

Relationship of The Shriver Center's Activities to UMBC's Mission & Vision

Through its work, the Center supports UMBC's mission and vision, with special emphasis on the elements of the mission statement as highlighted below:

Mission

UMBC is a dynamic public research university integrating teaching, research and **service to benefit the citizens of Maryland**. As an Honors University, the campus offers academically talented students a strong undergraduate liberal arts foundation that prepares them for graduate and professional study, entry into the workforce, and **community service and leadership**. UMBC emphasizes science, engineering, information technology, human services and public policy at the graduate level. UMBC contributes to the economic development of the State and the region through **entrepreneurial initiatives, workforce training, K-16 partnerships**, and technology commercialization **in collaboration with public agencies and the corporate community**. UMBC is **dedicated to cultural and ethnic diversity, social responsibility** and lifelong learning.

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.

Shriver Center Goals & Objectives for FY 2017

Shriver Center Continues to Leads Significant Number of Applied Learning

Placements: Shriver Center staff led **1,088** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY17, across all programs (i.e., Service-Learning, SUCCESS, Peaceworker Program, Choice, Public Service Scholars). This figure includes **986** service-learning placements.

Three Signature Programs Continue to Positively Impact UMBC Lakeland

Partnership: With generous funding from the Sherman Foundation, in FY17, The Shriver Center's Choice Program, Shriver Peaceworker Fellows Program, and Service-Learning Program continued, in collaboration with UMBC's Sherman STEM Teacher Education Program, to support academic enrichment and teacher professional development, community outreach and engagement, and youth development at the school. In the final year of programming at Lakeland, Choice served 46 youth to reduce the number of suspensions and behavioral referrals, for a total of 78 youth served through Choice during the four-year partnership. Throughout the programming, Lakeland students received a range of supports and services including in-school behavior support, home visits, after-school programming, extended learning activities on weekends and during the summer, and vocational support. On average,

students enrolled in Choice's Lakeland programming received over 200 visits and averaged over 7 extended learning activities each year. Peaceworker Fellows worked with school and community leaders to: provide group therapy and clinical support to families and students in the school who have experienced trauma; begin life skills and reproductive health programs for girls; organized Latino mothers to participate more fully in the life of the school; and, operated the food pantry and provided English classes, job support classes, and more to parents. Peaceworkers also provided core support for initiating educational programming and outreach services for the new Lakeland STEAM Center. Service-Learning students, in partnership with Sherman Fellows, collaborated with the school's teachers, administrators, and parents to enhance the educational experience for Lakeland students through after-school programming.

Promoting Community Engagement After Graduation: Thirty-nine percent (39%) of UMBC undergraduates who graduated between summer 2014 and spring 2015 reported engaging in "volunteering/community service-learning" during their time as a student. The National Association of Colleges and Employers (NACE) reported that nationally 1.0% of students go on to do full-time service programs after graduation (e.g., AmeriCorps, Peace Corps). UMBC reported 1.12% (or 14 students) went on to engage in a year of service following graduation. The Center is working to increase this number with initiatives such as Peace Corps Prep and Choice AmeriCorps Service-Learning Fellows.

Impact

Applied Learning Demonstrates Positive Impact on Student Learning and Development: Every semester, the Center collects data from UMBCworks describing the impact of applied learning on student learning and development. Students report the impact of their experiences on their cognitive functional competencies (e.g., critical analysis and reasoning, Student/Self N=867) as well as their professional and affective/personal development (Placement/Site N=852). Findings from this year's assessment include:

- 93% of service-learning respondents would *recommend* an internship/work/co-op-research/service placement to another student; of the 93%, 66% strongly agree;
- 88% of service-learning respondents indicated that their *awareness of civic responsibilities increased* as a direct result of their applied experience;
- 87% of service-learning respondents agreed that participating in applied learning helped them to *grow as a leader*;
- 86% of service-learning respondents indicated that their ability to *solve problems* increased as a result of their applied learning experience;
- 79% of service-learning respondents indicated that their *self-confidence* increased as a direct result of their applied experience;
- 75% of service-learning respondents agreed that their ability to *apply their education to work* increased as a result of their applied learning experience;
- 70% of service-learning respondents agreed that their ability to *view their*

career expectations realistically increased as a result of their applied learning experience;

- 69% of service-learning respondents indicated that their *oral presentation skills* increased as a direct result of their applied experience;
- 66% of service-learning respondents indicated that their *motivation to*

continue and persist to graduation increased as a direct result of their applied experience;

- 68% of service-learning respondents indicated that the *clarity of their career goals* increased as a result of their applied learning experience

Service-Learning Outputs: Students' Contributions to the Community:

- **986** Service-Learning Placements;
- **29,460** hours contributed to 68 nonprofit, community-based organizations, and PreK-12 schools (with an average of 30 hours/semester/student);
- In FY17, there was a significant decrease in SUCCESS Peer placements (63). In FY16, there were 160 placements compared to 97 in FY17. This is attributed to less Peers that were needed after the May 2016 graduation of the 2nd cohort. In FY18, it is expected to see this number decrease even more.
- **\$789,233.40** (\$26.79/hour in Maryland) of non-compensated work contributed to community partners. [This figure is based on data from The Independent Sector. Calculations are determined by “*the value of volunteer time based on the hourly earnings (approximated from yearly values) of all production and non-supervisory workers on private non-farm payrolls average (based on yearly earnings provided by the Bureau of Labor Statistics) for the national average. Independent Sector indexes this figure to determine state values and increases it by 12 percent to estimate for fringe benefits.*” https://www.independentsector.org/volunteer_time)

Applied Learning Experience Work Group Continues to Research Impact of ALE on Students' Affective Skills Development:

Center staff, in partnership with the Division of Undergraduate Academic Affairs, the Honors College, and the Interdisciplinary Studies Program, continued to lead a diverse campus-wide group exploring the impact of applied learning on student development. In FY17, the group focused on using support from a Hrabowski Innovation Fund Research and Implementation grant to disseminate findings and learn from others locally and nationally. This effort included engaging a first-year Shriver Peaceworker Fellow in research, data collection, data analysis, and curriculum development and delivery. We also presented at several annual conferences hosted by national/international organizations, including: the International Association for Research on Service-Learning & Community Engagement, the Corporation for National & Community Service's Research Summit, and the Lilly Conference for Evidence-Based Teaching & Learning. Additionally, a new First Year Seminar (FYS) was proposed and approved to build on the success of the experimental course (INDS430: Creative Survey Design: An Interdisciplinary Approach to Creating Interactive Assessment Tools) offered in FA16. Today's world requires more than just “book

learning” to be competitive after college: employers and graduate schools seek students who can show how they have developed skills and experience in teamwork, leadership and self-awareness. In this new FYS students will learn how they can make these their strengths. In doing so, they will become part of an interdisciplinary team researching where and how this learning is taking place at UMBC, and students will learn where on campus they can find money and support to continue this research for themselves. We also submitted a proposal to the Corporation for National & Community Service to explore additional external funding for this project. The work of this group was highlighted and encouraged by the Middle States review committee’s suggestion that UMBC continue to focus on students’ affective learning in concert with their cognitive learning.

The Center’s Choice Program Continues to Demonstrate Positive Outcomes for Baltimore’s Youth and Families: In FY17, through the Intensive Advocacy program in partnership with the Maryland Department of Juvenile Services, Choice served 611 youth and families. Ninety-two percent (92%) of Choice youth were not re-arrested during their time in the program and 82% remained in the community at the time of program completion. Choice served 90 Department of Social Services (DSS) youth and their families, with 92% of youth remaining with their families at the completion of Choice’s intervention. In FY17, one hundred forty-six (146) students were served by The Choice Program’s education teams at Lakeland Elementary/Middle School, Benjamin Franklin High School, the Excel Academy at Francis M. Woods, and through the PG County Truancy Reduction Program. The Choice Education teams engaged youth in 1,528 positive and extended learning activities, also completing 335 service learning hours with youth. The Choice Jobs Program engaged 216 youth in vocational skills training and development. One hundred twenty-one (121) youth participated in paid on-the-job training at Choice’s Flying Fruit social enterprises, Flying Fruit, at Camden Yards, Baltimore’s Inner Harbor, and the University of Baltimore.

Program-Specific Accomplishments

Service-Learning Continues to Partner with Students and the Community for

Positive Change: In FY17, the Shriver Center led **986** student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with **68** individual partners, such as community-based non-profit organizations, PreK-12 schools, and UMBC-based programs. This significant number of placements reflects continued successful collaborations with on- and off-campus partners.

Increasing Number of Students Earn Course Credit Linked with Service-Learning:

Service-learning staff continued to support faculty with the integration of service into their courses. During FY17, the service-learning program supported **17** classes resulting in approximately 260 service-learning placements and service integration activities for students. Approximately 26% of students who registered for a service-learning placement linked it with academic credit. Shriver Center staff continued to support faculty with BreakingGround course development grants as these faculty sought opportunities to integrate service-learning into their courses. Last fall, the Service-Learning team matched 56 Meyerhoff Scholars (all freshmen) with placements connected to their FYE class.

Shriver Center Leading the Effort to Coordinate PreK-14 Connections: In partnership with Dr. Mavis Sanders (Department of Education), Center staff continued facilitating a working group exploring strategies for improved campus-wide collaboration in relation to engagement with PreK-14 schools and school-based organizations and initiatives. In FY17, the group focused on:

- Pilot campus visit days: A subcommittee, comprised of Lori Hardesty, Mavis Sanders, Sandra Abbott, Michele Wolff, Jill Randles, Lisa Romeo, Linda Oliva, and Shane McCormick, planned and implemented several visit days throughout the year for students to visit campus and have meaningful experiences through age specific sessions, tours, and lunch. In FA16, approximately 60 5th graders and some parents from Armistead Gardens Elementary School visited. In SP17, students from Maree G. Farring Elementary/Middle School and Baltimore IT Academy visited campus, complete with a welcome from Dr. Hrabowski and a presentation by Nona Carroll from the Maryland Business Roundtable. Students from James McHenry Elementary/Middle School visited in early May. Overall, **this committee supported close to 300 PreK-12 students.**
- A growing database/network of faculty, staff, and students willing to volunteer/partner related to P-14 requests: Currently, there are nearly 60 members of this group with the biggest increase represented by student organizations including: Connecting to College, Reach Initiative, UMBC SPLASH!, and Charm City Connections.
- Creating a Google group for information sharing: umbcp14@googlegroups.com allows for easy communication across members.
- Members of the P-14 group have been interested in growing a **Student Ambassadors network** through the Shriver Center's 096 Community Service & Learning Practicum. Charlotte Keniston, Associate Director, Peacemaker Fellows Program, will kick this off for FY18.

Service-Learning Serves as a Significant Resource for High Need K-12 Schools: In FY17, **351** UMBC students served as in-school tutors and after-school mentors through the 096 Community Service & Learning Practicum, supporting **731 youth**. A few student organizations and nonprofit partners facilitated their own relationships with schools, including UMBC Reach Initiative, Reading Partners, The Choice Program, and College JUMP. Lakeland Elementary Middle School housed numerous connection points (Choice Program's Education Team, Reading Partners, Young Explorers, and math support coordinated by Sherman Scholars and Honors College Simon Stacey).

Over 400 PreK-12 students engaged in one-time visits to UMBC, facilitated by The Shriver Center for which volunteers were recruited. Some of these off-campus groups had existing UMBC connections, but the visiting youth had not been directly served by UMBC students. At Halloween, College Gardens After School program brought youth and families for Trick-or-Treating. Also in FA16, Service-Learning staff welcomed the Greater Baltimore Urban League's Saturday Leadership Program, 8th-12th graders (60 students) from throughout the Greater Baltimore Region. The entire 7th grade at Arbutus Middle School (275 students) visited in SP17. In SU17, youth from the Walden Circle Community Center's summer camp visited UMBC. This opportunity added another 335 youth benefitting from UMBC resources. Over 60 UMBC students, staff, and faculty were engaged with these one-time visits to UMBC. Overall, this support allowed for over **1,100 PreK-12 youth** from **23** area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC's service-learning students.

Shriver Center Continues to Support Campus-based Service-Learning

Opportunities: In FY17, the Service-Learning program continued to collaborate with several campus-based programs to provide more service-learning opportunities for students and leaders within these groups. Offering these on-campus service experiences allows all students the chance to connect with the community, regardless of the transportation options available to them. These on-campus experiences included SUCCESS, The Choice Program's College Night, tutoring youth from Cristo Rey Jesuit High School's Corporate Internship Program, the REACH Initiative, the English Language Center, and Volunteer Income Tax Assistance (VITA) Program (a BreakingGround-funded initiative). The majority of these experiences are peer-to-peer/peer mentoring programs. In SU17, UMBC's Undergraduate Admissions and Orientation Office added their Orientation Peer Advisors as a designated service-learning placement. Additional on-campus partnerships included: Supplemental Instructors, UMBC Eco-Ambassadors, Discovery Scholars Living Learning Community, The Shriver Living Learning Community Peer Mentors, The Chemistry Tutorial Center, and IHU Peer Facilitators. These continued collaborations allowed more than 184 UMBC students to participate in 14 on-campus based service-learning experiences, representing 19% of the total number of FY17 placements.

Another successful year of VITA, Free Tax Preparation Assistance Program: This was the second year of the Voluntary Income Tax Assistance (VITA) site at UMBC. A student leadership team was supported by Trisha Wells, Director, Student Affairs Administrative and Business Services. **Forty-six (46) UMBC students and staff served 220 low-income tax filers** from the UMBC and Baltimore communities, which more than doubled those served in FY16 (106). The total refund amount was over \$250,240 (doubling the FY16 total of \$125,000). This project resulted in savings in tax preparation fees and protection from predatory financial products. The average education credit in FY17 was \$963, an increase from \$748 in FY16.

France-Merrick Scholarship Program: In FY17, seven France-Merrick Scholars and two Fellows planned a “Pathways Panel” held on Tuesday, April 11, 2017 in the Library Gallery. They were led by Fellows Isabel Geisler and Jaelyn Bos. The purpose was to demonstrate to UMBC students how they can incorporate service into a variety of careers and connect with a variety of professionals in the field. Panelists included: Meghan Carpenter, a UMBC alumna (‘14, Political Science) and a service coordinator for The Choice Program; Rajan Patel, Co-Founder and CEO of Dent Education, is an avid maker who believes we can build things to help others. He co-invented the Embrace baby incubator, a product of empathy-driven design that has impacted and saved the lives of over 250,000 babies across the developing world; and, Marianne Young who has her Masters of Social Work with a concentration in medical social work. She has spent 10 years in healthcare administration in the private sector, and 12 years as a practitioner in community, home health and hospice setting.

Shriver Living Learning Community: The **Shriver Living Learning Community** (SLLC), UMBC’s first Living Learning Community, is now one of ten LLCs on campus. Members of the SLLC are deeply connected with the Center’s vision to lead meaningful social change through transformational higher education. SLLC members represent diverse majors and interests, yet are connected through service, leadership, and advocacy. Six [Peer Mentors](#) (SLLC returners) support a positive transition for new members through relationship-building activities and resource exploration. This was the third year of a formalized peer mentoring program. Each mentor had 3 or 4 mentees that they connected with over the summer prior to the academic year. Once at UMBC, they would connect with on a weekly basis and organize face-to-face meetings with their group. This was the first full year of a 1-credit SOCY 396 course, facilitated by Lori Hardesty. In the fall, culminating group presentations focused on different aspects/terms used in service-learning and community engagement to include: altruism, civic duty, and advocacy (all selected by the Peer Mentors). In the spring, group presentations resulted from six SLLC members making a BreakingGround pitch.

- ❑ Over recent year, the benefits of participating in a Living Learning Community are reflected by:
 - LLC members were more satisfied with their overall academic experience on campus than students not involved in an LLC.
 - Students were more engaged and involved on campus than students not involved in an LLC.
 - They interacted with more university faculty and staff members than students not involved in an LLC.
 - LLC members had a greater understanding of diversity and multiculturalism than students not involved in an LLC.

- ❑ In FY17, Shriver Living Learning Community scored high - and above the LLC mean - regarding:
 - Self-Management - As a result of your experience living on campus, you are better able to balance your social, work and academic commitments? 5.57/7
 - Overall Evaluation - To what degree has living in on-campus housing contributed to your sense of belonging to this institution? 5.58/7
 - In your living area (i.e., floor, apt. section, community, house), to what degree do you feel accepted by other students? 6/7
 - Overall Evaluation - Regarding your on-campus housing experience, to what degree: Are you satisfied with your on-campus housing experience this year?6.04/7

- Community Environment - To what degree do residents who live near you respect your study time? 6.26/7

Service-Learning as Leadership Development: Each year, a group of undergraduate students engage with the Center as Student Coordinators, leading service-learning experiences with other students. In FY17, **109** Student Coordinators were engaged with 22 community partners, earning more than \$10,300 in stipends. The service-learning partnerships represent a range of organizations, including: College Gardens Afterschool Program, The Choice Program, Arbutus Achievers at Arbutus Middle School, BARCS (Baltimore Animal Rescue & Care Shelter), the Esperanza Center, Refugee Youth Project, MS Swim, and the Regional Institute for Children & Adolescents (RICA). By engaging undergraduate students in these types of experiences, the Center increases its capacity to be a resource to a larger number of students and to more effectively address the needs of our community partners. These student leaders were responsible for the recruitment, training, management and reflection with service-learning students in the 096 Community Service and Learning Practicum. They also serve as the liaisons between Service-Learning staff and the respective community partners. For students, these experiences assist them in building their own skills in leadership, problem-solving, team work, and career development.

Following graduation, several of these leaders transitioned into public service opportunities. Ramses Long '17, biology, was recently selected as a recipient of the Marguerite Casey Foundation's 2017 Sargent Shriver Youth Warriors Against Poverty Award. The purpose of the Youth Warriors Against Poverty Award is to honor Sargent Shriver's legacy of sustained community engagement to create meaningful social change; elevate the work of youth activists committed to fighting domestic poverty through community service and organizing; and reinforce the work of foundation grantees, for their active and ongoing efforts to build a nationwide movement across race, issues, and regions, on behalf of all of America's families. In SU17, he traveled to Seattle to receive his award with other recipients across the country.

Ramses was very active in this committee, and helped host school visits. He also connected his Student Org Charm City Connection to The Choice Education Team's Excel Academy. We are using a [new Shriver Center video](#) for Orientation Sessions for incoming UMBC students (shot and edited by Shriver Peaceworker Fellow and UMBC alumna Jaclin Paul).

Breana Echols was a member of the Shriver Living Learning Community (SLLC) as a freshman, then became the Resident Assistant her sophomore and junior years. She engaged in numerous service sites to include Refugee Youth Project, Regional Institute for Children and Adolescents, Education Based Latino Outreach, and the Shriver Service-Learning Intern. Jaelyn Bos was also a two-year SLLC member, and served as a Peer Mentor as a sophomore. She also participated in Education Based Latino Outreach and Arbutus Achievers, and then developed a broader partnership with the Patterson Park Audubon Center. Both also joined Peace Corps Prep, coordinated through The Shriver Center. Interested in global experiences, Breana studied abroad one summer in Thailand; Jaelyn studied a semester in Ecuador. They were both accepted into the Peace Corps. Breana is doing youth development work in Morocco and Jaelyn is teaching high school biology in Mozambique.

Christie Smith, who is a 2015 graduate of UMBC, served at the Shriver Center as the Maryland DC Campus Compact AmeriCorps VISTA from Summer 2015-Summer 2017. Christie, participated in numerous Shriver Center opportunities while enrolled at UMBC including: living on the Shriver LLC, being a Student Coordinator for partners Refugee Youth Project and the Esperanza Center and, finally, participating in Sondheim Non-Profit Leadership Program as an intern for the International Rescue Committee. Christie's experience as an undergraduate with the Shriver Center prepared her for her role as the AmeriCorps VISTA where she ran College JUMP and near-peer college access mentoring program for refugee youth. Christie is currently working abroad in Mexico City.

AmeriCorps VISTA Deepens Center Partnership with BCCC Refugee Youth

Project (RYP): The Shriver Center continued its partnership with the Maryland-DC Campus Compact and was selected to host an AmeriCorps VISTA for a second year. This project, College JUMP (Journey Upward Mentoring Program), works in partnership with Baltimore City Community College (BCCC) Refugee Youth Project to implement a near-peer college access mentoring program for refugee youth. College JUMP seeks to empower high school refugee and asylee students in Maryland to acquire the knowledge, skills, and mindset to feel prepared for success in postsecondary institutions. Mentees meet weekly with a UMBC undergraduate mentor who guides them through the college exploration, application, and preparation process. College JUMP also hosts monthly events and workshops on college campuses throughout Maryland to expose students to various aspects of student life and introduce them to communities of current college students.

Christina Smith, UMBC alumna, continued as our VISTA to lead this initiative. Under her leadership, College JUMP had great impact in its second year, as follows:

- 15 Mentor Matches Completed the program (10 Seniors and 5 Juniors);
- 100% of graduating seniors in College JUMP were accepted to college and plan to attend (two students will attend UMBC in FA17);
- 100% of graduating seniors who completed the program completed their FAFSA and received financial aid;
- Over 80% of UMBC students who participated as Mentors said they felt the experience helped them increase their Leadership Skills, Ability to Make Decisions, Self Confidence and Awareness of Civic Responsibility

In FY17, College JUMP held its first Annual Refugee Awareness week, funded by a BreakingGround Community Grant. Hundreds of UMBC and RYP students participated in interactive educational activities on UMBC's campus over a period of 5 days to learn about the global refugee crisis and how they can get involved.

SUCCESS Celebrates Program Completion of 2nd Cohort: In SP17, The SUCCESS Program held a graduation for its second cohort of **seven** students, bringing the number of participants who have graduated from the program to a total of **thirteen**. At the graduation, one student performed the procession on his piano, and five students presented graduation speeches. The culminating highlight of the event involved the students, dressed in caps and gowns, walking across the stage to receive their certificates of completion.

SUCCESS Program Continues to Integrate and Engage Significant Numbers of Faculty and Traditional Undergraduate and Graduate Students: Faculty and traditional students assisted program staff in extending the campus' definition of diversity. In addition to the **15** SUCCESS students who comprise the second and third year cohorts, SUCCESS engaged **4** UMBC faculty members. These faculty members instructed students in integrated classes or supervised students in internships within their departments. Additionally, **3** graduate students representing three disciplines were involved through their instruction of SUCCESS courses, evaluation of student progress and development, and scholarly research related to individuals with disabilities. **Thirty-five (35)** internships provided the opportunity for traditional students to gain leadership skills and financial support for their education (with a combined nearly **\$27,900** in stipends) as instructors of courses. In FY17, **97** Peers and Lunch Buddies engaged with SUCCESS students in formal classroom settings and informal settings, bringing the total since program inception in fall 2012 to nearly **552**.

Accomplishments in the SUCCESS Program:

- Kyle McKee, a SUCCESS Program intern, was awarded the Samuel I. Rosenberg Citizenship Award. This award was established in 1995 by Samuel I. Rosenberg and recognizes a UMBC student who has completed an outstanding apprenticeship within citizenship and public policy.
- Karin McGinnis and Jessica Mosley, two SUCCESS program students, competed in NCA 2017 Worlds Cheerleading Championship with their team the Maryland Twisters. The team won 1st place in the Special Athletes division.

Public Service Scholars Programs Continue to Provide Highly Competitive Placements: In 2016, nearly 200 applications were submitted to these highly selective summer programs (i.e., Governor's Summer Internship Program, Sondheim Nonprofit Leadership Program, MDOT Fellows, and Sondheim Public Service Law Fellows), which provided 54 students with nearly \$170,000 in stipends to support their program participation and full-time placements at various government agencies and nonprofit organizations. The program is entering its 30th year and preparations are underway to acknowledge this milestone in Summer 2017.

Center Leads Inaugural Hackathon Focused on Social Change: The Shriver Center partnered with the student organization HackUMBC to host "Innovate Good," a social change-themed hackathon. Nearly 200 students from UMBC and neighboring schools attended the 24-hour tech innovation marathon. The students collaborated to build mobile, web, and hardware projects focused on solving problems and creating positive social outcomes. Four overarching categories inspired participants in their tech development: health and environment, housing, legal and justice, and education. Hackathons are diverse, high-energy events that bring together novices, experts, and mentors to share and apply their knowledge, skills, and personal enthusiasm toward exploring the world of technology and/or developing innovative solutions with technology. The Shriver Center and HackUMBC designed 'Innovate Good' to bridge the divide that often exists between STEM students and non-STEM, bringing students together to

harness their skills and experiences to co-create interdisciplinary solutions to social challenges. Participants had a chance to collaborate with students with varying disciplinary perspectives, and had an opportunity to learn from, work with, and teach each other. An “expo” portion toward the end of the event gave participants an the opportunity to share the hacks that they developed with their peers and receive feedback from faculty, staff, and community judges.

The Shriver Peaceworker Program Secures Financial Support from Public, Private and Non-Profit Organizations: Between July 2016 and June 2017, the program received approximately \$238,000 in support of its assistantships from off-campus community partner contributions and private foundations, including three new funding partners. The Strauss Foundation supported the program with the first \$15,000 installment of a two-year \$30,000 contribution; the Crane Foundation supported the program with \$20,000 in FY17; and St. Vincent DePaul provided \$15,000 in support. Peaceworker Alumni contributions exceeded \$2,000.

Peaceworker Director Supports Student Scholarship: In FY17, the Peaceworker Program Director, Dr. Joby Taylor, was appointed by Dean Scott Casper to serve on the Public Humanities Working Group and the MPS in Community Leadership Program Development Committee. He continued his affiliate faculty appointment with UMBC’s Language Literacy & Culture Ph.D. program and also with the Office of Undergraduate Education, where he continues to teach the First Year Seminar “Building a Culture of Peace.” Dr. Taylor serves on the Global Studies Coordinating Committee and is a Regular Member of the University of Maryland Graduate Faculty. He also served on the Coordinating Committee for the Imagining America National Conference, hosted by UMBC in Baltimore in FA16 and serves on the UMBC BreakingGround Working Group and supports UMBC’s engagement with the American Democracy Project, including leading a special place-based session on Baltimore social movements during their annual conference. His engagement with diverse academic programs across our campus continues to deepen the Shriver Center’s role in Engaged Scholarship and Research at UMBC. Associate Director, Charlotte Keniston, teaches a course in Food System Studies in the Interdisciplinary Studies Program and is engaged in several campus initiatives including The UMBC Garden and the recent Truth, Racial Healing, and Transformation grant from AAC&U.

Peaceworker Program Graduates Continue as Change Agents Locally, Regionally and Internationally: Eight Peaceworkers completed the program in May 2017, bringing the number of total graduates from the program since 1994 to 167. The Peaceworker academic graduation rate remains well over 90%. This year’s graduates earned degrees in Public Policy, Geography and Environmental Systems, Education, Sociology, Public Health, and Social Work and are transitioning into careers of public service from national to local levels. This year’s graduating fellows are working in international education, in state and federal government agencies, pursuing a PhD in Public Policy, working to increase access to public lands, and organizing on behalf of our most vulnerable citizens. In the Spring of 2017, the program accepted seven new Fellows out of approximately 50 applicants to begin the program in July 2017.

Peace Corps Prep Recognizes Second Graduating Cohort; Has Two Applicants Heading to PC Service: In FY17, The Shriver Center and Shriver Peaceworker Program continued its Peace Corps Prep program for undergraduate students, graduate students, and career placement for post-grads. UMBC's Peace Corps Prep program graduated its second cohort, including 7 students and enrolled an additional 5 new students to prepare for lives of international public service work. The recent graduates' work and experiences related to Peace Corps Prep were captured in online portfolios demonstrating their knowledge, skills, and attitudinal growth. These portfolios will be available as a resource to future students, the Center, and the campus. Two of this year's Peace Corps Prep graduates successfully applied and were accepted to the Peace Corps (this year is the most competitive application year the Peace Corps has ever seen) and have recently departed for their service in Morocco and Mozambique. In addition to the Peace Corps Prep program, The Shriver Center continued in year two of its multi-year **\$120,000 contract from Peace Corps** to support a strategic Peace Corps Recruiter on campus, helping to expand access to Peace Corps positions to traditionally under-represented groups.

Successful Implementation of Microfinance Initiative: With financial support from One Main Financial, Center staff successfully designed and implemented a microfinance initiative. Staff also initiated a new partnership with faculty in the Department of Economics and the Department of History to create new courses focused on the history and implementation of microfinance in development. These courses will facilitate ongoing learning about this significant international development tool for future UMBC students.

The Choice Program at UMBC Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private Sources: The Choice Program has secured funding from a variety of sources to continue the financial stability of the organization and the Center. The Department of Juvenile Services committed nearly **\$4.9 million** to continue services in FY17 and FY18. Marguerite Casey Foundation funding is secured through FY18. Northrup Grumman funding is committed through FY17 to support education initiatives at Benjamin Franklin High School. Additional financial support includes \$380,000 from the Baltimore City Department of Social Services, \$135,803 from the Department of Family Services in Prince George's County, Maryland, \$50,000 from the Starbucks Foundation to support the Choice Jobs Program, \$150,000 from the Annie E. Casey Foundation, \$20,000 from REDF, \$202,000 from the Howard County Local Children's Board, and \$146,400 from the Corporation for National and Community Service.

In FY17, **32 AmeriCorps Community Service Learning Fellows** completed over **75,000 hours of service** in communities around Baltimore City, Baltimore County, Montgomery County, and Prince George's County. After completing a year of service, many Fellows pursue additional degrees or enter the workforce as leaders and change agents. In FY18, The Choice Program at UMBC will have 50 AmeriCorps slots for program expansion, as well as 6 Opportunity Youth Fellowship slots.

The Choice Jobs Program Continues to Build Vocational Skills and Spur Economic Gains for Baltimore Area Youth: In the spring of 2017, Starbucks opened a new community store on Ashland Avenue in East Baltimore. The new store is the fifth to be opened as part of Starbucks national initiative to bring Starbucks to 15 diverse low- to medium-income communities by

2018. The stores are designed to both create job opportunities for youth and support local economic development efforts by creating jobs while working with local minority-owned businesses. Unique to this Starbucks location is a job training space, dedicated for use by local non-profit organizations engaged in workforce development. The Choice Program was selected as the primary training partner at the community store space, and is offering job training instruction, customer service training, and career development for youth enrolled in the Jobs program through the onsite training space. Throughout FY17, Choice maintained a close partnership with local Starbucks store managers and partners to build on job training platforms. Through two hiring events, twenty-five youth were offered barista positions with Starbucks. By July, Starbucks managers shared that of the Starbucks youth hired into local stores, they had experienced only a 19% turnover rate, in comparison to the 63% turnover rate that Starbucks typically sees in the entire market. The partnership between Choice and Starbucks continues into FY18.

In FY17, The Choice Jobs Program engaged **216 youth in vocational skills training and development. One hundred twenty-one (121) youth participated in paid on-the-job training at Choice's Flying Fruit social enterprises**, Flying Fruit, at Camden Yards, Baltimore's Inner Harbor, and the University of Baltimore. In addition to external job placements at Starbucks, the Choice Jobs team continued to build relationships with external employers such as Chipotle, Amazon, Ceremony Coffee, CVS, Shop-Rite and Chik-Fil-A to establish a pipeline of employment for Choice Jobs participants.

Choice Expands its Vocational and Educational Support Programming to Howard County, Maryland: With generous support of the Local Children's Board in Howard County, The Choice Program will expand services to seventy-five (75) youth and families residing in the county. Choice's intervention will focus on reconnecting youth to education and building vocational skills, and knowledge as well as providing case management, regular enrichment activities, and family support. The Program will partner with the local Department of Juvenile Services, Department of Social Services, and Howard County Public Schools to enroll youth in programming.

Choice Builds Capacity of Youth and Families to Advocate on Their Own Behalf: In SP17, The Choice Program sponsored the second annual ArtRising event in Baltimore City. The event was designed to bring members of the Baltimore community back together, two years after the Baltimore Uprising, to remember, reflect, celebrate, and create art. The objective of the ArtRising event was to use art as a medium to raise collective voices for change. ArtRising was hosted at in East Baltimore, near Choice's "Adopt-a-Lot" location on Homewood Avenue. The Choice Program staff, Fellows, and volunteers set up a variety of art stations that included yarn art, tie dye, painting and music performances by youth engaged in The Choice Program. Over 100 participants from The Choice Program and local community participated in the event.

Youth in Action and Speak Truth to Power Events: The Choice Program has been engaging in "Youth in Action" events and activities for six years as a continuation of its involvement in the Equal Voices campaign response to the need for youth to plan and implement their own events. The Youth in Action movement provides youth with a platform to use art as a catalyst for social change. In June 2016, The Choice Program hosted its annual YIA event as a kick-off and call to action for the upcoming Youth in Action series for FY17, with a focus on storytelling and giving youth access to additional tools of expression to articulate, process, and highlight the events and experiences of their communities.

Throughout FY17, The Choice Program hosted a series of YIA events including Keyboards and Comics, Baltimore Stories, Slam Poetry workshops, discussion of the Presidential Inauguration, Mosaic and Mural Spring Break series, and Music Production in partnership with Living Classrooms. Also in FY17, The Choice Program combined its Youth in Action movement with its commitment to the Robert F. Kennedy Center for Justice and Human Rights “Speak Truth to Power” initiative. Choice’s Speak Truth to Power committee maintains a goal of teaching youth about human rights in an effort to motivate them to become defenders in their own communities. At the end of FY16, Choice youth produced, filmed, and spoke about a community challenge with topics ranging from the portrayal of black males in the media to the lack of recreational parks, to issues related to police brutality. In FA16, The Choice Program was able to showcase youth’s multimedia productions at the Imagining America Conference in Wisconsin.

Marguerite Casey Foundation Announces Sargent Shriver Youth Warriors Against Poverty Awards: Ramses Long, recent UMBC graduate, and Neyo Adekoya, who recently completed a year-long Community Service Learning Fellowship with The Choice Program were both recognized as Casey Youth Warriors Against Poverty in 2017. Ramses was co-founder of a student organization called Charm City Connection, aiming to close achievement gaps for Baltimore City youth by bridging UMBC’s campus to Baltimore City and coordinating volunteer opportunities with schools and community centers. In 2016, Charm City Connection adopted the afterschool mentoring programming one day a week at Excel Academy for the academic year and was the Student Coordinator of the Choice Education Excel Academy after-school program. Neyo played an active role in Lakeland community where he served on Choice’s Education team. Neyo was a key facilitator in Choice’s Speak Truth to Power project sponsored by Robert F. Kennedy Human Rights where he taught youth what it means to be a human rights defender. He was also an active leader in Youth in Action movement, a youth-led movement that uses art as a vehicle for youth voice.

Grants, Contracts, and Gifts

The Shriver Center Generates Significant Support: In FY17, the Shriver Center received nearly **\$4.7 million** in contracts, grants and gifts from more than **20 nonprofit, private, and public sector organizations** to support all Center initiatives. The Center also generated revenue through: the Choice Jobs Program Flying Fruit stand, kiosk, and café located at Camden Yards, the Inner Harbor as well as the University of Baltimore School of Law, which generated nearly \$165,000 in funding; and, Test Prep course offerings, which generated nearly \$38,000 in funding during FY 2017.

Grant/Contract/Gift Supported Engagement: Grants, contracts, and gifts for which Shriver Center staff took the lead in FY17 included:

- MD Department of Juvenile Services for the Choice Program – awarded 1-year, \$2,487,658;
- Starbucks - awarded 2-years, \$75,000;
- Department of Social Services/Foster Care – awarded 1-year, \$380,000;
- Marguerite Casey Foundation for the Choice Program – 2nd year of 3 years, \$150,000;
- Prince George’s County Local Management Board – awarded 2-years, \$235,000;

- Baltimore County Government for the Choice Program – awarded, \$75,000;
- AmeriCorps (Corporation for National & Community Service) for the Choice Program – awarded, \$259,689;
- Northrop Grumman for the Choice Education Program – awarded 3-years, \$200,000;
- Lakeland Elementary/Middle School – awarded, 4 years, \$1 million (Center staff are managing the administration of the budget for this grant, supporting Choice, Peaceworker, and Service-Learning);
- MSDE 21st Century grant for the Lakeland partnership – awarded, \$118,274;
- Hrabowski Innovation Fund Research and Implementation grant – awarded, 2-years, \$22,466;
- Governor’s Office and MDOT for Public Service Scholars Programs – awarded, \$216,060;
- The Peaceworker Program secured more than \$240,000 in support from community partners and foundations, including Macht Foundation, Baltimore Office of Homeless Services, Aegon/Transamerica, Audubon Society, Strauss Foundation, Crane Foundation, St. Vincent DePaul Baltimore, among other sources;
- Peace Corps: Peaceworker Program continued year two of its \$120,000 contract to support a strategic Peace Corps Recruiter on campus over multiple years, helping to expand access to Peace Corps positions to traditionally under-represented groups;
- Peaceworker fully utilized its \$58,000 Federal Work Study allocation, supporting community-based service positions connected with its graduate assistantships.
- Maryland/DC Campus Compact support to host the final year of an AmeriCorps VISTA in FY18 with Refugee Youth Project, College JUMP (featured on UMBC’s website <http://news.umbc.edu/new-mentoring-program-connects-refugee-youth-in-baltimore-with-opportunities-to-pursue-a-college-education/>);
- Marguerite Casey Foundation for K-12 Visits to UMBC – in SP16, awarded a one-time gift of up to \$10,000, supported over 500 students, many living in high needs communities and/or in Title I schools, to visit UMBC and connect with UMBC faculty, students, and staff through a meaningful experience to see college as a possibility.

Faculty Research & Engagement Collaborations:

Center staff participated in other proposals and grants as senior personnel or contributors to proposal submission, and Center programs supported faculty scholarship. Faculty collaborations included:

- Dr. Jolene Sy (Psychology) presented “Multicomponent intervention for improving writing skills of adults with intellectual disabilities in a university classroom.” at the 43th annual meeting of the Association for Behavior Analysis International in Denver Colorado. Dr. Sy. taught SCSS-118 02 -Career Pathways-Business to the “Junior class” of SUCCESS Students where they learned and practiced writing skills related to obtaining a job. Class activities included instruction on writing skills and opportunities to practice writing skills and make corrections on previous activities. Class assignments aim to help students develop writing skills related to writing cover letters for a variety of jobs. The overall goal was to facilitate writing relevance and quality. Dr. Sy and her research team assessed effective methods of educating adults with Intellectual Disabilities in classroom settings. This included error correction procedure used during classroom instruction that included a modified classroom response system would improve the content, grammar, and spelling of cover letters by

SUCCESS students relative to classroom instruction that did not include error correction. Across both conditions, students were instructed as a group, a modified classroom response system was in place, and students used cover letter templates to complete their work.

- Ms. Erin Buehler (Ph.D. candidate in Information Systems under the guidance of Dr. Amy Hurst): Collected video data and homework of the students in 3D & ENTR to observe interactions with their peers while learning new technologies (i.e., 3D modeling and printing). Based on research conducted, she presented "Inclusive Special Education Video Coding and Analysis." University of Maryland, Baltimore County, Summer Undergraduate Research Fest and "Makerspaces: Moving Beyond Accessibility with UDL." SXSWedu Conference and Festival. In addition Ms. Buehler published "Fabricating Engagement: Benefits and Challenges of Using 3D Printing to Engage Underrepresented Students in STEM Learning." Proceedings of the American Society of Engineering Education, Minorities in Engineering Division. Ms. Buehler also taught SCSS125 01- 3D Technology and Entrepreneurship to the "Junior class" of SUCCESS students where they learned skills about digital fabrication, innovative technology that support creativity, and financial concepts related to entrepreneurship. This course was designed to research universal education for students with disabilities and design to improve accessibility of curriculum in both formal and informal education settings.
- Dr. Soobum Lee (Mechanical Engineering): NSF CAREER proposal "CAREER: A New Topology Design Method for Optimal 3D Printing Parameters and Geometry."
- Dr. Nirmalya Roy (Information Systems): NSF CAREER proposal "CAREER: Scalable and Adaptable Cross-domain Autonomous Health Assessment."
- Dr. Liang Zhu (Mechanical Engineering) continued to lead an NSF-S-STEM grant--awarded with Shriver Center as outreach support and with Shriver Center Director as Senior Personnel.
- Dr. Bronwyn Hunter (Psychology): partnered on a letter of inquiry to the Russell Sage Foundation to support research on the Choice Program.
- Dr. Simon Stacey (Undergraduate Academic Affairs/Honors College) and Dr. Stephen Freeland (INDS Program): partnership on a proposal to the Spencer Foundation and the Corporation for National & Community Service to fund research on student affective learning.

Productivity: Publications & Conference Presentations

- International Association for Research on Service-Learning & Community Engagement (IARSLCE): Michele Wolff and Hannah Schmitz presented in FA16 at the 2016 International Association for Research on Service-Learning & Community Engagement (IARSLCE) 16th annual research conference. The presentation highlighted the work of the Applied Learning Experience work group's research on the relationship between applied learning and students' affective skills development. A scholarly paper on our research was included in the conference proceedings.
- Corporation for National & Community Service (CNCS) Research Summit: Michele Wolff, Hannah Schmitz, and Shriver Peaceworker Fellow Ciara Christian presented at the 2016 CNCS Research Summit in Washington D.C. The presentation entitled "Using Creative Surveys to Measure the Impact of Civic & Community Engagement on Students' Affective Development" focused on the findings from the FA16 INDS 430 course, part of the Applied Learning Experience/Affective Development project.
- Lilly Conference on College and University Teaching and Learning: Michele Wolff, Hannah Schmitz, and Shriver Peaceworker Fellow Ciara Christian presented with Dr. Simon Stacey (HONS) and Dr. Stephen Freeland (INDS) at the SU17 Lilly Evidence-Based Teaching & Learning Conference in Bethesda, MD. The presentation "Creatively Measuring Applied Learning's Impact on Students' Affective Development" focused on the creation and implementation of affective student learning outcomes.
- UMBC Provost's Teaching & Learning Symposium: Michele Wolff, Hannah Schmitz, and Shriver Peaceworker Fellow Ciara Christian presented with Dr. Simon Stacey (HONS) and Dr. Stephen Freeland (INDS) in FA16 at this annual forum for recipients of a Hrabowski Innovation Fund grant. The presentation highlighted the work, to date, of the Applied Learning Experience work group.
- Imagining America Conference – In FA16, The Choice Program joined a delegation of UMBC scholars to attend and present at the 16th annual Imagining America National Conference, which seeks to "advance a vision of the world in which publicly engaged artists, designers, scholars, students, and culture workers play critical roles in enacting the promises and ideals of a democratic society." During the conference, Choice staff shared digital stories that Choice youth had created as representations of the social justice issues the youth found most relevant in their communities. The stories sought to "speak truth to power," and were shared with conference attendees, as well as with students from Milwaukee Public Schools, who were able to discuss and relate to the films. Insights from Milwaukee students were then recorded and brought back to Baltimore, where Choice youth could hear how their work was received by youth from another city.
- National Peace Corps Association-Peace Corps Connect Conference: As Chair of the Board of NPCA, Dr. Joby Taylor led the planning and convening of this annual conference in Washington D.C. for over 500 participants.

- Civic Learning and Democratic Engagement Conference of the American Democracy Project: Dr. Joby Taylor led a half-day community-based session in Baltimore City as part of the conference in SU17.
- Greater Baltimore Urban League: Lori Hardesty served as the Keynote Speaker for the Greater Baltimore Urban League Saturday Leadership Program's visit to UMBC in December 2016. The theme was "Importance of Self Care as a Leader: Emotional Well being".
- Maryland/DC Campus Compact (MDCCC): Lori Hardesty and Christie Smith served on the planning committee for the MDCCC Annual Service-Learning & Civic Engagement (SLCE) conference in SP17, "Be the Spark for Action," held at Towson University. The Choice Program's Jacquelyn Thomas presented: "Serve, Serve, Serve: A Journey Towards a Lifetime of Service."

National, Regional & Local Recognition

- Michele Wolff was invited to join the UMBC team of representatives on the USM Digital Badging initiative. This initiative is exploring innovative strategies to identify, assess, acknowledge, and credential students' skills and competencies development.
- Michele Wolff was selected to serve as the chair of the Campus Compact Mid-Atlantic's assessment working group. This group has representatives from UMBC, UMB, Chesapeake College, University of the District of Columbia, Towson University, College of Southern Maryland, Stevenson University, Notre Dame of Maryland, and Coppin State College. The group will work toward creating a common set of questions or tool that will be piloted at participating institutions to collect data on the impact of service-learning/community engagement on the community.
- Dr. Joby Taylor completed the final year of his term as Chair of the National Peace Corps Association's Board of Directors in summer 2017. NPCA is the leading alumni organization for the 250,000 Returned Peace Corps Volunteers and Staff since the Agency's founding in 1961. During his leadership tenure the organization successfully made the most significant structural changes in its history, moving from an alumni services model to a mission driven social impact organization focusing on advocacy and human development impact. As a result the NPCA also significantly increased its contributions and fundraising capacity, and continued a multi-year period of financial gain and stability. During the past year he led two national gatherings in Washington DC as part of the Peace Corps 55th Anniversary, a Leadership Summit in Spring 2016 and the Peace Corps Connect National Conference in September.
- Dr. Taylor addressed major donors at the National Peace Corps Association Shriver Circle Conference in March 2017 and participated in a number of Capitol Hill advocacy meetings supporting strong budget and policy improvements for the Peace Corps.
- LaMar Davis joined the Baltimore LEADERship Program through the Greater Baltimore Committee. LaMar continued to serve as a member of the OSI-Baltimore Leadership Council and on the Board of

Directors for Artivate, formerly Class Acts Arts.

- LaMar Davis was invited to moderate a discuss at the Open Society Institute-Baltimore's Half-Day Justice Summit. The Solutions Summit was designed to create a community-driven blueprint for city government to address some of Baltimore's most entrenched problems.
- Frank Anderson, Choice Program at UMBC Assistant Director, served on the Baltimore Participatory Action Research Group at UMBC, the School Climate Collaborative through the Family League of Baltimore City, and the Coalition to Reform School Discipline.
- Eric Ford, Associate Director of The Choice Program, was appointed as a member of the Juvenile Grant Planning and Review Council on Maryland's State Advisory Group.
- Rae Gallagher, Deputy Director of The Choice Program, completed the inaugural cohort of the Social Enterprise for Jobs Leadership Accelerator Program sponsored by REDF (the Roberts Enterprise Development Fund)
- Eloise Grose, Service-Learning Program Coordinator, continued to serve as a Senator on the Professional Staff Senate as part of UMBC's system of shared governance.
- Hannah Schmitz, Applied Learning Program Coordinator, continued to serve as a Senator on the Professional Staff Senate as part of UMBC's system of shared governance.
- Michele Wolff continued to serve on the internal advisory board for the Grand Challenges Scholars Program.
- Service-Learning's partner, Refugee Youth Project, received the Maryland/DC Campus Compact Community Partner Award for Civic Engagement. Another partner, Reading Partners, was one of the runners-up for this award.
- Service-Learning student leader, Sophia Lopresti, was selected as a Campus Compact Newman Civic Fellow. Ms. Lopresti will represent UMBC during the FY18 academic year as part of this national initiative to recognize and support community-committed students.

Campus Collaboration

Staff members from all Center programs collaborated with **nearly 50 faculty members, academic administrators and staff** from across departments and programs in all three colleges to support research projects, applied learning course integration, program activities, and work group efforts related to PreK-14 partnerships and applied learning research. These faculty, administrators, and staff include:

- Dr. Diane Lee, Dean & Vice Provost, Undergraduate Academic Affairs
- Dr. Tyson King-Meadows, Africana Studies Department
- Dr. Mavis Sanders, Education Department
- Dr. Bev Bickel, Language Literacy & Culture
- Dr. Marie desJardins, COEIT, Dean's Office
- Dr. Simon Stacey, Undergraduate Academic Affairs and Honors College
- Dr. Steve Freeland, INDS Program
- Dr. Sara Poggio, Modern Languages, Linguistics & Intercultural Communications
- Dr. Ian Anson, Political Science Department
- Dr. Brian Kaufman, Music Department
- Dr. Preminda Jacob, Visual Arts Department
- Dr. Donald Snyder, Media & Communications Studies Department
- Dr. Jessica Berman, The Dresher Center
- Dr. Bill Shewbridge, Media & Communication Studies
- Dr. Don Snyder, Media & Communication Studies
- Mr. Lee Boot, Imaging Research Center
- Dr. Amy Hurst, Information Systems
- Dr. Bronwyn Hunter, Psychology Department
- Dr. Ken Maton, Psychology Department
- Dr. Jodi Kelber-Kaye, Honors College
- Dr. Kimberly Moffitt, American Studies Department
- Dr. Denise Meringolo, History Department
- Dr. Carolyn Tice, Social Work Department
- Dr. Jolene Sy, Psychology Department
- Dr. Laura Hussey, Political Science Department
- Dr. Brigid Starkey, Global Studies
- Dr. Weidong Zhu, Mechanical Engineering Department
- Dr. Nirmalya Roy, Information Systems Department
- Dr. Soobum Lee, Mechanical Engineering Department
- Dr. Liang Zhu, Mechanical Engineering Department
- Ms. Jessica Cook, Sondheim Scholars Program
- Dr. Kate Drabinski, Gender & Women's Studies
- Dr. Carolyn Seaman, Information Systems Department
- Dr. Vickie Williams, Education Department
- Dr. Merle Damasiewicz, Health Administration & Policy
- Ms. Elaine MacDougall, English Department
- Ms. Morgan Stephens, UMBC Women's Lacrosse Team
- Ms. Kay Smith, UMBC Bookstore
- Ms. Christine Routzahn, Career Center
- Ms. Ashlea Underwood, Retriever Athletic Center
- Dr. Stacey Branham, Department of Information Systems
- Ms. Makeba Thompson, Division of Professional Studies
- Mr. Charles Hogan, Landscaping Department
- Mr. Chuck Smithson, Mechanical Engineering
- Ms. Mitsue Wiggs, Meyerhoff Scholars Program
- Ms. Kacie Lawrence, Career Center
- Ms. Brittini Brown, Student Affairs

- Michele Wolff, Shriver Center Director, continued to serve on the advisory board for the Grand Challenges Scholars Program (GCSP). As a result of this collaboration, the Center and GCSP are sharing a Peaceworker;
- Michele Wolff and Lori Hardesty, Assistant Director for Service-Learning and K-12 Partnerships, along with Mavis Sanders (Department of Education), continued to lead the PreK-14 Schools, Family, and Community Connections work group. This group now coordinates at least two school visit days to campus with financial support through OIA and programmatic/coordinating support from faculty and staff from across the campus;
- Michele Wolff and Hannah Schmitz, Program Coordinator, along with Steve Freeland (INDS Program) and Simon Stacey (Honors College) continued to lead a campus-wide group exploring the relationship between applied learning experiences (ALEs) and students' affective development. The work of the group this year was supported by the second/final year of a Hrabowski Innovation Fund Research & Implementation grant. To continue to support this initiative we submitted a letter of inquiry to the Spencer Foundation and a proposal to the Corporation for National & Community Service. Neither attempt to secure funding was successful. We have been invited for a third year to present our work at the Provost's Teaching & Learning Symposium in September 2017;
- Michele Wolff continued to serve on the coordinating committee for BreakingGround. With other members of this group, she presented to President's Council on the Center's connections to regional and national community and civic engagement organizations;
- Michele Wolff was invited by the Executive Director of the Maryland/DC Campus Compact (MDCCC) to discuss a potential research partnership with the Maryland Longitudinal Data Systems (MLDS) Center at UMB. An initial meeting has led to a potential grant proposal involving MDCCC, MLDS, faculty and staff from UMB, and UMBC representatives (i.e., Ms. Wolff and Dr. Bronwyn Hunter, Department of Psychology);
- Dr. Bronwyn Hunter continued to partner with the Center by connecting her graduate students in her evaluation course to Shriver Center programs;
- Dr. Taylor's appointment by Dean Scott Casper to the Public Humanities Working Group and the MPS in Community Leadership Program Development Committee, as well as ongoing affiliations with LLC Ph.D. Program, OUE First Year Seminars, Global Studies Program Coordinating Committee, and Peaceworker's diverse graduate program partners continue strong Shriver Center collaborations across campus;
- Charlotte Keniston, Associate Director of the Peaceworker Program, built upon Shriver Center connections with the Interdisciplinary Studies Department and OUE as adjunct faculty, teaching a First Year Seminar in Food System Studies;
- Lori Hardesty continued to serve as the Campus Liaison for the Baltimore Collegetown Network's LeaderShape Program, now going into Class Eight in FY18. Fellow UMBC staff Corinne Janet (Student Life) and Kaleigh Mrowka (Residential Life) also serve as liaisons to LeaderShape

participants to support visions and make connections;

- Shirley Carrington continued to serve as a Wellness Ambassador to inspire Shriver Center colleagues to explore and maintain healthy lifestyles;
- Eloise Grose served as the chair of the BreakingGround Community Grants Committee;
- Eloise Grose completed her term (her second year) on the Professional Staff Senate;
- Two of this year's Peace Corps Prep graduates successfully applied and were accepted to the Peace Corps (this year is the most competitive application year the Peace Corps has ever seen) and have recently departed for their service in Morocco and Mozambique (Breana Echols and Jaelyn Bos, respectively);
- Each year, Service-Learning staff lead the selection of two community-engagement focused scholarships: In FY17, Kyle G. McKee (SUCCESS) was awarded the Samuel I. Rosenberg Citizenship Award: Established in 1995 by Samuel I. Rosenberg, this award recognizes a UMBC student who has completed an outstanding apprenticeship within citizenship and public policy; Asma Qaiyumi (College JUMP) was awarded The Samson, Rosetta A., and Sadie Feldman Award: Established in January 1996 by Sadie B. Feldman in memory of her family and is used to recognize a UMBC student who has completed his/her junior year of studies and has demonstrated, through community service and academic activities, an understanding of the responsibilities of citizenship;
- Lori Hardesty is now leading the recruitment and selection of the Jacqueline C. Hrabowski Endowment Fund along with Kimberly Robinson of Institutional Advancement. Junior Sydnie Taylor and Senior Nailah Turner were selected this spring to join a growing network of commitment to Baltimore youth.

UMBC RESOURCES

Support for Center Initiatives/Overhead Support: In FY17, UMBC invested approximately \$745,000.00 in the Shriver Center. The Center's grants and contracts generated nearly \$200,000 in Indirect Costs, and nearly \$3.3 million in salaries and benefits, including 11 FT Peaceworker Graduate Assistantships, 20 Governor's Summer Internships, 20 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland Non-Profit Law Student Internships, 9 Maryland Department of Transportation Internships, and 109 Service-Learning Interns.

Space: The Shriver Center has occupied a suite of offices, including one conference room, on the 1st Floor of the Public Policy Building since January 2003. This location is ideal for the Center since students have convenient access to our offices from the residence halls, The Commons, the Library, and other areas of campus. We also benefit from sharing space in a building that houses academic departments and programs with which we have existing collaborations and partnerships such as the Department of Political Science (e.g., Public Service Scholars, BreakingGround), the Sondheim Public Affairs Scholars Program (e.g., Service-Learning), Department of Sociology, Anthropology, and Health Administration & Policy (e.g., Service-Learning, Peaceworker Program), Economics (e.g., Peaceworker Program), and the School of Public Policy (e.g., Peaceworker Program). Our current suite of offices accommodates 25 program, administrative support, and budget staff members representing all of the programs and units of the Center. A significant number of staff also work off campus with our Choice Program in offices in Baltimore City, Baltimore County, and Prince George's County.

Funding: In FY17 the Center secured nearly \$4.7 million in support from contracts, grants, and gifts from 20 nonprofit and government agencies, foundations, and revenue. More than 80% percent of this funding originated from organizations external to UMBC and included: Peace Corps and the Corporation for National & Community Service; Maryland Departments of Juvenile Services, Transportation, and Education; Baltimore Department of Social Services and the Baltimore City Council; the Macht, Annie E. Casey, Marguerite Casey, Sherman Family, Strauss, and Crane Foundations; and, the Audubon Society.

Faculty and Staff: In FY17, the Center supported **91** full-time staff positions across all programs and units (i.e., Choice Program, Service-Learning, Peaceworker Program, Public Service Scholars, SUCCESS, Business & Technology Services, Administrative Leadership, Administrative Support) and two part-time staff positions. Additionally, the Center supported **123** UMBC undergraduate and graduate students as graduate assistants, student coordinators, and interns and **54** other students as fellows on behalf of the State through our Public Service Scholars Programs. It also supported **121** youth through the Choice Program's social enterprises. Two Center staff members hold affiliate status in academic departments and teach credited courses on an on-going basis. The Center has a faculty advisory board currently comprised of 10 members and a chair, representing a variety of departments from across all three colleges. The Center builds and maintains on-going relationships and partnerships with **nearly 50 faculty, administrators, and staff** from across the campus. These collaborations involve: research projects, applied learning courses, and work group efforts related to PreK-14 partnerships and applied learning research.

OPPORTUNITIES & CHALLENGES

In FY17, the Center had several valuable opportunities to expand partnerships and collaborations while also addressing substantive challenges:

- *Continued partnerships to sustain cross-campus initiatives:* Center staff continued to maximize the opportunities presented through existing partnerships that span campus divisions and colleges. These partnerships included: the PreK-14 School, Family, and Community Connections group that focused its efforts on designing and coordinating a sustainable model for school visits to campus; the research project funded by a Hrabowski Innovation Fund grant and focused on assessing students' affective education and learning; the BreakingGround coordinating group on which several Center staff serve; course integration (e.g., use of Center data for course projects; students develop products for the Center); Peace Corps Prep (with Global Studies) that engaged departments and programs across disciplines; Grand Challenges Scholars Program with a Peacemaker Fellow placement and advisory support to the program; and, the Imagining America group which continued its work after the FA16 conference.
- *Engaged scholarship activities:* Center staff continued to engage in academic pursuits that connect thought to action and root our engagement in the community, including: developing curriculum for courses (e.g., INDS430, Creative Survey Design: An Interdisciplinary Approach to Creating Interactive Assessment Tools); teaching First Year Seminars (e.g., Food System Studies; Building a Culture of Peace); designing research projects related to student learning and program impact (e.g., strategies to assess students' affective learning and skills development); and, engaged in MPS in Community Leadership and Public Humanities working groups.
- *Decreased number of service-learning placements:* The overall number of service-learning placements decreased due to the anticipated decrease in the number of traditional students engaged as peers with the SUCCESS program (i.e., from 138 in FY16 to 97 in FY17). As the SUCCESS pilot program comes to a close in SP18, fewer opportunities will be available to peers, so their numbers will continue to decrease. To address this challenge, Service-Learning staff initiated several new partnerships and opportunities for additional placements, including a renewed partnership with the Meyerhoff Scholars Program. In FY17, 56 Meyerhoff Scholars (all freshmen) had a community engagement requirement through the Center, connected to their FYE class. New partnerships with the student organization, Global Brigades, and with the Admission Office's Orientation Peer Advisors resulted in 55 placements and 20 placements, respectively. This influx of new students has helped to counterbalance the decrease in SUCCESS peers.
- *Funding to support program infrastructure and engaged scholarship:* An inherent challenge of the Center is the need to continually seek and secure support for programs and initiatives from a patchwork of funding sources. In FY17, more than 80% of total support came from 20 distinct organizations. Maintaining this funding strategy is a challenge. One program-based challenge is within the Peacemaker Program where we continue to have partnership demand that exceeds an ability to match funding. We will continue to maintain existing funding partnerships and will seek new ones, with some specific areas of focus: supporting our research project on affective student

learning; sustaining Choice's education program; and, strengthening our capacity to provide transportation options to our service-learning students.

- *Capacity to sustain, enhance, and grow:* Across programs, initiatives, and units, we continue to be challenged with limited human resources. Having constrained staff capacity impacts effectiveness and morale. Despite this challenge, our staff are committed to continuing to work toward fulfilling our mission and purpose and do so by leading high quality programs and initiatives that benefit all of our stakeholder groups. Service-Learning staff also maximized the role of student leaders to extend capacity and deepen partnerships. Sustained funding for these positions is needed. The proposed Director of Program Development offers an opportunity to assist with this challenge.
- *Communication to stakeholders:* The Center needs new and different strategies to inform and educate our stakeholders on our successes and our story. We are exploring strategies to enhance our digital and social media and other communication strategies.
- *Assessment of programs:* The Center needs to enhance its assessment and evaluation plan. We lack the capacity to support this activity, however, we continue to seek out collaborations with faculty to assist in this area.

Partnerships continue to serve as the cornerstone of our work. As we have done in previous years, we continue to welcome new opportunities for partnerships and collaborations while facing our challenges with positivity and perseverance as we focus our energy and efforts in support of our mission, vision, and the priorities of the campus.

FY18 GOALS & OBJECTIVES

Community Engaged Scholarship/Campus Leadership

- Continue deepening The Shriver Center's campus leadership for Community Engaged Scholarship, collaborating with faculty and programs across UMBC colleges and working internally to infuse community engaged scholarship into our programs and partnerships.
- Continue to work collaboratively with faculty and staff from across the campus on the research project aimed at more fully integrating affective student learning across the campus as suggested by Middle States reviewers.
- Continue to improve structure, content, and delivery of all Center programs to best serve primary stakeholders (i.e., students, faculty, and local/regional community partners).
- Continue to maintain strong relationships with community partners through greater visibility, communication, and opportunities for partner dialog.

- Along with our partners - The College of Art, Humanities, and Social Sciences, and The Division of Professional Studies – move toward the implementation of the new Master’s of Professional Studies in Community Leadership.
- Develop and teach Humanities Scholars Seminar in Public Humanities (informing the Public Humanities minor).
- Design, launch and implement the Truth, Racial Healing & Transformation (TRHT) Campus Center: On behalf of the Association of American Colleges and Universities, with support from Newman’s Own Foundation and the W.K. Kellogg Foundation, UMBC, co-led by Shriver Center staff, was awarded a \$30,000 grant to establish one of the initial ten Truth, Racial Healing and Transformation (TRHT) Campus Centers in the country. UMBC’s TRHT Campus Center will work to develop a framework of racial healing that includes training and reflection opportunities through The Shriver Center. The Center also will hold spaces for youth and minority voices (including those served through and partnering with Choice) by hosting events that cross campus and community divides, and strengthen campus and community partnerships. We will develop a student/community leadership team to foster racial equity and transformation by guiding the direction of the TRHT Campus Center.
- Begin the conversation on how to better integrate the community voice into the institution in an authentic and substantive way.
- Plan and lead Catonsville 9 50th Anniversary events with CAHSS and community support.
- Taking a more involved leadership role in the East Drive project (in Arbutus).

Applied Learning:

- Co-lead the effort to create, support, and expect applied learning experiences for all students as outlined in the draft University Strategic Plan.
- Continue to ensure that the Center’s priorities and framework align with UMBC priorities based on the campus-wide plan, with a particular focus on strengthening and developing strategies to increase the number of students engaged in applied learning experiences.
- Explore funding opportunities for initiatives such as research projects to support Choice, our Applied Learning Experience work group, and our AmeriCorps VISTA College JUMP program.
- Continue to develop new relationships and partnerships to provide new opportunities for applied learning experiences. Peacemaker Program will continue to collaborate through the Grand Challenges Scholars Program and Peace Corps Prep, and develop emerging partnerships with CWIT in support of applied learning.

Organizational Development:

- Enhance opportunities for career mobility for staff in The Shriver Center and address issues of staff capacity constraints.
- Engage staff on matters of diversity and inclusiveness through training and seminars using the Truth, Racial Healing & Transformation (TRHT) Campus Center as a framework.
- Encourage senior staff within The Shriver Center to pursue high-impact leadership development opportunities.
- Deepen Peacemaker collaborations across campus through engagement with MPS program development, public humanities programming and development, and course development in Interdisciplinary Studies and other programs.
- Continue to build a plan for alumni development for fundraising and program and partnership development.
- Continue exploring new systems to more effectively manage our budget, contracts, grants, and gifts.
- Move toward automating more processes (e.g., expense statements, hiring paperwork).
- Plan for the integration of a Director of Program Development to support the Center in program enhancement, new programming, fundraising, and communications.
- Re-evaluate the Choice Education model related to cost and population served and move toward the TRHT Campus Center and Pathway approaches.

Communications:

- Enhance Center-wide and program-specific public relation approaches – with an emphasis on digital and social communication. The Service-Learning Team launched a Gritstarter Project to reimburse students who provide transportation to others engaged in service-learning.
- Continue to enhance the current structure of our orientation to yield a bigger impact on students and tell more compelling stories.
- Partner with our OIA liaison to develop new tools to better communicate the Center's story to our stakeholders.
- Leverage the Center's and Peacemaker Program's 25th Anniversaries and Choice's and GSIP's 30th Anniversaries to strategically move forward the above goals and objectives.