding Islam and Working with Muslim Students, Growing Up Trans, Black America Since MLK video showings and discussion, Disabilities and Counseling, Restorative Practices, Mental Health First Aid, Cross Cultural Facilitation Training, Disability Services Webinar, Safe Zone Training, Access for Mental Health Conditions, Collegiate Recovery Programs, Title IX Response, Behaviors of Concern.	Meeting attendance tracked and surveys administered to determine results of learning outcomes	Over 90% of survey responses indicate meeting learning outcomes. 90% of exit interviews with exempt and nonexempt staff indicate that access to and attendance at staff development opportunities were important to their experience at UMBC. PMP data	Routine communication from departmental staff about topical areas needed and requested.
<u>Student Affairs (Athletics)</u> - RISE Campus Conversation and survey for staff and students co-sponsored with the America East Conference a solution-orientated conversation focused on bringing Retriever Athletics and campus community together to identify strategies to help advance diversity, equity, and inclusion initiatives on campus, discuss misconceptions, and determine positive strategies for change.	Staff, student and community attendance to conversation; survey distributed by America East Conference	Over 35 staff, community members, students and student athletes in attendance; America East will be compiling data from the surveys and sharing with the respective institutions	Continuing to make Spread Respect and RISE events/surveys a part of the ongoing conversation and experience for staff and students
PHED 202 Curriculum for first year student-athletes on topics of diversity and inclusion	End of semester course evaluation	In progress	Continue to create opportunities for student athletes to engage in conversations around diversity and inclusion.
Trans Support Group is a semester-long, emotional support group for UMBC students who identify as trans, genderqueer, gender fluid, non-binary, bigender, and/or those who are questioning their gender identity. This is a student-centered group to explore gender identity as well as gain support from peers on issues that may impact trans college students experience	Faculty and staff attendance	Over 20 faculty and staff attended the event, materials to help support students were shared	Continue to develop ways to better support students.
<u>Women’s Center</u> One-time events on variety of issues related to diversity and cultural awareness (e.g. Trans In College Panel, Trans Visibility Film Screening, Knowledge Exchanges; Take Back the Night, etc.)	Event surveys/assessment; Attendance uploaded to myUMBC participant data in order to access better data about students using these programs.	100% of survey respondents agreed that “As a result of this roundtable/knowledge exchange, I believe that I can engage in a conversation about why this is a social justice issue.” (n = 80) (FY18 data since FY19 is not available as of yet) 93% of TBTN 2018 respondents reported increased understanding of sexual assault, and 70.2% indicated increased knowledge of resources available (n=57) (TBTN 2019 data not available as of yet)	Continue to increase campus community participation and awareness of these events; for larger events increase the evaluation participation rates

<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>Women's Center contd.. - On-going identity-based discussion-based programs: Women of Color Coalition; 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); Beginning in March of 2019, Women's Center re-launched Telling Our Stories Project which provides opportunities for women of color to debunk stereotypes and share personal narratives about themselves</p>	<p>Attendance and observation rubrics completed by group facilitators; Attendance for Between Women and WOCC uploaded to myUMBC participant data in order to access better data about students using these programs.</p> <p>No data has been collected as of yet on relaunch of TOS</p>	<p>Observation rubrics indicate participants consistently indicated feelings of campus-based engagement, belonging, or empowerment as a result of group discussion and membership; Between Women moved from meeting every other week to once a week due to increased/consistent attendance</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; Spectrum programming moved from 1-time events since group meetings happen in Counseling Center and through LGBTQ Student Union and therefore a rebranding of this program needs to be considered</p>
<p>Week-long initiative dedicated to social justice + diversity called Critical Social Justice (CSJ) (co-sponsored by 18 other campus departments and offices)</p>	<p>Post-event participant surveys administered to measure: satisfaction; knowledge gained; ability to use knowledge and skills; and confidence to use knowledge and skills; Program Evaluation conducted by graduate psychology student in Fall 2017</p>	<p>Data from 2018 post-event surveys indicated 47.2% reported a better understanding of specific social justice issues; 57.5% reported gaining Strategies for engaging in activism; 48% reported a better understanding of social justice overall; 45.7% reported gaining a commitment to engaging in inclusive excellence (n = 172). The overall theme from the program assessment was the CSJ participants firmly believed that CSJ is an important campus initiative.</p>	<p>A common theme from the program assessment was the lack of awareness from the campus community about CSJ from select campus groups/constituents.</p>
<p>Skill-based workshops for faculty, staff and students. Most requested workshops are Supporting Survivors of Sexual Violence and workshops related to micro aggressions</p>	<p>Workshop surveys Supporting Survivor workshop is a pre/post survey</p>	<p>Participation numbers continue to increase for Supporting Survivors of Sexual Violence workshop FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop)</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor- responsive campus (FY19 data not yet available)</p>	<p>Limited capacity to present workshops due to a small staff; With increased attention on sexual violence this year at UMBC, staff was unable to provide as many workshops on other topics; Women's Center is receiving more requests to advise and support training for staff around gender pronouns and trans inclusion.</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>Women's Center contd... Workshops to faculty, staff and students about supporting survivors of sexual violence that includes information about Title IX and reporting procedures</p>	<p>Pre and Post workshop surveys</p>	<p>Participation numbers continue to increase. FY18 = 190 participants FY19 (through March) = 252 (excludes several mini trainings and campus-wide mandatory Title IX training in which Women's Center director presented content from the Supporting Survivors workshop)</p> <p>In FY18 Supporting Survivors workshop participants report feeling on average 22% more confident in their ability to create a survivor-responsive campus (FY19 data not yet available)</p>	<p>Continue expanding content availability to a greater number of students, faculty, and staff to attend our workshops; more trainers</p>

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:

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

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

UMBC Goal:

4. 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; Dresher)

- 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.