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## Spring 2023 Institutional Programs of Cultural Diversity Report

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### SECTION 1

One of the fastest-growing and most diverse public research universities in the nation, UMBC, a United States Department of Education (USDE) designated Minority Serving Institution, has integrated many of its diversity-related efforts into the fabric of its administrative function in support of all students, faculty, and staff and through community engagement.

UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities, enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies.

As part of its self-evaluation process, UMBC learned by disaggregating data that it has achieved an undergraduate population representing the diversity found in Maryland. As of fall 2022, 61.2% of UMBC's undergraduates are minorities, mirroring the state of Maryland's population per the 2020 Census count of 53% non-white, reflecting a minority enrollment considerably higher than the average of UMBC's peers and other Maryland four-year institutions exclusive of HBCUs. With 23.3% Asian American, 22.8% African American, 9.3% Latinx, 6.0% Two or More, American Indian, or Native Hawaiian/Pacific Islander, 32.4% White, and another 6.1% International or Unspecified, UMBC exceeds its FY 2025 enrollment target of 20% undergraduate African American students.

Disaggregated data showed UMBC must continue to support and improve the graduation rates of Black male transfer undergraduate students. The **Black Student Success Initiative**, a focus of UMBC's participation in the **University Innovation Alliance** (UIA) discussed in Section Two, continues the university's mission to understand and improve the experience of this student population. Upcoming initiatives planned to yield change are presented in Appendix 2.

### SECTION TWO

#### Students

**The Office of Academic Opportunity** (OAO) in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include:

- **The First Generation Network (FGN):** FGN collaborates with the Office of Academic and Pre-Professional Advising to provide pre-enrollment resources and outreach, and with the Office of

Academic Engagement and Transition Programs support for participation in UMBC's Summer Bridge Program. Planned programming recognizes first-generation students' accomplishments and provides community support as they progress toward graduation.

- **Educational Talent Search:** This federally Funded TRIO program provides exposure to postsecondary education options to low-income, first-generation Baltimore County Public School System middle and high school students to increase the rate at which participants complete secondary education and enroll in and graduate from postsecondary institutions.
- **Upward Bound Program:** This program helps develop and enhance the skills of students enrolled in Baltimore City and Baltimore County public school systems through academic and cultural enrichment activities, motivating these students to enroll and graduate from college. To ensure students' complete development, participation in program activities is mandatory.
- **Upward Bound Math and Science (UBMS):** This program strengthens participating students' academic skills, helping them develop their potential to excel in math and science and encouraging them to pursue postsecondary degrees in STEM fields and careers. UBMS serves Baltimore County and Baltimore City students who demonstrate academic potential and commitment to obtaining a four-year college degree.
- **The Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program:** The McNair Scholars Program provides research, mentoring, and other scholarly activities that prepare students from diverse backgrounds with demonstrated academic potential for graduate education. The program aims to increase the attainment of doctoral degrees by underrepresented students.
- **The Louis Stokes Alliances for Minority Participation Program (LSAMP):** LSAMP focuses on increasing the number of STEM bachelor's and graduate degrees awarded to historically underrepresented populations to help diversify the STEM workforce. UMBC's LSAMP program includes summer and academic year research programs, graduate school and professional development workshops, on-campus advising, and national and international conference travel and participation.
- **EMPOWER:** Empower is an Off-Campus Student Services (OCSS) cohort-based program for transfer students who self-identify as women and femmes of color. It provides transfer students a place to connect to other transfer students and UMBC resources and to attend social or career-focused events.
- **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program:** This collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

Other UAA-offered programs and services include **Returning Women Student Scholars** through the **Women's Center**, which provides scholarship funding and events. UAA also houses Academic Engagement and Transition Programs, including **The Discovery Scholars Living-Learning Community**, where the **Intercultural Living Exchange** promotes cultural diversity, **First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program, and Transfer Seminars**. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

**Enrollment Management (EM)** provides additional services and programs for educationally disadvantaged students. Representative examples include:

- **a reception and overnight event** for academically talented Hispanic/Latino high school students;

- **Raise.me:** A partnership with Raise.me, which targets under-represented (ethnic and socio-economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- 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; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

**FinancialSmarts:** EM also offers UMBC FinancialSmarts, a literacy program that gives students the tools to make informed and effective financial decisions. FinancialSmarts prepares students to manage their budgets, bank accounts, assets, and debt as they master their academic pursuits.

**Finish Line:** EM has re-recruited hundreds of students who left UMBC before earning their degrees via the Finish Line. Since its 2020 launch, over 200 Finish Line students have earned their degrees. The average age of a Finish Line enrolled student is 31, and the average number of previously earned credits is 115.

**The Black Student Success Initiative:** As part of its work with the University Innovation Alliance (UIA), UMBC established its Black Student Success Initiative (BSSI) team in 2021 and analyzed institutional data to understand barriers to success. UIA is the leading national coalition of public research universities committed to increasing the number and diversity of college graduates in the U.S. by focusing on eliminating disparities in educational outcomes based on race and ethnicity, income, first-generation college student status, gender, and geography. UMBC's BSSI Spring 2023 grant application, which will be followed by a series of focus group discussions to better understand the Black student experience, is planned to increase the academic success of enrolled Black male STEM transfer students. Appendix 2 provides additional information related to this effort.

**Meyerhoff Scholars Program** continues to increase the representation of minorities in science and engineering. Program components include recruitment, financial aid, a summer bridge experience, study groups, advising and counseling, tutoring, summer research internships, individually paired mentors, faculty and administrative involvement and support, and family involvement. This program evaluates its success by tracking the STEM Ph.D. or M.D./Ph.D. graduate programs in which alums enroll and degrees earned. Success is also assessed by comparing graduate enrollment and degrees earned against those students who declined the Meyerhoff Scholars Program to attend another university.

**U-RISE** is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities. Participating in an extended research project throughout the academic year is critical to development.

**Graduate Research Training Initiative for Student Enhancement (G-RISE):** UMBC's College of Natural and Mathematical Sciences has been awarded \$5.6 million over five years from the National Institutes of Health to fund the Graduate Research Training Initiative for Student Enhancement (G-RISE). The program supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of

training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

**The Center for Women in Technology (CWIT)** is a merit-based scholarship program for undergraduate students who identify as women majoring in computer science, information systems, business technology administration (with a technical focus), and engineering or a related program. CWIT also supports K-12 girls through programs encouraging their interest in and identification with computing and engineering.

### **Administrative Staff**

**The Department of Human Resources (HR)** offers Inclusive Search training sessions and additional diversity-related programs, including programming that addresses Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR will roll out a session on Inclusive Leadership this summer through a Justice, Equity, Diversity, and Inclusion partnership with the University of Baltimore.

**Building Bridges Across Maryland Program** is an application-based program that fosters professional leadership development, collaboration, and idea sharing between six regional colleges and universities and UMBC, to which administrative staff can apply.

**The Personal Leadership and Project Management Program** immerses participants in an evidenced-based systems view of leadership and applies concepts and practices from neuroscience, organizational and behavioral science, project management, and business innovation to individual, group, and project work.

**The Wellness Initiative** creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

**Student Affairs Inclusive Hiring Process:** The Division of Student Affairs developed and implemented a Student Affairs Inclusive Hiring Process, including a toolkit offering tips, recommendations, and divisional expectations around mitigating bias and diverse recruitment. Appendix 2 provides additional information on the Division of Student Affairs' diversity action plan processes.

### **Faculty**

**Interfolio Faculty Search** is an online faculty search software whose required use improves diversity recruitment efforts. The software receives applications, allows UMBC to monitor applicant pool diversity throughout an active search's lifecycle, and increases transparency.

**UMBC's Affinity Groups**, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, and Women in Science and Engineering.

**The Fellowship for Faculty Diversity** supports scholars, artists, and creative practitioners committed to diversity, equity, inclusion, and access in the academy, preparing them for possible tenure track appointments at UMBC. Launched in 2011, the program has supported 20 scholars. Eleven former fellows are now UMBC faculty. Of the 20 fellows hosted since 2011, 19 are faculty in higher education.

**The CNMS Pre-Professoriate Fellows Program** supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy. The program converted all four former fellows to tenure-track faculty positions at UMBC.

**On-Ramps Program** was launched in 2015 to accelerate the career progression of associate professors to full professors. UMBC hosted 12 associate professors, six of whom are now full professors. UMBC adapted the program to support assistant and associate professors whose research careers have been impacted by the COVID-19 pandemic with 2-years of targeted research support. In 2022, UMBC awarded seven faculty with On-Ramps funding.

**The Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

**The ADVANCE Leadership Program** uses the cohort model and focuses on intentional career advancement. It aims to promote the advancement of women STEM faculty to positions of leadership, provide funding for professional development opportunities that will assist in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from sponsored development opportunities to other faculty at UMBC.

**NIH First Grant:** UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, \$13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

**RISE UPP Alliance:** UMBC expanded its work boosting academic diversity to the national level through a new NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP). The RISE UPP Alliance is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

**The Inclusion Imperative** is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting Faculty Fellowship Program, and the Humanities Teaching Labs.

**The Breaking the M.O.L.D. Program** creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

### SECTION 3

**UMBC's Faculty Development Center (FDC)** promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

**The Inclusion Council**, composed of students, staff, faculty, and alums working with the campus community, provides advice and guidance to the **Office of Equity and Inclusion (OEI)** from various perspectives. Members act as OEI ambassadors across campus, and Inclusion Council meetings provide a venue for discussing equity issues. UMBC's **Retriever Courage** initiative is now a part of the Inclusion Council's work, which is also advised by the Retriever Courage Faculty/Staff Advisory Committee.

**The Initiatives for Identity, Inclusion & Belonging (i3b)** creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. Initiatives include "**Social Justice Dialogues**," a seminar on teaching techniques to engage in constructive conversations across differences. Programming examples include **SistaCare**, a self-care and community-building group open to Black/Africana women and femmes, regardless of gender expression, and **The Multicultural Leadership Experience**, which provides a space for students who identify with underrepresented or marginalized backgrounds to discover their capacity to lead.

UMBC hosts three cultural centers: **The Pride Center**, **The Mosaic: Center for Cultural Diversity**, and **The Gathering Space for Spiritual Well-Being**. All offer training and programs focused on identity and belonging. To create an inclusive and equitable environment for all, i3b offers three "zone" training - **FaithZone**, **SafeZone**, and **DreamZone** - focused on building awareness, knowledge, and allyship behaviors.

**The Office of Health Promotion** collaborates with departments to implement culturally responsive and identity-based **Community Conversations** focused on stigma reduction and behavior change around mental health and well-being within marginalized communities.

**The Office of Off-Campus Student Service (OCSS)** provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. With a focus on responding to the needs of Black male transfers, **TEAM** is a cohort-based program focused on academic success from a culturally responsive lens.

**The Center for Democracy and Civic Life's Dinner with Friends** brings students, faculty, staff, and alums together for small-group conversations about issues affecting UMBC's campus community on enacting equity and justice, mental health and well-being, creating community, and inclusion with respect to religion, belief, and spirituality and other topics.

**The Office of Residential Life** engages with all residential students through a curriculum that focuses on developing cultural competence, interacting across differences, and engaging in restorative practices.



## SECTION 4

**UMBC's Chosen Name Initiative** allows students to select the first, middle, and last names and pronouns they wish to use for community purposes. The initiative furthers a culture of inclusivity, creates a supportive learning environment that embraces people as they choose to identify, and lets students specify their gender identity and LGBTQ+ affiliation. Students and alumni can update their UMBC records anytime with their social identifiers.

**The Center for Global Engagement (CGE)** helps to bring the world to UMBC and share UMBC with the world. In Spring 2023, more than 2,200 international students from 105 countries enrolled at UMBC. CGE facilitates training and cultural exchange programs for international high school students and professionals. CGE also works to help students access international education experiences, such as study abroad. CGE has worked closely with campus and community partners to support asylees, refugees, and other displaced individuals resettled in Maryland.

**The Retriever Essentials Program** is a faculty, staff, and student-led partnership that promotes food access in the UMBC community. It includes a campus food pantry, food distribution zones for pre-packed bags of groceries, and a save-a-swipe meal swipe donation/distribution program. Over 38,000 pounds of food were distributed in fall 2022.

## SECTION 5

**DEIA in the Promotion and Tenure Process:** Other initiatives central to the cultural diversity plan include UMBC's recognition of DEIA efforts in the promotion and tenure process. After a review of UMBC's existing procedures and policies and those of its peer institutions and USM, at the recommendation of the Inclusion Council and other stakeholders, changes expressing UMBC's commitment to inclusive excellence that recognize and reward the DEIA efforts of faculty at all levels were made to the Faculty Handbook.

1. Section 6.2, "UMBC Criteria for Faculty Appointment and Promotion," was amended to state that UMBC is committed to creating an inclusive culture and DEIA work is recognized and reviewed in research, teaching, and service.
2. Section 6.3.4.1, "Report of Department Chair," requires the Chair to affirm that the review process recognized work presented in the candidate's dossier contributing to DEIA in research, teaching, and service.
3. Section 6.10, "Departmental Guidelines for Promotion and Tenure," was moved to Section 6.4, edited to align with recent changes made elsewhere in the policy, and included these revisions:
  - A preamble reminding departments to create and periodically review promotion and tenure guidelines encouraging and rewarding work that aligns with UMBC's mission and values.
  - The inclusion of a directive in the Teaching and Service categories for departments to include documentation of formal and informal mentorships and other activities that would otherwise be invisible.
  - The revisions to departmental P&T policies will be reviewed and approved at the college level and by the Provost's office.

**Faculty Annual Report:** To help faculty track and receive recognition for their DEIA activities in their faculty annual reports and self-assessments, UMBC modified the faculty annual report so that faculty can record these activities. UMBC also created a new Mentoring section enabling faculty to document this important service to the community and to flag mentoring with a DEIA component. These modifications, which will be periodically reassessed to improve data collection, were planned to encourage faculty to think about the additional ways in which DEIA efforts can inform research, service, and teaching.

# Appendix 1: UMBC Cultural Diversity Plan

2019 Diversity Plan-UMBC

## 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)

## 2019 Diversity Plan-UMBC

- 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

## 2019 Diversity Plan-UMBC

- 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 2: USM Addendum

Two of the most promising efforts made within the past year include the Black Student Success Initiative (BSSI) and the Division of Student Affairs Diversity Action Plans.

**Black Student Success Initiative:** This spring, UMBC will submit a grant to the University Innovation Alliance to support the BSSI, initially concentrating on Black male STEM transfer students. There are 219 currently enrolled Black male STEM transfers; of those, 79% are pre-College of Engineering and Information Technology (COEIT) or COEIT majors, 17% are in the College of Natural and Mathematical Sciences, and 3-4% are in the College of Arts, Humanities and Social Sciences. We have identified several risk factors for the non-retention and non-graduation of this group, <2.0 matriculation GPA and a DFW grade in the first math course; we believe these two are related. Given that almost 80 of our current Black male STEM transfer students are in COEIT, requiring extensive math, we must address this problem.

Possible interventions include:

- Establishing cohorts and study groups and building community among the students in the classroom via the Student Affairs-organized Black affinity groups.
- Establishing specific peer mentoring for these students.
- Providing major exploration intervention and support for those students who test into the lowest math course and receive a DFW grade via a small grant (25K) with matching funds from UMBC. This funding will incentivize cohort participation and encourage these students to access the support provided by UMBC.

Additional funds recently acquired through the development office may be available with this population. We plan to scale up the interventions we assess as impactful to other groups at UMBC.

**Division of Student Affairs Diversity Action Plans:** This academic year, the Division of Student Affairs facilitated a diversity action plan process with each department housed within Student Affairs. This 3 to 5-year plan allows these departments to consider and plan annual diversity goals and metrics for measuring progress. The action plan focuses on:

- Creating an environment that is welcoming and respectful for all staff and students;
- Recruiting and retaining a diverse staff;
- Building capacity for leading through an inclusive excellence lens; and
- Inspiring leadership to prioritize equity, inclusion, and diversity in plans as well as actions.

The first progress report regarding the plan's implementation occurs in the summer of 2023.