Spring 2022 Institutional Programs of Cultural Diversity Report

Institution: University of Maryland, Baltimore County (UMBC)
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Section 1

UMBC has integrated many of its diversity-related efforts into the fabric of its administrative function and support of all students, faculty, staff, and through community engagement. Some of the most successful diversity-focused institutional initiatives include:

General:

- **Inclusion Council (UMBC's Office of Equity and Inclusion):** An advisory body of 25 faculty, staff and students that represent diverse populations across our community. This body has divided into 10 subgroups. These subgroups include over 100 additional community members and have been working throughout the 2021-22 school year to provide recommendations in a variety of equity and inclusion issue areas to university leadership.

Students:

- **Gender Identity Workgroup:** This group, formed in Spring 2018, has been working to implement changes to make our community more inclusive of people with diverse gender identities. In Summer 2020, the group launched a self-service tool for students to provide their gender identities and pronouns across university platforms. Moving forward, this information will be collected via the Common App for all incoming students.
- **Expanded Chosen Name Project:** In 2018, UMBC began allowing students to update their chosen first names for internal communication purposes. Adoption of this practice sparked interest in also accommodating chosen middle and last names. This interest has been championed by the Student Personal Identity Data Workgroup which includes representatives from Office of Equity and Inclusion, Enrollment Management, Student Affairs, Graduate School, Women's Center, Department of Information Technology (DoIT), and Institutional Research, Analysis and Decision Support (IRADS). The workgroup is recommending the expansion of the existing practice of accommodating students' chosen first name to include chosen middle and last names for community purposes (not to replace legal names where required on official documentation).

- **Office of Academic Opportunity Programs (AOP)**: Provides resources and support to students who are traditionally underrepresented such as: Educational Talent Search (provides exposure to postsecondary education options to low-income, first-gen middle and high school students in Baltimore County), Upward Bound (promotes enhancement of student skills in Baltimore City and County schools through academic and cultural enrichment including emphasis on STEM). AOP also houses the McNair Scholars Program, the Louis Stokes Alliances for Minority Participation, the First Generation Network, U-RISE (increases representation in Ph.D. programs and research careers in the biomedical sciences), and the Meyerhoff Scholars Program (nationally recognized for its success in increasing representation in science and engineering).
- **Student retention and academic success:** the Division of Undergraduate Academic Affairs offers the Returning Women Student Scholars program, which aims to increase academic success. Additionally, UMBC offers the Discovery Scholars Living-Learning Community, First-Year Seminar, Introduction to an Honors University, New Student Book Experience, Summer Bridge Program, and Transfer Seminars. The Academic Success Center provides centralized support services to all undergraduate students at UMBC. Enrollment Management hosts reception events for academically talented African American and Latinx high schoolers, financial aid outreach with Building Steps (encourages first-generation and minority students in Baltimore City to attend college, focus on STEM), Golden Ticket Pre-Orientation Advising (provides first-generation students and families the opportunity to learn more about academic requirements and planning tools), and partners with Raise.me to offer micro-scholarships to promote higher education to low-income, first-generation students.
- **University Innovation Alliance:** UMBC was announced as the newest member of the University Innovation Alliance (UIA) in June 2021. The UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S., with a specific focus on low income, first-generation, and students of color. In the next phase of its work, the UIA will focus on eliminating disparities in educational outcomes based on race and ethnicity, in addition to disparities by income, first-generation college student status, gender, and geography.

Faculty (Recruitment):

- **Diversity and Inclusion Hiring Recruitment Plans** are developed by search committees and include five components: 1) search committee composition and rationale, 2) active recruitment plan, 3) draft job advertisement, 4) initial evaluation strategy, and 5) initial interview strategy. These plans are reviewed and approved by the Deans and Provost before a search is authorized to proceed.
- **Interfolio Faculty Search** is an online faculty search software, to assist in improving our faculty diversity recruitment efforts. Adopted in 2014, all faculty searches must use Interfolio. This software receives faculty job applications and allows the UMBC to monitor the diversity of our applicant pools throughout the lifecycle of an active search.
- **UMBC-STRIDE** is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.
- **UMBC's Postdoctoral Fellowship for Faculty Diversity** is a two-year in-residence fellowship designed to increase faculty diversity at UMBC by supporting the success of promising new Ph.D. recipients and preparing those scholars for possible tenure track appointments at UMBC.

- **College of Natural and Mathematical Sciences Pre-Professoriate Fellows Program** is a two-year in-residence fellowship that supports promising scholars who are committed to diversity in academia and prepare those scholars for a possible tenure track appointment in the College of Natural and Mathematical Sciences.

Faculty (Retention/Advancement):

- **The Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track Assistant professor and a prominent external researcher/practitioner in their field.
- **Faculty ADVANCEment Workshops** provide faculty with the information needed to successfully advance through the ranks of academia. Particular attention is paid to ensuring that a diverse faculty community has clear and transparent opportunities to thrive at UMBC.
- **National Center for Faculty Development and Diversity** is professional development, training, and mentoring community for faculty members, postdocs, and graduate students. UMBC maintains an institutional membership and the Office of the Provost funds the participation of all newly hired URM faculty in the NCFDD's Faculty Success Program.
- **Community-Based Faculty Groups** are faculty-led affinity groups dedicated to improving the recruitment, visibility, and retention of diverse UMBC faculty and staff. **Breaking the MOLD** is a $3 million UMBC-led grant from The Andrew W. Mellon Foundation that supports efforts at the University of Maryland, College Park; the University of Maryland, Baltimore County; and Morgan State University to expand the pipeline of women faculty and Black, Hispanic, and American Indian/Alaskan Native faculty in the arts and humanities to the ranks of academic leadership.

Staff and Administration

- UMBC offered several DEI-focused training programs in the past calendar year for staff and faculty the Departent of Human Resources:

2021-22 Training Programs involving DEI

Training Name	Date Presented	In-house (IH), Collaboration (Collab), or Outsourced (OS)
Search Committee Chair Training: Fostering Inclusive Searches	3.11.21, 5.26.21, 4.26.22	IH
Webinar: Diversity, Equity, and Inclusion Programs	4.28.21	OS-HRDQ
Webinar: Real World Strategies to Build Authentic, Inclusive Workplaces that Reflect our World	6.30.21	OS-HRDQ
Stepping Up…Your Role in Co-Creating a DEI Culture (JEDI)	9.28.21	Collab-UB
Issue Spotting: Tools to Assess & Support DEI Change (JEDI)	11.16.21	Collab-UB
Seeing Through Our Shared Lens (JEDI)	4.12.22	Collab-UB

Section 2

Center for Democracy and Civic Life

The Center for Democracy and Civic Life works with campus and national partners to foster civic learning and democratic engagement. In a thriving democracy, people experience themselves as empowered co-creators of their communities and nation and embrace each other as fully human and morally equal regardless of race, religion, class, gender, sexual orientation, age, ability, and other aspects of identity. The Center for Democracy and Civic Life helps individuals and groups develop the knowledge, skills, and dispositions needed to contribute to a thriving democracy.

Office of Equity and Inclusion

UMBC's Office of Equity and Inclusion (OEI) is responsible for promoting and coordinating the University's core values of inclusive excellence, equity, diversity. OEI has primary responsibility for managing UMBC's efforts related to Title IX as well as other civil rights issues, including discrimination, harassment, hate and bias. The office's mission is to not only ensure compliance with sexual misconduct and non-discrimination laws, regulations, and policies through prompt, fair investigations, education and training, and outreach and engagement, but also to foster an inclusive and accessible environment for all members of our campus community through partnerships and initiatives.

Inclusion Council

UMBC announced the creation the Inclusion Council on June 30, 2020. This group of students, faculty, staff, and alumni began work immediately to identify short- and long-term goals and recommendations. The Inclusion Council has been given the charge of providing advice and guidance from a variety of perspectives to the Office of Equity and Inclusion (OEI), to act as ambassadors for the office across campus, and to provide a venue for discussion of issues as they arise.

I3b-Initiatives for Identity, Inclusion & Belonging

The Initiatives for Identity, Inclusion & Belonging creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems. Through facilitated discussions, informal gatherings, educational engagements, presentations, and campus-wide events, individual students, student organizations, and classes learn the skills to create inclusive, just, and mutually respectful communities at UMBC and beyond.

Women's Center

The Women's Center at UMBC advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

Section 3

UMBC Campus Climate Survey

The purpose of the Campus Climate Survey is to understand the scope and nature of sexual violence at UMBC, including experiences with, attitudes about, and behaviors toward sexual violence. The information is critical to tailoring diversity and inclusion efforts and sexual violence prevention programming and is also used to improve campus response. This survey is administered to the approximately 13,000 undergraduate, graduate, and professional students that are enrolled at UMBC. Questions consist of free response, "yes or no," check all that apply, and Likert Scale questions are widely incorporated. Participation in the survey is voluntary and individual responses are anonymous and confidential.

The Office of Equity and Inclusion reviews the results of this survey and shares what is learned with the campus community. Student feedback is incorporated to build culturally competent training opportunities for specific populations through collaboration with campus partners, create and implement innovative training and education initiatives that are aligned with best practices and responsive to the community's needs, and to shape UMBC policies and practices to promote a safer, healthier, and more welcoming campus.

Section 4

UMBC's vision statement which was adopted in 2016 states: "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." The student voice is heard, captured, and utilized in formal and informal ways at UMBC. Some notable examples are as follows:

- Student organizations are created and run by current UMBC students and offer a wide array of opportunities for students to connect with likeminded individuals, share and promote their perspectives, and get involved in their campus and local communities.
- Student organizations interested in distributing print materials, promoting a message, soliciting feedback, or engaging members of the UMBC community in open dialogue can reserve tables in designated areas on campus.
- Students can physically promote events and messages on campus on flyers that are in compliance with the *UMBC Policy on Posting of Notices and Event Roadway and Footpath Signage.*
- The Center for Democracy and Civic Life (CDCL) through the Division of Student Affairs is just one office that helps students navigate thoughtful discussion and meaningful campus engagement.
- Students are encouraged to reach out to the Office of Equity and Inclusion (OEI) with questions and concerns. DEI-related experiences and concerning behavior can be reported via the OEI Reporting/Referral form found on the OEI website.
- Students are encouraged to participate in the UMBC Campus Climate Survey. The results students provide are a core component of how UMBC continues to address campus needs.

Discrimination and Equal Opportunity Policy

UMBC Policy on Discrimination and Equal Opportunity

The University of Maryland, Baltimore County ("University" or "UMBC") values safety, cultural and ethnic diversity, social responsibility, lifelong learning, equity, and civic engagement.

Consistent with these principles, the University does not discriminate and prohibits harassment with respect to access to its educational programs and activities or with respect to employment terms and conditions on the basis of a UMBC community member's race, creed, color, religion, sex, gender, pregnancy, ancestry, age, gender identity or expression, national origin, veterans status, marital status, sexual orientation, physical or mental disability, or genetic information.

This policy protects all UMBC students, faculty and staff, guests, visitors, volunteers, invitees, and campers as well as third parties and contractors under UMBC's control (including but not limited to, admitted students, undergraduate, graduate, exchange, visiting, professional, doctoral, and post-doctoral students, and temporary and contingent faculty and staff) if, when and while they are attempting to participate or participating in a UMBC program or activity or employment.

The University protects against discrimination in accordance with applicable federal, state, and local laws and regulations, as well as University System of Maryland ("USM") policies. See USM Policy on Non-Discrimination and Equal Opportunity and USM Policies VI-1.00, VI-1.05, and VI-1.60.

This policy also prohibits retaliation against anyone who makes a report or asserts a claim under this policy or participates in the resolution or investigation of a report or complaint under this policy.

Relevant laws and policies include, but are not limited to: Title IX of the Education Amendments of 1972 as amended ("Title IX"), Title VI of the Civil Rights Act of 1964 as amended ("Title VI"), Title VII of the Civil Rights Act of 1964 as amended ("Title VII"), Jeanne Clery Disclosure of Campus Security and Crime Statistics Act, 20 U.S.C. § 1092(f) ("Clery Act"), Section 304 of the

2013 Amendments to the Violence Against Women Act ("VAWA"), Equal Pay Act of 1963, Lilly Ledbetter Fair Pay Act of 2009, Executive Order 11246 as amended, Executive Order 13672, Section 504 of the Rehabilitation Act of 1973 ("Rehab Act"), Americans with Disabilities Act of 1990 as amended ("ADA"), Age Discrimination in Employment Act of 1967 as amended ("ADEA"), Uniformed Services Employment and Reemployment Rights Act ("USERRA"), Vietnam Era Veterans' Readjustment Assistance Act of 1974 ("VEVRAA"), Veterans Employment Opportunities Act of 1998 as amended ("VEO"), Genetic Nondiscrimination Act of 2008 ("GINA"), Pregnancy Discrimination Act ("PDA"), Immigration Reform and Control Act of 1986, Small Business Act of 1958 as amended, Section 15(g)(1).

Additional information is available through:

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Appendix 2

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; 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.

Appendix 3

UMBC has conducted a campus climate survey in accordance with Md. Code Annotated, Education Article, Section 11-601(g) every two years since 2016. The 2022 Climate Survey was released on April 11, 2022 and will close on April 25, 2022.

2020 Campus Climate Infographic Text

Quick Takeaways

- Cohort 2020 Snapshot
    - 15 participating institutions
    - 119,000+ students invited to complete the survey
    - 20,000+ Total Survey respondents
    - 21% average response rate
- Characteristics of Spring 2020 Cohort Institutions
    - 6 very small institutions (<4,000)
    - 3 small institutions (4,000-9,999)
    - 5 medium sized institutions (10,000-19,999)
    - 1 large institution (20,000+)

Overall Campus Climate

- Respondent's General Perception of Campus Climate
    - I feel safe at this school – 95%
    - I feel close to the people at this school- 77%
- Respondent's Perception of Faculty and Administrators
    - I think faculty are genuinely concerned about my welfare- 86%
    - I think administrators are genuinely concerned about my welfare- 70%

Experiences with Diversity and Inclusion

- Respondent's General Perceptions of Campus Climate
    - School leaders are visibly committed to fostering respect for diversity- 84%
    - Diversity is fully embraced within the campus culture- 78%
    - All students fell welcome and supported at this school, regardless of background- 74%
    - Diversity is reflected in student body- 77%
    - Diversity is reflected in the faculty – 72%
    - Diversity is reflected in administrators- 62%
- Experience with Discrimination and Harassment
    - 16% of harassment or discrimination was described as being shunned, ignored or intimidated, or acted directly or indirectly toward you in an offensive of hostile manner that interfered with respondents' ability to learn or work.

- 14% of respondents who experienced at least ne incident of discrimination or harassment as least one time since the beginning of the current school year were asked if they formally reported the incident to the school.

Experience with Sexual Violence

- Experienced with sexual violence- 6%
- Sexual Violence prevention- 61% (all respondents) 80% (first year respondents)
- Experienced with sharing and/or reporting an incident on campus – 60%
- Knowledge and perception of campus reporting options
  - If a friend or I experience sexual violence, I would know where to go for help- 79%
  - If someone were to report and incident of sexual violence to a campus authority, the school would take the report seriously- 86%