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Spring 2024 Institutional Programs of Cultural Diversity Report

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SECTION 1: Summary of Plan to Improve Cultural Diversity

UMBC continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated **Minority Serving Institution (MSI)** and a newly designated **Asian American Native American Pacific Islander Serving Institution (AANAPISI)**. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff.

Student Recruitment, Retention, and Success

The Inclusion Council launched a **Working Group on Spiritual and Religious Belonging** in the spring of 2023 to better understand the needs of students with closely held religious and spiritual identities and to make recommendations prioritizing support for the spiritual well-being of our students. In addition, the Gathering Space for Spiritual Well-Being was awarded an **Advancing Religious Pluralism Grant by Interfaith America** to further interfaith cooperation and learning on campus. The grant will allow i3b to expand their interfaith infrastructures and, in collaboration with campus partners, strengthen strategic plans, programs, initiatives, resources, and staff development across the University to equip students to engage across lines of religious differences in contributing to a sustainable and thriving democracy.

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. UMBC hosts three cultural centers within i3b: **The Pride Center for LGBTQIA2+ Diversity, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**, offering training and programs focused on identity, belonging, and social justice which include but are not limited to the **Multicultural Leadership Experience** and the **Queerios** discussion-based group that focuses on the experience of being both queer and religious or spiritual.

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](#); [Educational Talent Search](#); [Upward Bound Program](#); [Upward Bound Math and Science Program](#); [Ronald E. McNair Post Baccalaureate Achievement \(McNair Scholars\) Program](#); and the [Louis Stokes Alliances for Minority Participation Program](#).

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.

Enrolment Management's **Finish Line** program recruits students who left UMBC before earning their degrees for re-enrollment at the institution.

Meyerhoff Scholars Program continues to increase the diversity among future leaders in science, technology, engineering, and mathematics by supporting students who intend to pursue a Ph.D. or combined M.D./Ph.D. in STEM.

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 participate in extended research projects, receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities.

The **Graduate Research Training Initiative for Student Enhancement (G-RISE) Program** through UMBC's College of Natural and Mathematical Sciences 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 talented undergraduates majoring in computer science, information systems, business technology administration (with a technical focus), computer engineering, mechanical engineering, chemical/biochemical/environmental engineering, or a related program at UMBC. CWIT also supports K-12 students through programs encouraging their interest in and identification with computing and engineering.

The **Office of Off-Campus Student Service (OCSS)** provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. The **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program** is a 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.

UMBC's **Personal Identity Workgroup** allows students to select and update their chosen first, middle, and last names and pronouns they wish to have reflected within internal recordkeeping systems. The initiative is being expanded to ensure the University is following best practices relative to the gender identity and LGBTQ+ affiliation options provided to students.

Faculty Recruitment, Retention, and Advancement

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, Women in Science and Engineering, and the **newly established Jewish Faculty and Staff Association**.

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.

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 **Action Collaborative on Transforming Trajectories for Women of Color in Tech**: UMBC joined this collaborative which is organized by the National Academies of Science, Engineering, and Medicine. This newly launched initiative will provide a platform for participating institutions to exchange ideas and promising, evidence-based practices to ensure sustained resources and opportunities in tech fields for women of color.

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, provides funding for professional development opportunities for women STEM faculty that will assist them in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from the sponsored development opportunity 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.

The **NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)** 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.

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.

Staff Recruitment, Retention, and Advancement

The **Department of Human Resources (HR)** offers a host of training, education, and leadership development opportunities for employees on topics related to inclusive hiring, Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR also implemented a series of in-person training modules with Franklin Covey's: *Change: How to Turn Uncertainty into Opportunity* which focused on providing employees with the practical skills, common language, and distinct strategies to help understand and navigate change. Team building and consultative services are also provided to address workplace culture.

UMBC's **Personal Identity Workgroup** expanded its scope to review opportunities for staff to select and update their chosen name and pronouns they wish to have reflected within internal recordkeeping systems and best practices relative to the gender identity and LGBTQ+ affiliation options provided to staff.

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.

General

An inaugural **Vice President for Institutional Equity and Chief Diversity Officer** was hired to oversee the strategic vision of inclusive excellence at UMBC. The **Division of Institutional Equity** was created which includes the **Office of Equity and Civil Rights**, which has primary responsibility for managing UMBC's Title IX efforts and all other civil rights issues related to discrimination, harassment, hate, and bias.

The **Inclusion Council**, composed of students, staff, faculty, and alumni working with the campus community, now serves as an advisory council to the Division of Institutional Equity. The Council provided its final recommendations on a variety of equity and inclusion issue areas to university leadership and will be used to develop the University's DEI strategic plan.

The **Women's Center** 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.

A **Restorative Practices Steering Committee** was formed to elevate and expand the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Civil Rights.

SECTION 2: Impact of the 2023 Supreme Court Decision

UMBC has long championed and served as a national model of inclusive excellence. We know that diversity, equity, and inclusion are not merely moral imperatives; they are imperative to the excellence of our teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group of broad University representation to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives.

The University continues to offer programs and initiatives to support underrepresented minority groups and enhance access for historically marginalized communities. In addition to those already outlined in this report, **Enrollment Management (EM)** provides 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 underrepresented (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.

The **University Innovation Alliance (UIA) STARS (Students Transferring and Redefining Success) Program**, launched in fall 2023, is a scholarship program available to entering transfer students. The program is open to incoming transfer students of all backgrounds who plan to pursue a degree in science, technology, engineering or math and who are interested in the advancement of Black, male, transfer students in those fields. The cohort-based program provides high-impact academic enrichment opportunities (seminars, mentoring, tutoring, etc.) that encourage scholars to maximize their honors university experience while making timely progress to degree completion.

The newly created **I Am UMBC Initiative** gives voice to the diverse identities represented at UMBC through community conversations and intentional community spaces and activities. I Am UMBC consists of four pillars and will engage the diverse students, faculty, and staff in order to enhance the sense of community, vibrancy, and wellbeing at UMBC and to reaffirm and define our commitment to inclusive excellence while fostering a sense of pride for what it truly means to be a UMBC Retriever.

Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes. 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. In addition, the Division of Institutional Equity and Division of Student Affairs will administer campus climate surveys to assess diversity, equity, inclusion, and belonging among students, faculty, and staff.

Appendix 1: 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)
- 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 2: Efforts to Address the Unique Needs of International Students

The **Office of International Students and Scholars (OISS)** within the **Center of Global Engagement (CGE)** is dedicated to supporting UMBC's international student and scholar community. The office offers a variety of programming and services to assist students and scholars in pursuit of their academic, personal, and professional goals. OISS assists international students and scholars in areas such as: **immigration advising** (overseeing the entire immigration process for each international student, scholar, and their dependents); **community building** (programming to help students and scholars make important connections within the UMBC community); and **student work and Internships** (working with current international students and alumni to help them access available employment and internship opportunities).

Pressing challenges and steps taken to address those challenges

Over the last several years, UMBC has seen significant growth in its international student population particularly at the graduate level. In addition, UMBC completed a report on internationalization as part of its work on the American Council on Education's (ACE) Internationalization Laboratory which included several recommendations and highlighted UMBC's interest in moving internationalization forward as an element of UMBC's core values.

To that end, UMBC established the **Supporting International Students Working Group** which is comprised of campus leaders from the Center for Global Engagement, Academic Affairs, Enrollment Management, Student Affairs, Graduate School, and the Division of Institutional Equity. The working group is focused on creating an infrastructure tailored uniquely for the UMBC international student population, leveraging best practices and applying innovative approaches to support the academic, co-curricular, and career success of international students. This working group is focused on ensuring that the University is prepared to welcome and support our international students in the near future and will engage in strategic discussions about future opportunities. The initial priorities of the working group are centered on the following: 1) enhancing the welcoming experiences for new and continuing international students to campus; 2) ensuring a smooth transition to campus including considerations for travel, transportation, housing, etc.; 3) exploring and identifying potential employment options and career planning experiences; 4) identifying and providing clear guidance on campus resources; 5) identifying and exploring opportunities to educate and engage faculty and staff on the experiences of our international students and best practices for support; and 6) engaging campus partners using a coordinated approach to supporting international student success.

Key significant achievements

The University continues to make significant strides in supporting international student success. The **International Student Career Conference**, held in February 2024, focused on the unique needs of international students in their job search process in the United States. UMBC's **Global Ambassador Program** brings together a diverse group of current international students who help create a welcoming and considerate community for UMBC's international students by ensuring that international students feel connected to the campus, in the classroom, and community. The new **Online Immigration Case Management System** provides a personal, centralized place for international students to manage all their immigration needs and makes their experience working with OISS as efficient and easy as possible. The **International Student Arrival Guide** is an online resource for international students as they navigate their arrival to the United States and UMBC. **Admitted Student Webinars** provide opportunities for admitted international students to learn about UMBC, get their questions answered, and hear from advisors and current international students.