

2020-2021

INCLUSION COUNCIL RECOMMENDATION REPORT

Alignment of Economic Decisions and Values

It is recommended that UMBC:

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

Such as:

- The President of UMBC raises the issue at Board of Regents Meetings.
- UMBC Administration advocates for legislative change of the state mandated requirement of purchasing from MCE.

002: Raise awareness of the prison labor and the MCE purchasing mandate.

Such as:

- Placing informational stickers on all furniture purchased from MCE.
- Offering a campus-wide teach-in about the MCE purchasing mandate, the 13th Amendment, and the legacy of the exploitation of incarcerated persons. Such a teach-in should include the voices of currently or formerly convicted individuals, especially those who have worked with MCE.
- UMBC Office of Procurement makes the [MCE waiver process](#) clearly accessible and part of their procurement training process.
- UMBC distributes a campus-wide survey to learn what stakeholders know and think about the MCE purchasing state mandate in order.

003: Explore ways to extend its mission to include incarcerated and formerly convicted persons.

- Examine campus policies and practices regarding the criminal record of applicants.
- Conduct a program development assessment of opportunities to offer courses and programs to incarcerated persons and recently-returned citizens.

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

Examples of statements can be found [here](#) and [here](#).

Some examples to be included are:

- Dining options at UMBC are contracted with businesses that align with our institutional values. This should include contracting with local businesses where possible, with an eye to social, environmental, and economic standards.

- UMBC creates and distributes a list of preferred minority owned vendors that align with UMBC values.

Bias, Microaggressions, Intersectionality Engagement, Training and Education

It is recommended that UMBC:

005: Create institutionalized Bias and Microaggression Awareness and Reduction Campaign.

- Create an institutional campaign focused on Bias and Microaggression awareness and reduction.
- For an example, see Ohio University's Poster Campaign:
<https://www.cnn.com/2011/10/26/living/halloween-ethnicrostumes/index.html>,
[University of Massachusetts Lowell's Get a Collective Grip Bystander Training.](#)

006: Create a Support Structure for Critical Input/Feedback on how we can improve our campus climate.

- Develop a formal support structure for individuals to provide candid feedback on inclusion issues at UMBC

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.

- These dialogues would bring diverse individuals and groups into conversation with one another. Perhaps a collaborative project with help from the Center for Democracy and Civic Engagement.
- These activities would build awareness and inspire action on intersectional issues at UMBC

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

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

011: Develop a more inclusive approach to engaging adjunct faculty.

012: Include Diversity, Equity, Inclusion and Intercultural Competence as part of formal performance evaluations of faculty, staff, and administration and develops appropriate support resources.

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

- Incorporate a literature review of best practices
- Include focus groups

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

- Invest substantial long-term resources in bringing this plan to life
- Include a plan to break down barriers between individual identity/affinity groups and build bridges across difference
 - This could include a series of dialogues/projects
- Include a plan for training the trainer that results in a team of qualified peer consultants (students, faculty and staff) who can work with departments, student organizations and others to advance inclusive excellence at UMBC. Such a program should explore both domestic and international considerations for DEI.
- Ensure all search committees are trained on bias/microaggressions to inform their ability to reach and evaluate diverse candidates
- Enhance on-boarding of new hires to address institutional values, expected conduct, etc. related to maintaining a culture of inclusive excellence
 - For faculty, consider adopting the [AAUP Statement on Professional Ethics](#)

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

- Add global and cultural competency as a fifth area of student competency. See AAC&U's Global Learning Value Rubric for an example:
<https://www.aacu.org/value/rubrics/global-learning>

016: Utilize and leverage DEI resources from existing institutional membership like the [Higher Education Recruitment Consortium](#).

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

- This library would be used primarily by faculty as resources to create a more inclusive atmosphere in their classrooms/classes (see George Mason's [Finding Diverse Voices in Academic Research: Strategies and resources on searching for and highlighting diverse voices in scholarship](#))

018: Make Diversity, Equity, Inclusion and Intercultural Competence a theme in all University Retreats.

Communications

It is recommended that UMBC:

019: Create ownership of executing communications.

- While this body can make recommendations and suggest strategic policies, there needs to be administrative buy-in and ownership, including appropriation of funds and human capital, to make sure items are executed and that recommendations happen.
- Administration might consider hiring a communications professional, even part-time, to manage the process and oversee the execution of recommendations, since OEI already has a full plate.

020: Create Retriever Rise (RR) campaign.

- Launch a similar campaign effort for RR as with the RC effort—including creating a clear mission/vision for RR scope and action
- Create a RR website that links both to RC and to OEI so that the campaigns are viewed as “siblings”
- Consider whether to link RR website to existing HR content on Civil Rights, and consider expanding material on the RR website to address Civil Rights, including Title VII, what it is, what it means, how it affects students, faculty, and staff in a student-facing way
- Launch other social media work to promote RR campus wide, utilizing tools like Instagram stories, hosting talks via Twitter or Clubhouse, etc.
- Promote conversations around RR-related issues via Town Halls, invited guest speakers
- Work with existing groups (IB3, Women’s Center, for example) to dovetail efforts
- Promotion/tie-in of effort with the President’s office (specifically President Hrabowski talking about the effort and why it’s important to the culture of UMBC)

021: Continue the Retriever Courage (RC) campaign.

- Continue a strong focus on updating Dashboard and RC website both in terms of the reports and new information
- Continue publicity efforts on campus via social media, and other appropriate channels
- Update bathroom stickers before Fall 2021
- Continue to promote campus discussion around the issues of Sexual Violence, Stalking, etc... including via social media, Town Halls, etc.
- Continue to support OEI to provide training, tools, information for faculty and staff to carry out their roles as responsible employees and to support and interact with students and colleagues in fair and equitable ways
- Continue to work with OEI, Faculty Staff Advisory Committee (FSAC) and other campus partners in addressing these issues via discussion groups on campus
- Continue to promote Town Halls, invited guest speakers, etc. to help keep the discussion of addressing sexual violence and misconduct at the forefront of campus culture

Conflict Resolution and Restorative Practices

It is recommended that UMBC:

022: Make a commitment to Restorative Practices (RP) from campus leadership.

- A statement explicitly stating such should come after leadership meets with faculty, staff and students about its intention to make that commitment and why. At such meetings, it's important for leadership to listen to what faculty, staff and students think of that commitment. This commitment statement from leadership would include what RP is, a plan to conduct an assessment to determine where conflicts are happening on campus and what situations are best handled by RP

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

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

- It's important to do this kind of inventory work. Not only will it yield data, but the process of collecting the data will automatically draw attention to the need for RP on the parts of students, staff and faculty being asked to respond to these two questions.

025: Add 2 campus-wide dedicated RP coordinators (one for students, one for staff and faculty) who can organize practices and implementation across our diverse groups on campus would be a great expansion and a necessary resource to scale up.

- Adding full-time RP coordinators before trainings so they can help secure the appropriate trainers, aid in the development of the assessment, and assist in coordinating the trainings

026: Follow the [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 (such as this) to stay in place 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.

029: Add RP to PMP goals/objectives.

Curriculum

It is recommended that UMBC:

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.

031: Collect data on the various instructional methods faculty engage to deliver and assess course content. For example, consider:

- Which departments are incorporating “open pedagogy” to support both the use of open educational resources (OER) and student-created or co-created knowledge (Quality Matters SRS 4.4)?
- Which departments are designing assessments with inclusive excellence in mind?

032: Work with the Center for the Advancement of Learning and Teaching to assess faculty’s ability to adopt and implement anti-oppressive and transformative pedagogies (e.g. culturally responsive pedagogies), and provide professional development.

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.

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

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

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

037: Collect data to examine how departments already include equity and inclusion content within the explicit and implicit curricula.

- Consider the extent to which instructional materials amplify marginalized voices and embrace changes to longstanding practices, assumptions, and incorrect generalizations (Quality Matters SRS 4.4). Do course materials reflect diverse backgrounds and identities?
- Survey of courses currently on the books and regularly taught.

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

- Review of the criteria used to give courses the Culture designation and clarify the process for approval of these courses.
- Consider creating a GEP category that includes diversity and social justice outcomes.
- Make sure that courses including diversity and social justice outcomes are not a “one and done” course.

039: Highlight issues and content related to domestic and international inclusive excellence.

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

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.”

- Though this resource discusses diversity in research, it may be a useful starting point for professional development.

<https://infoguides.gmu.edu/c.php?g=1080259&p=7871668>

042: Clearly articulate the importance and value of inclusive curricula. For example, within our subcommittee, members shared perspectives such as:

- The need to decenter the people and knowledges that have dominated higher education institutions to the exclusion of other people and ideas
- To articulate how UMBC’s current mission and vision for “inclusive excellence” includes equity and culturally responsive pedagogies
- Students gain knowledge about different cultural contexts and systems of oppression/privileging, as well as tools to address these systems

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

044: Inventory other colleges’ and universities’ approaches to incorporating inclusive outcomes at the university and department-level.

- What steps did they take and what can we learn?

045: Create a system to track and measure what students are learning regarding equity and inclusion.

046: Offer institutional training for anti-racist/anti-oppressive for faculty and students at UMBC.

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

048: Recognize, celebrate, and uplift those already doing this work. UMBC can use models already in place, such as the original STRIDE program where fellows were provided training, received stipends, and had a learning community where they learned from each other and other experts about scholarship, as well as the challenges at UMBC.

049: Understand the extent to which students are feeling excluded and how.

050: Provide full support (funding, faculty availability, course buy-outs, etc.) for the First Year Seminar Gender-Based Harms course being 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.

052: Provide full support to programs/majors/departments that currently do this work (GWST, AFST, 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.

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

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, etc.)

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.

Faculty and Staff Diversity, Recruitment, Retention and Belonging

It is recommended that UMBC:

057: Retain and value the employees at UMBC.

- The committee identified that BIPOC/minoritized employees experience a climate of devaluation and feel that BIPOC/minoritized employees are not being adequately retained. UMBC has focused its efforts on recruiting and hiring a more diverse faculty with initiatives such as the Diversity Fellowship Programs, ADVANCE, and STRIDE. There has been less of a deliberate effort to hire a more diverse staff. The committee found that retention requires much more attention, and retention efforts are central to addressing the university culture and policies that contribute to the current climate that leads to faculty and staff attrition.

- First, there is a lack of transparency and consistency around equitable salaries, salary negotiations, retention offers, workload expectations, and raises. Deans' offices are given wide discretion for determining salary increases with no clear criteria for how faculty might qualify and no advance communication about the timelines, workload expectations, or processes for review. Staff are not given clear guidance on how to advance from non-exempt to exempt status or otherwise be promoted within their employment category. Staff also lack a clear path toward receiving raises within a position. Further, because the university has not conducted a comprehensive salary review or study and shared results broadly, faculty and staff are unable to determine whether they are receiving equitable compensation for their work, relative to their seniority or rank, but also in relation to gender, race, sexual identity, disability, and other categories of minority identity.
- Second, employees do not feel that there are clear structures and fair processes in place to request a review of their salary and compensation and that, particularly at this moment, the university must turn their attention to retention through fair compensation of our current BIPOC/minoritized employees. Existing processes to request a reclassification of a position require the approval of at least the department level, which creates a barrier to access for employees. In addition, grievance or appeals processes are either non-existent or unclear, and employees have little recourse when they have salary concerns. We need to enact more systems through which our employees can be fairly compensated beyond seeking competing offers, the very limited availability of merit raises, or entirely changing positions.

058: Recognize and dismantle the culture of distrust and silence at our university.

- The committee identified that there is a climate of distrust at our university and that many BIPOC/minoritized employees either do not feel empowered to speak against this climate (and so are silenced) or are retraumatized by the response when they do speak up (resulting in future silence). Additionally, our culture of toxic positivity, developed in part because UMBC has been hailed time and again as a great place to work, seems to result in the inability to openly and honestly examine our shortcomings around issues of diversity, equity, and inclusion. This contradiction between UMBC's image and the lived experiences of BIPOC/minoritized employees adds to the climate of distrust and silence where employees continue to experience multiple levels of microaggression on a daily basis. BIPOC/minoritized employees see a direct line between inclusion and assimilation, where assimilation means being complicit in a culture of white supremacy and toxic positivity. Employees feel that their voices are not heard by leadership and are not clear on the processes by which to express their grievances.
- The committee has observed a culture of power hoarding among leaders at multiple levels at UMBC. We observe white women rapidly advancing in their careers while BIPOC/minoritized employees are being overlooked, displaced, and neglected. The committee noted that often the same white men and women are promoted further up

the leadership ladder. There is a power hoarding among those in leadership positions that does not provide space for growth for other employees.

- Moreover, there is a clear absence of diversity, equity, and inclusion oversight and guidelines for those in supervisory positions. There is a lack of mandated DEI programs and training on cultural differences for supervisors at all levels within the institution. Overall, there is a lack of transparency in the management of personnel related matters, such as salary reviews, the reporting and resolving of grievances, anonymous procedure for feedback to upper administration, and the addressing of systemic racism in departments/offices that further entrenches this climate of distrust and silence.

059: Examine and diminish white supremacy culture that is entrenched in the hierarchies of higher education and at UMBC.

- The very nature of higher education is to uplift those who can access it, thereby leaving those who cannot with a presumably lower education. Additionally, our institutions of higher education were founded in structures of patriarchy, racism, and heteronormativity. With those truths in mind, we have the opportunity - the imperative - to create a new, less hierarchical model of higher education. The committee identified three main areas of entrenched hierarchy at our university that uphold white supremacy and various forms of privilege.
- First, faculty are privileged above staff, and these hierarchies reinforce structures of white supremacy. There are three examples that stood out in our work to prepare this document. 1) Diverse hiring practices for faculty are explicitly addressed and come with a budget line item. 2) Faculty contributions and successes are elevated, including in collaborative initiatives, that often function only because of the involvement of both faculty and staff; moreover, staff are often absent from those success stories. 3) Faculty are invited to the table while staff are not given equitable access to key decision-making committees. There is an assumption in higher education that because one has a doctorate they are more and better qualified, thereby, faculty are given more leadership opportunities and are elevated into key decision-making positions from which staff are excluded.
- Second, among both faculty and staff, there are in-group hierarchies that are problematic and need examination. Hierarchies, by their nature, scaffold people, implicitly and explicitly valuing one above another, and at UMBC this hierarchy aligns with degree and title. Among faculty, the groups are tenure-track (full, associate, and assistant), non-tenure track, professors of the practice, lecturers, and adjuncts. Among staff, the groups are exempt, non-exempt without collective bargaining, non-exempt with collective bargaining, and student workers. Within these groups there is visible and invisible value assigned. In too many cases the outcome of these differing values for the work we produce is disrespectful treatment, at best, and discrimination, at worst. Moreover, the enduring “do more with less” approach to our work further entrenches us

in these groups and group dynamics. We perpetually place more workload burden on those in the “lower” echelons while simultaneously devaluing them.

- Third, there is a disparity among programs, departments, colleges, and centers. Programs, departments, colleges, and centers that have been historically dominated by those with societal power (i.e. white, male, cis-gendered) also benefit from elevated power within this institution. There is a tendency to privilege resources for those programs, departments, and colleges that have a predominance of faculty who represent - or present as - those with societal power, and this puts our values on display. For the purposes of this discussion, resources are funding AND media, marketing, recognition, and staffing.

060: Implement clear, transparent, direct measures of success that would make the university accountable to enacting these recommendations.

- We hope to open up a dialogue with the president and provost’s office in submitting these recommendations. We believe that it is of utmost importance after reviewing and discussing these recommendations that we come up with a concrete system of accountability and a clear and transparent means by which to communicate the outcome of our submission to all stakeholders who assisted us in its development. Our recommendations to ensure accountability and transparency in the implementation of these recommendations are listed in the table below.

Land Acknowledgement

It is recommended that UMBC:

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

- Provide specific guidance to university departments, centers, institutes on use of the land acknowledgement, and on ways to communicate the land acknowledgement, recognizing it as a “living” statement.
- Encourage use of a uniform land acknowledgement statement throughout the university, in particular for official communications.

062: Incorporate a statement regarding colonialism into the land acknowledgement statement and/or clearly acknowledges impacts of colonialism in roll out and ongoing land acknowledgement in action.

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

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

- Facilitate listening sessions with those who self-identify as Indigenous on campus to develop a set of actions UMBC can take to support them.

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

066: Engage in conversation with leaders of Indigenous groups in the region – particularly the Piscataway tribal groups.

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

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

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

070: Provide educational opportunities such as speakers series regarding the experience of Indigenous people.

071: Intentionally hire and retain engagement/ support of Indigenous staff and faculty.

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 overtime with an emphasis on decolonization.

073: Use the work and recommendations already developed by the [Women's Center](#).

Policies and Procedures

It is recommended that UMBC:

074: Create a hate and bias policy.

- Create Community Standards area that is clearly written and communicates the community of inclusive excellence that the campus community has envisioned for itself.
- Recommended language for the introduction of Community Standards:

- “Preventing acts of hate and bias includes being watchful for the more conscious or unconscious acts, including off-handed comments or even slurs by faculty, staff or students that may be offensive to others. Even in an environment where academic freedom and freedom of speech are paramount, it is important to identify patterns of behavior and make it clear that promoting a welcoming environment is the responsibility of all administrators and staff. [and add: is the responsibility of all faculty, students, administrators, and staff and expected of all visitors to the UMBC campuses”
- Host on Provost or OEI’s website.

075: Implement implicit bias and DEI standards in staff hiring.

- Require Staff Search Committee Chairs to participate in an Inclusive Search Committee Training
- Develop a peer-led DEI staff hiring initiative modeled off of UMBC’s STRIDE faculty diversity initiative.

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.

- Investigate further how USM and peer institutions have instituted DEI expectations in their academic review policies and identify/adapt best practices to the UMBC context;
- Recommend model language for UMBC faculty review policies to incorporate DEI work among the criteria for teaching excellence, department and university service, and scholarly activity where appropriate to faculty field(s) of expertise;
- Propose standards for the evaluation of DEI activities in faculty reviews;
- Propose a procedure for periodic review of faculty review policies that assess progress towards increased diversity of the tenured faculty; and
- Develop a timeline for implementation through shared governance and academic units.

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.

- Investigate national models of workshops and training for faculty in state-of-the-art DEI pedagogies and committee meeting practices.
- Develop a plan for adapting these models to the UMBC context, including a budget for necessary materials and staff to deliver the skill-building trainings/workshops.
- Develop a plan for creating a STRIDE-like peer workshop program on equitable practices in academic review committees. Again, the plan should include a budget for necessary materials and staff.

078: Engage with SDS and the community to identify SDS’ priority needs on an annual basis.

079: OEI and Undergraduate Affairs gather, review, and analyze data regarding the impact on 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. (data on race, age, ethnicity, income etc.)

080: 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 and diversity and inclusion requirements. We would suggest this be done by or in coordination with the Office of Undergraduate Affairs.

081: Implement a university wide IT accessibility policy similar to other USM institutions (USM & UMCP consolidated accessibility policy)

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

Policing and Safety

It is recommended that UMBC:

083: Improve transparency and profile of UMBC police department.

- Disseminate more information to the UMBC community regarding what the police department does
- Improve availability of data, visibility of data to campus community
- Improve web page and information/ data available there/ Access Methods:
- Surveys, town halls, benchmark against other USM, other regional institutions?
- Improve data collection, create standard reports
- Devise effective ways to represent / visualize the data
- Improve/ update website
- Increase number of ways students can interact with police

084: Introduce community policing on campus.

- Emphasis on building a relationship between campus police and UMBC community.
- Redefining the idea of policing.
- Comfort level vs. Fear. Methods:
 - Exposure to campus police in IHU classes or First Year Experience.
 - Liaison positions for students within campus police dept.
 - Have liaison students then create outreach programs
- Explain what community policing is (e.g., video) to bridge knowledge divide about what community policing is, what it looks like, and what we want it to be at UMBC.

Sexual Misconduct, Harassment and Interpersonal Violence

It is recommended that UMBC:

085: Hire full-time survivor advocate

- This was a recommendation highlighted among all three Retriever Courage reports and it was identified as one of the most urgent recommendations to move forward with after the creation of OEI.
- Due to the new Title IX regulations, this recommendation is paired with the recommendation to appoint existing UMBC employees to serve on a responding party services coordination team.
- The recommendation to hire a full-time advocate is also an effort to use this position to advance other recommendations offered in the previous reports that include: enhanced student trainings, establishing a social media presence, coordinating a yearly consent campaign, and to support the recommended peer advocacy program that is new to this report.
- Potential position names in order of most recommended (see Appendix B for full list): Survivor Advocate; Survivor Advocate and Prevention Specialist; Survivor Support and Prevention Specialist. We are recommending that survivor advocate be considered as the name due to the widespread usage of the title throughout the field of gender-based violence prevention and response. It is our belief that other position titles, especially those without “survivor” or “advocate,” may confuse UMBC community members who may be support services.

086: Establish a Respondent Services Coordination Team

- This was a recommendation made in the external consultant report and is required by current Title IX regulations should a survivor advocate center/position be created. Our recommendation seeks to appoint existing UMBC employees to this role, rather than creating a brand new position.
- It is recommended that a minimum of two employees be designated as respondent services coordinators, with one coordinator available for student respondents and one coordinator available for faculty and staff respondents. University of California, Riverside and Johns Hopkins University offer promising models (see Appendix C for full list).
 - Potential team names: Respondent Services Coordination Team or Respondent Navigation Team.
- The team should receive training from OEI and work with the Title IX Coordinator as needed.
- Additional responding party resources and information should also be included on OEI's website, as well as easily identifiable contact information for the team. Information provided in the external consultant report should be referred to for specific examples.

087: Expand training, education, and awareness outreach to include specific approaches to supporting vulnerable and historically marginalized populations (i.e., students of color, LBGTQ students, international students, religiously-affiliated survivors, etc.).

- Infuse a power-conscious, intersectional approach into training, education, and awareness outreach approaches (see Appendix D).
 - Culturally specific outreach and response will be more effective when coupled with larger efforts to counter systematic racism and homophobia that incorporate larger, anti-oppression and social justice frameworks.
- Conduct an inventory of existing trainings and resources to evaluate the success in which they address vulnerable and historically marginalized populations. Where appropriate, infuse these experiences into existing trainings; where training/resources are lacking, create new trainings/resources to address these critical populations.
- Create a training development rubric focused on the diversity and inclusion of vulnerable and historically marginalized populations that can be used when creating/implementing all future trainings, workshops, and events to ensure vulnerable and historically marginalized populations are represented.
- Additional efforts need to be made to educate/support international students to include specific training and promotional efforts related to sexual violence; this also includes providing training for faculty/staff in supporting international students.
- Host regular campus forums, including listening sessions, to learn from vulnerable and historically marginalized students, faculty and staff about their experiences and perceptions regarding sexual violence prevention, response, and education efforts.
 - In addition to campus forums, create consistent opportunities to engage with undergraduate and graduate cultural, service and social action and faith and beliefs organizations as partners in advancing sexual violence prevention, response, and education efforts.

088: Expand training, education, and awareness outreach to include specific approaches to supporting the specific needs of graduate students.

- Programs should address graduate students' potentially unique role of being both students and responsible employees (i.e., as TAs, GAs); Additional context should address the unique experiences of some graduate students' lives that may include partners, children, finances, careers, and previous trauma-related experiences.
 - Graduate students are more likely to experience harassment from faculty and staff than undergraduate students. It is recommended that educational/training programs specifically address power dynamics and fears many graduate students may encounter related to retaliation/reputation that would prevent disclosure and foster institutional betrayal (see Appendix E); Workshops related to healthy advisor/advisee relationships (address boundaries, inappropriate relationships) for both students and faculty is also recommended.
- Create a standing committee or work group composed of graduate students, Grad School administrators, and Graduate Student Association (GSA) representatives that

meets with the OEI trainer/Title IX Coordinator to discuss graduate student issues and review existing support, outreach, and programming with the intention to continue advancing the development and delivery of graduate student specific training and resources.

- It is recommended that this group review existing policies and practices from a graduate student lens to see how they can be adapted or amended to specifically address graduate student experiences (i.e., supportive or protective measures; how procedures may impact graduate students differently; addressing concerns of retaliation/reputation that may impact reporting).

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

- Peer-to-peer education is an effective mode of educating students – UMBC already uses this model in University Health Services (UHS) with the Peer Health Educators in the Office of Health Promotion.
- In the short term, increase the size of sexual health Peer Health Educator group within the Office of Health Promotion.
 - Alongside increasing the size of the group, bolster training for the sexual health Peer Health Educators on sexual and interpersonal violence. This training should be developed from a lens on how sexual and interpersonal violence particularly impacts vulnerable and historically marginalized survivor populations in ways that replicate societal dynamics (per the recommendation above).
 - Sexual health Peer Health Educators should provide specific training and resource education to student groups regarding sexual and interpersonal violence.
- In the long term, invest in developing a peer-to-peer sexual and interpersonal violence education program outside of the Peer Health Educators program.
 - This will put UMBC on par with peer, aspirational peer, and regional institutions, as our research indicates that these colleges and universities typically offer peer-to-peer education and/or peer-to-peer advocacy programs specifically focused on sexual and interpersonal violence.
 - Hire a professional staff position to support the Office of Health Promotion within University Health Services to support the development of a peer-to-peer sexual and interpersonal violence education program.
 - Explore the possibility of student peers receiving training to volunteer for a sexual and interpersonal violence hotline for UMBC. While this is not in line with current UMBC peer health practices, we located multiple institutions that allow trained peers to serve alongside staff and faculty on a university sexual and interpersonal violence hotline Appendix H, though we identified significantly fewer institutions undertaking this work than operate a peer-to-peer health education model.

090: Update the Retriever Courage dashboard by moving away from the concept of recommendations. Rather, transition the recommendations into goals and priorities UMBC is addressing using a phased timeline approach.

- This will honor the transparency and accountability demanded by the UMBC community while allowing UMBC to own the work as our own.
- Approaching the goals as a phased timeline will better demonstrate that recommendations/work not currently being addressed have not been forgotten or ignored, but exist in a greater strategic timeline contingent of resources, staffing, and prior recommendations to be enacted first.
- Our community has shifted and changed since the recommendations were first made which requires the opportunity to assess which ones are still critical to implementation and which ones can be reworked to fit our existing needs.

091: Enhance training/support connected to online learning.

- The pandemic forced UMBC to move nearly all of its work and learning online. This shift made it more apparent that online harassment is happening in virtual classrooms and workplaces, in addition to platforms and experiences beyond class and work.
- Training/awareness outreach for faculty, staff, and students related to online training should be presented on a yearly basis.
- Additional resources dedicated to online harassment should be available to survivors via UMBC's website and first-line responders.

Student Recruitment, Enrollment, Retention and Belonging

It is recommended that UMBC:

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

- The University should seek out new ways of making recruitment in heavily minority communities, such as Baltimore City and Prince George's County, equally accessible and admissions less cumbersome to students who do not seek out UMBC as a viable academic option.
- For example, students from Baltimore City have one of the highest enrollment conversion rates out of all the Maryland counties (See Appendix B for data), but we currently recruit fewer students from Baltimore City than other surrounding counties. Given the higher enrollment rate, increasing our recruitment to students in Baltimore City can help overall student enrollment as well as increase diversity of UMBC given it is a majority Black county.
- Partners are UMBC Upward Bound, UMBC Choice Program

093: Update or add to outward facing UMBC websites to include more diverse/inclusive media.

- Websites that prospective students are likely to visit should include more diverse/inclusive photographs and videos so prospective students are seeing others like themselves represented at UMBC

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

- A virtual tour of wheelchair accessible routes would allow prospective students with mobility assistance needs to get a better sense of campus and what their potential routes could be.
- Virtual tours designed for blind and Deaf students would allow those prospective students to get a better sense of campus as well.
 - Partner with the Office of Student Disability Services to design accessible tours.

095: Better communicate UMBC recruitment efforts to faculty and staff.

- UMBC has been successful in recruiting students from majority Black counties like Baltimore City and Prince George's county, albeit at lower rates than Howard and Montgomery Counties. However, these efforts are unknown to the larger campus community. Creating a narrative to describe our existing recruitment strategies and plan can help the campus community stay in the loop and see where improvements can be made.

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

- 9% of Marylanders identify as Latinx. However, for the past 20 years at UMBC, Latinx students make/have made up on average 3% of the student population, and only recently capped at 6% (See Appendix D for data). Latinx faculty express that they have been told recruitment of Latinx students is low because of a lack of qualified student candidates. We need to make an explicit recruitment plan for Latinx students.

097: Create a new Undergraduate and Graduate Admissions eligibility process that uses GRIT or Noncognitive Variables as a foundation of determining minority domestic student readiness from underserved areas (i.e. Baltimore City, Prince George's County, Howard County, applicants with disabilities, and international applicants) replacing traditional methods of determining college readiness (SAT, ACT, GPA, GRE and Personal Statements).

- UMBC prides itself on the characteristics of GRIT. However, GRIT which can be understood as a set of intrinsic values and personality traits, can be measured as determined by research found in a study conducted by Professor Emeritus William Sedlacek of the University of Maryland, College Park. His study entitled: "Employing Noncognitive Variables to Improve Admissions and Increase Retention," provides eight skill sets (outside of traditional methods of determining qualified admissions) that establish a profound skills based standard for academic student success. His research is also supported by Dr. Paul Tough's 2014 study entitled: "Who gets to Graduate?" which describes minority students' ability to thrive on campus with the right support and resources from student support departments and student groups.

- Campus partners include: Undergraduate and Graduate Admissions Departments, The Financial Aid Office, The Registrar's Office and i3B.
- Recommended Next Steps: In order to make systemic changes to the admissions process, the departments listed above should form a focus group to determine the possibility of admissions process changes. These changes should be implemented before the Fall 2022.

098: Provide admissions fee waivers for specific demographics and heavily advertise the waivers.

- Admission fee waivers would help remove a financial barrier to prospective students during the application process.

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

- UMBC previously had a withdrawal survey and we recommend reimplementing one. The goal of the withdrawal survey would be to identify potential barriers to students staying/graduating from UMBC and to understand if anything would have kept them enrolled. Data from this withdrawal survey would also inform us of potential trends within specific demographics leaving UMBC.
- The survey should be given to undergraduates and graduates after they have declined to re-enroll or after they have requested their transcript.
- The survey design should involve the input of Off Campus Student Services, Student Affairs, and Enrollment Management.
- The survey should be conducted over the phone or through an online form if the student cannot be reached by phone. Refer to Appendix E for examples of withdrawal surveys.

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

- UMBC needs the input and involvement of students in diversity, equity, and inclusion (DEI) work. So far only students that can afford to go uncompensated for their personal time are able to participate in DEI work. Currently, the same students are continuously called on to join DEI initiatives and as a result experience burnt out. This does not allow UMBC to have input from the full range of diverse student experiences and further marginalizes underrepresented populations.
- Compensation should be decided on a case-by-case basis with the student involved in the DEI committee/initiative.

101: Host focus groups with target groups of students to best inform belonging specific recommendations.

- The student sense of belonging group started by exploring recent climate study data conducted by [EAB in Spring 2020](#). While the survey suggests overall positive experiences at UMBC as connected to diversity and inclusion, the survey analysis did not provide

clear demographic breakdowns or disaggregated data by race, gender, ability status, etc.; leaving much information unknown about how marginalized students experience UMBC. As a result, the Sense of Belonging workgroup recommends a series of focus groups be conducted to elicit narratives and stories connected to student experiences. Focus groups should be designed to explore sense of belonging as connected to race, ethnicity and nationality; Scholar program membership; religion and spirituality; and ability status. All focus groups should contain questions or prompts that determine sense of belonging overall and at pivotal moments such as transition into the university, within major specific classrooms, etc. Focus groups could also explore experiences as connected to hometown (within MD), as well as commuter, transfer and first-generation statuses.

- Facilitators – Compensated graduate students should be recruited and trained to facilitate the focus groups. A co-facilitation model should be employed, with at least one facilitator mirroring the identities of the specific group. Graduate students can be recruited from programs like Language, Literature and Culture and Modern Languages, Linguistics & Intercultural Communication.
- Focus Group Recruitment – In order to center access and equity in the implementation process, focus groups should be held in spaces and at times students typically meet –i.e. 7pm on weekends. Student groups should be engaged in the planning and recruitment process. Groups like NESBE, Chinese Student Association, T.E.A.M., can help gather students in order to cultivate a captive audience.
- Implementation – Given the importance of reaching multiple populations, there will likely need to be around 10 focus groups as outlined below:
 - Black/Africana (including students identifying as international and/or immigrant)
 - AAPI/APIDA (including students identifying as international and/or immigrant)
 - Hispanic/Latinx (including students identifying as international and/or immigrant)
 - International students
 - Students with disabilities (regardless of connection to SDS)
 - Students who consider themselves religious minorities on campus (self-identified)
 - First generation students (self-identified)
 - Graduate students (Including masters, professional and doctoral degrees)
 - Open group (open to any student across any identity) (held twice)