



IMPLEMENTATION TEAM FINAL REPORT & MEMO TO UNIVERSITY LEADERSHIP

To: President Valerie Sheares Ashby
President Freeman Hrabowski
Provost Philip Rous

From: Candace Dodson-Reed, Chief of Staff to the President and
Executive Director, Office of Equity and Inclusion
Carole McCann, Chair, Implementation Team
Orienne Smith, Member, Implementation Team
Tory Williams, Member, Implementation Team

Date: July 15, 2022

Re: Update on the Work of the Inclusion Council's Implementation Team

The Inclusion Council was established in June 2020 with the charge to provide advice and guidance to the Office of Equity and Inclusion from a variety of perspectives and campus stakeholders on ways in which the university can more fully realize our value of inclusive excellence. This was truly a grassroots effort in which all members of the UMBC community were invited to join in the work. Ten working groups were formed with the participation of over 150 UMBC community members, who spent over a year engaged in thoughtful discussions with their team members and their respective units on how to promote social justice and take action to resolve issues of equity. The *2020-2021 Inclusion Council Recommendations Report* was the result of this deeply collaborative initiative.

An [Implementation Team](#) was formed in April 2022 to respond to this report, and to help us understand our best next steps. The charge of this team was to create a plan of work, timelines for identified projects, and partnership teams. The Implementation Team includes representatives from the Inclusion Council, Shared Governance leaders, and subject matter experts. The Team was also charged to provide regular updates on its work and this represents the first such report.

The Georgetown Summer Institute

UMBC was invited to attend the Georgetown Summer Institute on Equity in the Academic Experience on June 13-15, 2022. The four of us attended to represent the Implementation Team. The Institute provided us with an opportunity to think through how we do racial, socio-economic, and gender inclusion and accessibility at UMBC, and how we can improve on this. Our primary goal was to use our “team time” between sessions to continue to distill down and categorize the recommendations from the Inclusion Council Report. We also envisioned the recommendations we deliver to President Sheares Ashby as a potential roadmap or playbook for a university-wide DEI strategic plan as she continues to think about what Inclusive Excellence means at UMBC.

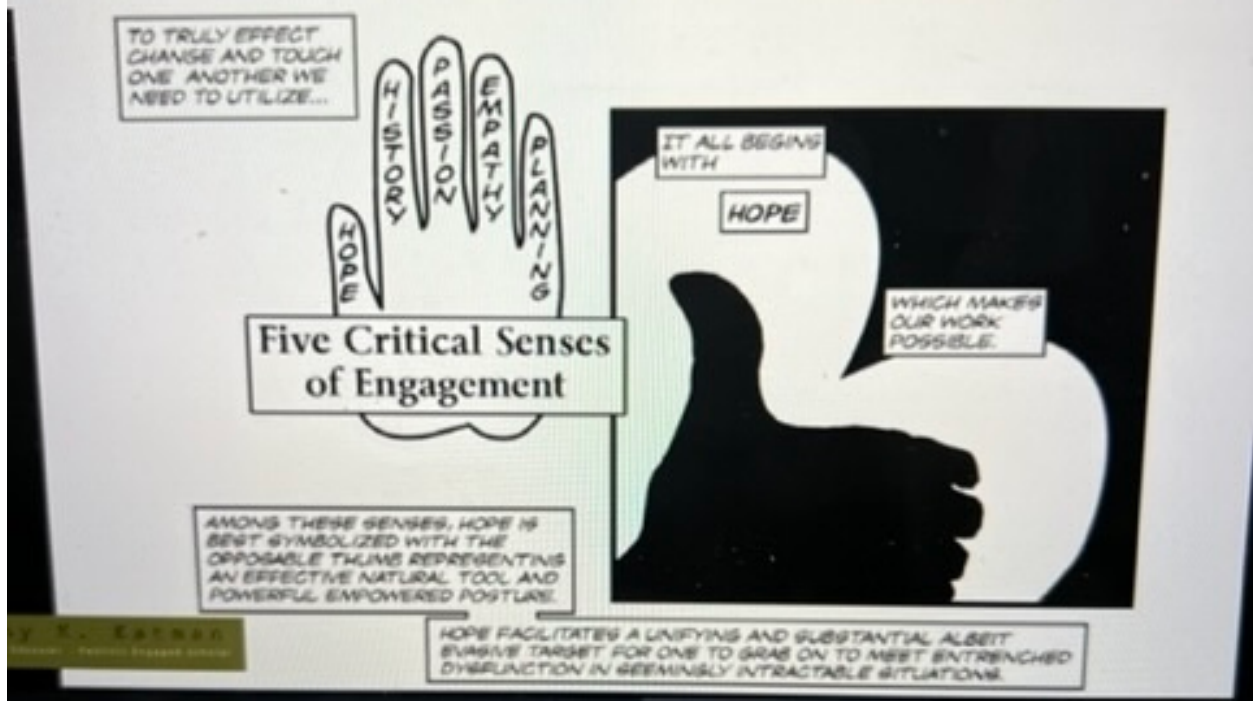
What we were working towards:

- We want to have implemented lessons learned from our campus’s engagement with Title IX, civil rights issues, racial issues, socio-economic, and disability access.
- We want to continue to build on the concept of inclusive excellence at UMBC, creating spaces for authentic conversations.
- We want to set up a campus-based process that recognizes that success is never final.
- We want to be primed to respond to new and emerging issues in effective ways.

Our takeaways from the Institute informed the process and direction of the Implementation Team’s ongoing work.

“Beware the Shrinking Imagination”

The opening provocation by Tim Eatman, “Beware the Shrinking Imagination,” provided a useful framework for the reflections and work of our team during this intensive three-day immersion in thinking through solutions to social justice and equity issues within the academy. Dr. Eatman, Director of Research for Imagining America: Artists and Scholars in Public Life, shared the Five Critical Senses of Engagement (Hope, History, Passion, Empathy and Planning) with the participants.



“It all begins with hope, which makes our work possible.” Dr. Eatman reminded us that there are many forces pressing on us to shrink our imagination—bureaucracy, scarcity, institutional inertia—and that we must be intentional in expanding our imagination. Noting that “cultural change requires cultural practices,” Dr. Eatman suggested ways to enlarge or expand imagination:

- Getting out of our academic-ness
- Forging community connections
- Creating new partnerships and engagements with diverse stakeholders outside of the institution
- Celebrating the power of the arts and humanities to enlarge the imagination

Revision Plan for the Inclusion Council 2020-2021 Recommendations

The Implementation Team has been meeting bi-weekly since early April 2022. At those meetings we discussed and agreed to categorize, reorganize, and condense the more than 100 recommendations in the *2020-2021 Inclusion Council Recommendation Report*. Our goal has been to shrink the number of individual recommendations, but not the imagination of what’s possible represented by those recommendations. Initially, the Team worked together to categorize the recommendations based on the campus unit that would have primary responsibility for implementing them and the constituencies affected by them. That task helped us to get a better handle on the scope of the recommendations. At the June 17, 2022 Implementation Team meeting we discussed and agreed that in addition to the responsible campus division, we would organize the recommendations by the kind of actions they proposed. Inclusion Council and Implementation Team members reviewed and endorsed a provisional action-categorization of the recommendations at their joint meeting on July 2, 2022. In addition,

Implementation Team Co-Chair, Carole McCann, offered to meet with and indeed met with several Inclusion Council Work Group leaders to ensure that the revised/reorganized recommendations effectively retained the core concerns of their work groups. In most cases, the original language of the work group's recommendations was also maintained.

The final version of the recommendations was reviewed and endorsed by the Implementation Team at their July 15, 2022 meeting. Through this process the action categories determined to best represent the kinds of tasks called for by the recommendations are: Campus-wide Statements/Commitments, Center Student Belonging, Assess Current Practices, Revise/Redesign Current Policies/Practices, Support Those Engaged in the Work, and Develop Resources. These categories allowed us to organize and condense the recommendations into a concise, digestible, cohesive, and well-aligned group of action items. In most cases, each of the resulting 25 recommendations includes multiple steps/items to accomplish its overall objective. In the following pages, the grouped recommendations are presented by color-coded action categories. The parenthetical numbers refer to the location of recommendations in the *2020-2021 Inclusion Council Recommendation Report*. The order of presentation is not intended as a priority list. Rather the order reflects the logical steps necessary for effective culture change. In total, the recommendations encompass the full range of equity, inclusion, and accessibility issues rife in higher education communities today. They touch on all aspects of faculty, student, and staff work and belonging, and reaffirm our UMBC community's values and commitments.

Implementation - Next Steps

As the work of inclusive excellence is an always-ongoing project at UMBC, some of the recommendations from the 2020-21 Report have already been implemented. Moreover, the work of redefining inclusive excellence has been taken up by many members of the campus community even before the 2020-21 Report, and the recommendations benefited greatly from that work.

For instance, the Faculty Senate has approved revisions to the Promotion and Tenure Policy to recognize and reward DEIA, and the Division of Information Technology (DoIT) has developed a campus digital accessibility policy. Therefore, the next step for the Implementation Team is to work with the responsible units to gather up-to-date information about what actions they have taken related to items addressed by the recommendations. Based on that updated information it becomes possible to develop clear, transparent, direct measures of success for the implementation of all the recommendations. Again, we suggest that this task be completed in a collaboration between members of the Implementation Team and the responsible divisions.

The Georgetown Institute offers several additional provocations and insights that can usefully guide our work going forward as they help us to center our history of inclusive excellence, current contexts of belonging, and balance data-driven decision making with a humanizing framework of justice. A summary of which appears after the recommendations in Appendix A.

Inclusion Council 2021 Recommendations

A. Statements, Commitments, Policies

A1: Equity and Inclusion Language

(030) Collectively decide on clear and uniform language when we talk about issues of equity and inclusion in order to create goals and outcomes that are consistent.

(042) Use this language to clearly articulate the importance and value of inclusive curricula.

(018) And to incorporate Diversity, Equity, Inclusion and Intercultural Competence as a theme in all University Retreats, etc.

Primary Responsible Units: President's Office

A2: Hate and Bias Policy

(074) Create a hate and bias policy and infrastructure to support it.

(005) Create an institutionalized Bias and Microaggression Awareness and Reduction Campaign.

(014) Develop a faculty, student, and staff-led long-term training/education plan for addressing bias/microaggression, intersectionality, and interculturality.

(040) Include anti-racism/discrimination language in course syllabi.

(100) Provide compensation to student volunteers participating in diversity, equity, and inclusion work/initiatives.

Primary Responsible Units: Student Affairs, Academic Affairs

A3: Communication Plan

(019) Develop a comprehensive communications strategy and implementation plan for the Inclusion Council and Implementation Team's work including:

(020) Create the Retriever Rise (RR) campaign;

(021) Continue the Retriever Courage (RC) campaign;

(090) Update the Retriever Courage dashboard to transition the recommendations into goals and priorities UMBC is addressing using a phased timeline approach;

(093) Update outward facing UMBC websites to include more diverse/inclusive media; and

(053) Increase visibility of programs/majors doing equity and inclusion work—advertisement, highlighted in all communications, intentional student recruitment and funding, etc.

Primary Responsible Units: Office of Institutional Advancement

A4: Campus Policing

(083) Improve transparency and profile of UMBC police department by updating the website to improve access/visibility regarding what the police department does; improving data collection, and creating standard reports, benchmarks against other USM and regional institutions;

(084) Introduce community policing on campus to increase the ways students can interact with police to bridge the knowledge divide about what community policing is, what it looks like, and what we want it to be at UMBC. Consider inviting campus police into IHU classes or First Year Experience and create a student liaison program that conducts campus outreach.

Primary Responsible Units: Administration and Finance

A5: Land Acknowledgment

(061) Roll out the land acknowledgement statement to the entire university with formal announcements, acknowledgement and clear commitments.

(062) Incorporate a statement regarding colonialism into the land acknowledgement statement that clearly acknowledges impacts of colonialism.

(063) Include information on Indigenous people and groups on the university diversity web pages.

(065) Conduct focus groups/listening sessions with members of the UMBC community regarding land acknowledgement.

(072) Support the development and offering of a required module or session to all new incoming and transfer students on the history of the peoples who have used and lived on the UMBC lands over time with an emphasis on decolonization.

(070) Provide ongoing educational opportunities such as speakers series regarding the experience of Indigenous people.

(073) Use the work and recommendations of the Women's Center.

Primary Responsible Units: Office of Equity and Inclusion

A6: Engaging Indigenous Communities

(064) Engage in outreach to UMBC students, faculty, and staff who identify as Indigenous persons.

(066) Engage in conversation with leaders of Indigenous groups in the region—particularly the Piscataway tribal groups.

(068) Develop a policy for providing access to land and university facility use for Indigenous people free of charge.

(067) Provide a physical representation of our acknowledgement of Indigenous people with input from Indigenous people in the area.

(069) Dedicate gallery space to photos and art representing the layers of peoples who used and lived on the land over time.

Primary Responsible Units: President's Office, Administration, and Finance

A7: MCE Purchasing Mandate

(001) Take a leadership role within the University System of Maryland (USM) and Maryland Legislature to end the Maryland Correctional Enterprise (MCE) purchasing requirements mandated by the State.

(002) Raise awareness of the prison labor and the MCE purchasing mandate;

(004) Create a Social Impact Statement to guide contracting and procurement.

Primary Responsible Units: President's Office

A8: Digital Accessibility

(081) Implement a university-wide IT accessibility policy similar to other USM institutions.

(082) Recruit IT trained personnel dedicated to the office of Student Disability Services.

(036) Create proactive accommodations for students with disabilities to ensure they receive the accommodations for full inclusion and access to course materials.

(078) Engage with SDS and the community to identify SDS' priority needs on an annual basis.
Primary Responsible Units: Department of Information Technology

B. Center Student Belonging

B1: Inclusive Student Recruitment and Admissions

(092) Expand Baltimore City/County, Prince George's County, Howard County, and international recruitment.

(096) Develop a recruitment plan focusing on the Latinx community specifically.

(097) Create a new Undergraduate and Graduate Admissions eligibility process that uses GRIT or Noncognitive Variables as a foundation for determining minority domestic student readiness from underserved areas, replacing traditional methods of determining college readiness (SAT, ACT, GPA, GRE and Personal Statements).

(098) Provide admissions fee waivers for specific demographics and heavily advertise them.

(094) Have more in-depth virtual campus tours for students with disabilities.

(095) Better communicate UMBC recruitment efforts to faculty and staff.

Primary Responsible Units: Academic Affairs, Enrollment Management

B2: Student Belonging and Retention

(049) Expand the data-driven approach to issues of student belonging to understand the extent to which students are feeling excluded and how.

(101) Host focus groups with target groups of students to best inform belonging-specific recommendations.

(099) Create a withdrawal survey to collect data on who is leaving or transferring away from UMBC.

(013) Conduct a training/education needs assessment for UMBC communities.

(024) Create an assessment to determine where conflicts are happening on campus and what situations could be best handled by Restorative Practices (RP).

(010) Develop a mentor program where 3rd/4th year Undergraduate (UG) students mentor 1st/2nd year UG students.

Primary Responsible Units: Student Affairs

B3: Campus Climate

(006) Create a support structure for critical input/feedback on how we can improve our campus climate.

(007) Continue to provide more opportunities for UMBC community members to engage in dialogue on issues of bias and microaggression.

(008) Create a series of intercultural dialogues.

(009) Develop a University Strategy and Plan for Healing Spaces and Trauma Response.

Primary Responsible Units: Office of Equity & Inclusion

C. Assess Current Practices

C1: Academic Equity Audit

To expand the reach of the campus commitment to Inclusive Excellence:

(044) Inventory other colleges' and universities' approaches to incorporating inclusive student outcomes at the university and department-level;

(047) Conduct an equity audit of student academic supports and resources in order to close the opportunity gap among students from under-resourced backgrounds;

(003) In particular, explore ways to extend the campus mission to include incarcerated and formerly convicted persons.

Primary Responsible Units: Academic Affairs

C2: Curricular/Pedagogical Equity

(043) Inventory and evaluate existing equity, diversity, and inclusion outcomes within UMBC departments and programs.

(032) Work with the Center for the Advancement of Learning and Teaching to:

(037) Collect data to examine how departments already include equity and inclusion content within the explicit and implicit curricula;

(045) Create a system to track and measure what students are learning regarding equity and inclusion;

(033) Conduct focus groups/surveys with students to elicit their experiences in the classroom related to how equity and inclusion content is addressed in the classroom in order to determine the extent to which university faculty incorporate discussions of/approaches for dismantling systems of oppression; and assess faculty's ability to adopt and implement anti-oppressive and transformative pedagogies (e.g. culturally responsive pedagogies);

(039) Highlight issues and content related to domestic and international inclusive excellence;

(031) And collect data on the various instructional methods faculty engage to deliver and assess course content and provide them with professional development.

Primary Responsible Units: Academic Affairs

C3: GEP Language Requirement

(079) OEI and Undergraduate Affairs gather, review, and analyze data to investigate regarding the impact of 201 level language requirements on students from less-well-resourced communities, international students, transfer students, and non-traditional students with respect to equity issues, and time and cost to graduate.

(080) In particular, investigate the need for continuing to mandate a 201 level language requirement towards the bachelor degree and the ability to provide accessible, equitable and cost-effective alternatives that address the need for and importance of multicultural education as well as diversity and inclusion requirements. This should be done by or in coordination with the Office of Undergraduate Affairs and Provost's General Education Review Committee.

Primary Responsible Units: Office of Equity and Inclusion

C4: General Education Program (GEP)

(038) Evaluate the current GEP courses, paying special attention to how these requirements include content that promotes equity and inclusion.

(015) Strengthen the position of Diversity, Equity, Inclusion and Cultural Competence outcomes in the General Education revision.

Primary Responsible Units: Academic Affairs

D. Revise/Redesign Current Practices

D1: Personnel Processes

(058) Establish clarity and transparency around DEI efforts and all personnel processes using the following steps: Research the work culture at UMBC to better understand BIPOC and minoritized employees' experiences; establish Professional Development opportunities grounded in DEI; examine the UMBC and USM processes and award(s) to ensure inclusivity and equity; examine the process by which committees, working groups, and task forces are formed, created and function.

(012) Include Diversity, Equity, Inclusion and Intercultural Competence as part of formal performance evaluations of faculty, staff, and administrators, and develop appropriate support resources. **Primary Responsible Units:** Office of Equity and Inclusion

D2: Employee Retention and Compensation

(057) Retain and value the employees at UMBC using the following steps: Conduct a comprehensive salary equity study and examine compression; diversify leadership opportunities; examine the lack of retention of BIPOC/minoritized employees; create and share a dashboard to capture recruitment, retention, and promotion data; examine hiring and promotion processes specifically around DEIA issues; build an adequately staffed Human Resources office.

(071) Intentionally hire, retain, engage and support Indigenous staff and faculty.

(075) Implement implicit bias and DEI standards in staff hiring.

(029) Add Restorative Practices to PMP goals/objectives.

Primary Responsible Units: Administration and Finance

D3: Faculty Hiring, Retention, and Promotion

(076) Revise faculty review policies including, but not limited to, promotion and tenure, to recognize and reward DEI work in the areas of teaching, research, and service.

(034) Include inclusive excellence in teaching as a criterion on faculty hiring rubrics.

Primary Responsible Units: Academic Affairs

E. Support Those Engaged in the Work

E1: Individuals

(048) Recognize, celebrate, and uplift those already doing DEIA university work by building on the STRIDE model, which provides professional development, stipends, and a learning community.

(035) Reward inclusive pedagogy by nominating faculty for existing and/or new faculty awards and fellowships.

(055) Compensate and recognize faculty and staff engaged in the data collection, analysis, and implementation of these recommendations.

(056) Institutionalize the scholarship related to this work by creating funding streams that can lead to outside funding.

Primary Responsible Units: Academic Affairs

E2: Academic Departments

(052) Provide full support to academic programs/majors/departments that currently do this work (GLBL, GWST, AFST, AMST, ASIA, SOWK, etc.). Programs need to be highlighted as much as other areas, but also need to receive financial support to continue their equity and inclusion work.

(050) Provide full support (funding, faculty availability, course buy-outs, etc.) for the First Year Seminar Gender-Based Harms course proposed by the Faculty and Staff Advisory Committee (FSAC).

(051) Provide full support for research to be conducted for the FYS Gender-Based Harms course.

Primary Responsible Units: Academic Affairs

E3 Student Support Services

(054) Provide support for programs (outside of the classroom) that continue to do equity and inclusion work (Women's Center, i3b initiatives, Center for Democracy & Civic Life, the Shriver Center, and the Center for Truth, Racial Healing and Transformation).

Primary Responsible Units: Student Affairs

F. Develop Resources

F1: Diversity, Equity, Inclusion Resources (DEI)

(016) Utilize and leverage DEI resources from existing institutional memberships like the Higher Education Recruitment Consortium.

(017) Create a library of curricular and co-curricular resources on Diversity, Equity, Inclusion and Intercultural issues.

Primary Responsible Units: Office of Equity and Inclusion

F2: Title IX

(085) Expand Title IX resources and trainings. Hire a full-time survivor advocate.

(086) Establish a Respondent Services Coordination Team.

(089) Create a peer education/advocacy group entirely dedicated to sexual and interpersonal violence.

(087) Expand training, education, and awareness outreach to include specific approaches to supporting vulnerable and historically marginalized populations.

(088) Expand training, education, and awareness outreach to include specific approaches to supporting the particular needs of graduate students; including graduate-specific training.

(091) Include enhanced training/support connected to sexual harassment/misconduct in online learning.

Primary Responsible Units: Office of Equity and Inclusion

F3: DEI Professional Development

(046) Offer institutional professional development for anti-racist/anti-oppressive pedagogies for faculty and students at UMBC.

(041) Collaborate with the Center for the Advancement of Learning and Teaching to find ways to encourage instructors to see this content and teaching practices as essential, and not an “add on.”

(077) Develop the material and staff resources to provide multiple and varied training opportunities and workshops for faculty to gain and strengthen their DEI skills.

(011) Develop a more inclusive approach to engaging adjunct faculty in all training and workshops.

Primary Responsible Units: Academic Affairs

F4: Restorative Practices

(022) Make a commitment to Restorative Practices (RP).

(023) Identify and list where on campus Restorative Practices is being used, and who is trained.

(025) The addition of two campus-wide dedicated RP coordinators (one for students, one for staff and faculty) who can organize practices and implementation across our diverse groups would be a great expansion and a necessary resource to scale up.

(026) Follow the International Institute for Restorative Practices (IIRP) recommendation which includes a few levels of training and groups, including the development program for key staff, trainings, a conference, supervisor training, and ultimately an open professional group.

(027) Include a regular working group to not only help with hiring a RP coordinator but also to consult on new initiatives and opportunities to expand.

(028) Make training mandatory yearly, not only for all staff and faculty, but also, for all leadership and supervisors.

Primary Responsible Units: Office of Equity and Inclusion

Appendix A

Additional Key Takeaways from the Equity Institute that Informed Our Work

An Evolving Definition of “Inclusive Excellence”:

- Our team noted that we use this phrase all the time, and that it has evolved over the years (for example, when caregiving emerged as an issue during the pandemic). We thought that it might be a good idea to try to capture the evolution of inclusive excellence at UMBC while also demonstrating a commitment to continuous improvement.
- We would document the evolution of our idea of inclusive excellence in a written reflection. Our objective would be to help new community members understand our culture and our values. We can also use this statement to explain the “A” in DEIA.

Creating Contexts of Belonging:

- Several of the sessions focused on issues of belonging, and this sparked a discussion amongst our team members about ways in which we can enhance a sense of belonging amongst students, staff and faculty at UMBC. We asked ourselves how we can have authentic, interactive conversations amongst all stakeholders. “Coffee and Conversations,” hosted by SGA is a good model that we could use for staff and faculty. We also noted that the Faculty Development Center has sessions on affective learning and how to “deal with” (seize/grow from) “hot button” conversations/issues. We thought that this would be a good question to take up with the Implementation Team.
- The team discussed “Belonging Uncertainty,” and how we might target specific moments in which this occurs. For instance, Convocation and the Fall Opening meeting might be places in which we could normalize intervention. Perhaps the University Teaching Professor could include this in her talk.

The Vital Importance of Using Data to Drive Culture Change:

- Personal stories matter! Over the past two years Georgetown has conducted multiple Climate Surveys focusing on equity for students, faculty and staff in addition to Pulse Surveys (brief surveys on targeted topics). One of their lessons learned was that the peer to peer conversation is what drives change. Although the equity data they gathered was important, what they realized is that people’s stories are as compelling if not more than the quantitative data. For this reason they began including open-ended questions in which people could provide narrative answers. They also set up gallery exhibits of data, or “Data Equity Walks” and asked people to share their experiences; these stories provided additional valuable information that was incorporated into the final reports.
- **“We have to recognize that equity gaps are caused by us and that we can also be part of the solution.”** In Tuesday’s Provocation, “The Counter-intuitive Logic Behind Closing Equity Gaps in Higher Education,” Dr. Timothy Renick, Senior Vice President for Student Success at Georgia State and Executive Director of the National Institute for

Student Success (NISS), provided examples of data that his university collected that helped them address the issues of summer melt in enrollment and dropout rates.

Data revealed that much of the summer melt was the consequence of the burden of all of the paperwork that incoming students were expected to fill out, and that the majority of the students who never enrolled were non-white, first generation. The solution to this issue was to add a chatbot that provided 24/7 help with commonly asked questions. Focus groups showed that students asked questions that they didn't feel comfortable asking a person. This reduced summer melt by 37%, with the largest gains in first generation students.

Georgia State was also struggling with students dropping out. The university ran a predictive analytics project to find out what these students were doing 6-8 months before dropping out. What they discovered was that students accidentally sign up for a class and then do poorly in it, and that there is a strong correlation between the first grade received in their major and graduation rates. 75% of students who received a "C" as their first grade struggle and eventually drop out. Knowing this, the university now identifies these students and flags them for additional advising.

A final example of data-driven solutions that Dr. Renick provided was the student success program that his university initiated when they discovered that the largest group of students who dropped out of school for non-payment of tuition each semester was seniors. In 2011 they created a micro grant program with no application. The average grant is \$900. This program has been so successful that it generates much more revenue than it invests.

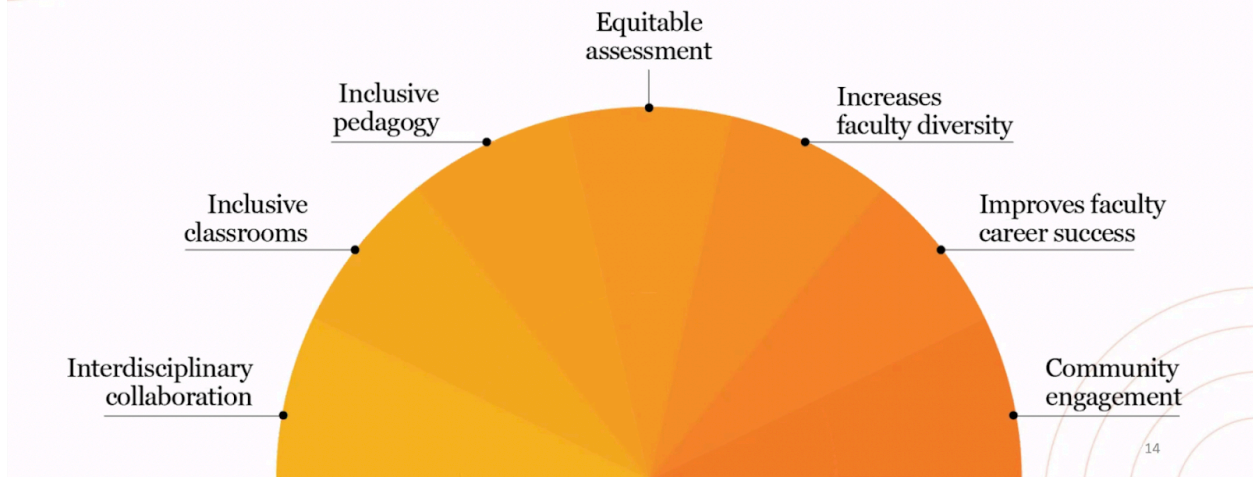
“Institutionalizing Love: A Humanizing Framework for Belonging and Justice”

The concluding Provocation helped our team think through how UMBC can continue to strengthen and expand the humanizing frame for belonging and justice. **“We need frameworks that humanize educational spaces and practices that embody a spirit of change and hope.”** Dr. Mary Wardell-Ghirarduzzi, Vice President for Diversity, Equity and Inclusion, University of the Pacific, reminded the participants that we all live through institutions, and that we have to work through institutions. This means that if we are to do the work of anti-racism then we have to find ways to “institutionalize love.”

Dr. Wardell-Ghirarduzzi made the important point that DEI is policy and should inform decision-making in budget processes, recruitment/retention, procurement, investment, audit, risk management, priority and goal setting, and accountability measures (i.e. transparency).

“There is no separation of DEI work and anti-racism from academic excellence: DEI work is academic excellence. DEI work is academic innovation.”

Framework 2: DEI as Academic Excellence



“Anti-racism is a radical choice in the face of history, requiring a reorientation of our consciousness.” Dr. Wardell-Ghirarduzzi noted that becoming an anti-racist university requires asking difficult questions: What does it mean? Who is being harmed among us? Which voices matter? Who is lonely on our campuses? What are you/we being called in to do about it?

This call-to-action was a fitting conclusion to three days of intensive discussions and conversations centered on the many ways in which the academic community can come together to bring about radical culture change. The UMBC team left the Summer Institute hopeful, energized and ready to get to work.