

**The Shriver Center  
Annual Report  
FY 2018**

*Submitted by:*

*Michele K. Wolff,  
Director*

*and*

*Christopher P. Steele, Ph.D.,  
Executive Director*

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UMBC  
The Shriver Center  
**FY 2018 Annual Report**

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## 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 2018

*Continuing to Lead Significant Number of Applied Learning Placements:* Shriver Center staff led **1,033** applied learning experiences (headcount) for undergraduate and graduate students and recent college graduates during FY18, across all programs (i.e., Service-Learning, SUCCESS, Peaceworker Program, Choice, Public Service Scholars). This figure includes **935** service-learning and community engagement placements.

*Co-Leading UMBC's Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification Self-Study:* Shriver Center Director, Michele Wolff, was selected to serve as Project Manager for the campus' Carnegie Community Engagement Classification

self-study, under the guidance of Dr. Scott Casper, Dean of the College of Arts, Humanities, & Social Sciences. This position offers the Center the opportunity to connect with a variety of faculty, staff, students, and community partners to learn about as many Community Engagement activities as is possible that currently exist across the campus. In turn, the campus will better understand these activities, appreciate where our gaps are, and, ultimately strengthen our institution-wide commitment to them. Several other Center staff members also are engaged in the process by leading one-on-one data gathering discussions.

*Facilitating Engaged Scholarship among Center Staff:* In celebration of The Shriver Center's 25th Anniversary year, Peacemaker Program Leaders, Joby Taylor and Charlotte Keniston worked with Shriver Center Director, Michele Wolff to develop and lead a Community Engaged Scholarship Lunch and Learn series for Shriver Center staff. This four part series in spring 2018 provided opportunities for Shriver Center colleagues to reflect on their history and current work, discuss key concepts and practices in the field, and recommit to our community engaged scholarship mission.

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## 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=842) as well as their professional and affective/personal development (Placement/Site n=865). Findings from this year's assessment include:

- 95% of service-learning respondents would *recommend* an internship/work/co-op-research/service placement to another student;
- 89% 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;
- 78% of service-learning respondents indicated that their *self-confidence* increased as a direct result of their applied experience;
- 77% of service-learning respondents agreed that their ability to *apply their education to work* increased as a result of their applied learning experience;
- 71% of service-learning respondents agreed that their ability to *view their career expectations realistically* increased

- as a result of their applied learning experience;
- 73% of service-learning respondents indicated that their *oral presentation skills* increased as a direct result of their applied experience;
- 67% of service-learning respondents indicated that their *motivation to continue*
- and persist to graduation* increased as a direct result of their applied experience;
- 66% of service-learning respondents indicated that the *clarity of their career goals* increased as a result of their applied learning experiences

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

- **935** Service-Learning placements;
- **28,050** hours contributed to 61 nonprofit, community-based organizations, and PreK-12 schools (with an average of 30 hours/semester/student);
- In FY18, there was an decrease in SUCCESS Peer placements (73) from FY17 (96) which is attributed to the decrease in SUCCESS students with a final cohort of 8 students to support. Maintaining involvement was facilitated by recruiting SY Lab participants to enroll in the Practicum and many peers returning to serve at this site.
- **\$751,459.50** (\$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](https://www.independentsector.org/volunteer_time) )

*Public Service Scholars (PSS) Programs Show Positive Impact on Alumni:* Community Psychology graduate student, Lisa Shanty, conducted an evaluation of the Center's Public Service Scholars Programs. A survey of 209 alumni revealed positive professional and personal impact of the PSS experience on the participants, including: clarifying career goals (95% agree); deepening understanding of the public/nonprofit/social sector (96% agree); increasing interest in working in the public/nonprofit/social sector (94% agree); increasing feelings of preparedness to enter their career field (94% agree); and, increasing confidence in professional competencies such as leadership (96% agree), presentation skills (95% agree), professional networking (94% agree), and team collaboration (92% agree). Alumni also shared how their participation impacted their ability to see themselves as a public servant/change agent, including: the importance participants assigned to serving others in their careers (5.7 on a 6 point scale from not at all important to extremely important) and an increase in their confidence to make a difference in the world (91% agree). All respondents except one (n = 60) indicated employment or enrollment in a graduate program in the public and/or social sector after graduation.

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## Program-Specific Accomplishments

*Service-Learning Continues to Partner with Students and the Community for Positive Change:* In FY18, the Shriver Center led **935** student placements (i.e., headcount) in sustained academic service-learning experiences in collaboration with **61** 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 FY18, the service-learning program supported **17** classes resulting in approximately 225 service-learning placements and service integration activities for students. Approximately **24%** of students who registered for a service-learning placement linked it with academic credit. Last fall, the Service-Learning team matched 48 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 to coordinate and maximize the impact of campus engagement with preK-14 educational organizations in the Greater Baltimore region. The rationale for these efforts involve internal and external demands. A major focus of this group has become campus visit days, one in the fall and the other in spring. Students receive a campus welcome, hear from a panel of students, engage in various educational workshops, explore UMBC campus, and have lunch at True Grits.

- This year's School Visit subcommittee included Josh Michael (Sherman STEM Teachers Scholars Program), Sandra Abbott (Center for Arts, Design, & Visual Culture), Shirelle Ellis-Williams (Sherman STEM Teachers Scholars Program), Melissa Bailey (Sherman Center for Early Learning in Urban Communities), Charlotte Keniston (Shriver Peaceworker Fellows), and Lisa Romeo (Undergraduate Admissions and Orientation).
- In FA17, there were approximately 150 visit day students and staff from Glenmount Elementary/Middle School (8th graders, Baltimore City), Laurel Woods Elementary School (5th graders, Howard County), and Mary Rodman Elementary School (5th graders, Baltimore City), and Morrell Park Elementary/Middle School (7th & 8th graders, Baltimore City).
- In SP18, approximately 150 students and staff participated from Berkshire Elementary School (5th graders, Baltimore County), Liberty Elementary School (5th graders, Baltimore City), Maree G. Farring Elementary/Middle School (8th graders, Baltimore City), and Meade Middle School (8th graders, Anne Arundel County).

- OIA secured \$5,000 to support these visits, which covered lunch at True Grits for all students, buses for many of the schools, and some room set up for workshops. Remaining funds were applied to the annual “March to College” visit by Arbutus Middle School’s 7th grade. FY19 funding will remain at \$5,000.
- A growing database/network of faculty, staff, and students have joined the P-14 network to volunteer and partner related to P-14 engagement. There are now 100 members of this group. Student organizations include the Education Council of Majors, the UMBC REACH Initiative, UMBC SPLASH!, and Charm City Connections. The Google group for information sharing: [umbcp14@googlegroups.com](mailto: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, which was supported by Charlotte Keniston, Associate Director, Peacemaker Fellows Program. Student Ambassadors supported monthly visits by Collegiate Scholars from Commodore John Rodgers Elementary/Middle School (first Friday of every month). These UMBC students proved to be a great resource for both campus visits, which included serving as panelists.

*Service-Learning Serves as a Significant Resource for High Need K-12 Schools:* In FY18, **339** UMBC students served as in-school tutors and after-school mentors through the 096 Community Service & Learning Practicum, supporting **over 1,000 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.

A total of 22 UMBC undergraduates participated in *Path Before Me* service-learning opportunities through the Choice Program by working with students in Baltimore Polytechnic, City College, and Ben Franklin high schools. These undergraduates held 272 individual SAT and college prep sessions with 86 students, contributing over 300 service-learning hours in the fall and spring semesters.

**Over 700 youth** 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. The entire 7th grade at Arbutus Middle School (200 students) visited in SP18. Overall, these opportunities added another 550 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 close to **1,600 PreK-12 youth** from **27** area schools and afterschool programs to benefit from the valuable knowledge, skills, and experiences of UMBC’s service-learning students. Overall, FY18 figures almost doubled those of FY17, without a corresponding increase in staff.

*Shriver Center Continues to Support Campus-based Service-Learning Opportunities:* In FY18, 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, and Volunteer Income Tax Assistance (VITA) Program (a BreakingGround-funded initiative). The majority of these experiences are peer-to-peer/peer mentoring programs. In SU18, UMBC's Undergraduate Admissions and Orientation Office continued to enroll their Orientation Peer Advisors in the Leadership service-learning placement. Additional on-campus partnerships included: Supplemental Instructors, Retriever Leadership Institute, 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 380 UMBC students to participate in 17 on-campus based service-learning experiences, representing 41% of the total number of FY18 placements, up from 19% in FY17.

*Another successful year of VITA, Free Tax Preparation Assistance Program:* This was the third year of the Voluntary Income Tax Assistance (VITA) site at UMBC. A student leadership team, which included former SLLC member Ethan Griffin, was supported by Trisha Wells, Assistant Vice Provost, Division of Professional Studies. **Forty-seven (47) UMBC students and staff served 355 low-income tax filers** from the UMBC and Baltimore communities, which was a 61% increase over the previous year (220). The total refund amount was over \$480,165. This project resulted in savings in tax preparation fees and protection from predatory financial products. The average education credit in FY18 was \$1,028, an increase from \$963 in FY17.

*France-Merrick Scholarship Program:* In FY18, the 2017-18 cohort received close to \$50,000 in scholarships from the France-Merrick Foundation. Two Fellows **received \$15,000 (\$7,500 each semester)** and seven Scholars **received \$2,750 (\$1,375 each semester)**.

**Fellows:**

**Yamini Narayan** *Health Administration and Public Policy*

**Morgan Zepp** *English Literature and Global Studies, Spanish & Writing*

**Scholars:**

**Kayla Addai** *Biology B.A., Music*

**FeiFei Ma** *English; East Asian Studies and Gender and Women's Studies*

**Stephanie Milani** *Computer Science and Psychology*

**Becca Nolder** *Social Work, Music*

**Jasir Qiydaar** *Media & Communication Studies, Writing*

**Savannah Steinly** *Chemical Engineering, English*

**Nailah Turner** *Psychology*

In FY18, there were several changes to the programming aspect of this scholarship. Former Baltimore Colletgetown Network Executive Director Kristen McGuire was hired mid-year by the France-Merrick Foundation as the new Program Coordinator to raise the higher education profile of the foundation. A close



friend of the Center and UMBC, there are some exciting opportunities ahead in FY19 and beyond to leverage this engagement. In the spring, France-Merrick Coordinator Lori Hardesty introduced the cohort to Jill Savage, the Coordinator for the pilot Baltimore County Community Schools in Southwest Baltimore that focuses on the broader communities of Baltimore Highlands Elementary School (Halethorpe) and Lansdowne High School (Lansdowne). The school is interested in pursuing a collaboration for the Fellows and Scholars to facilitate an essay contest for high school students to identify an issue in their community and how they believe they can solve it. This goal can be accomplished through the development of a multi-media project, such as an essay or photography. The implementation of this project will begin in Fall 2018 with the new cohort. For the first time, 2018-19 selection deeply involved Fellows and graduating seniors Morgan Zepp and Yamini Narayan, from updating the application, to developing questions, and participating in interviews, in which Kristen McGuire participated.

*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. Eight Peer Mentors, typically returning SLLC members, (<https://shrivercenter.umbc.edu/2018-19-leadership-peer-mentors-and-resident-assistant/>) 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 up to three mentees they connected with over the summer prior to the academic year. Once at UMBC, they would connect 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, to celebrate the 25th Anniversary of The Shriver Center, culminating group presentations focused on all of the Center's programs: Public Service Scholars, The Choice Program, Shriver Peacemaker Fellows and Peace Corps Prep, SUCCESS, Service-Learning, and Truth, Racial Healing, & Transformation. In SP18, SLLC focused on "Challenging Assumptions through Curiosity," a curriculum from Facing History and Ourselves (<https://www.facinghistory.org/resource-library/challenging-assumptions-curiosity>) as well as partnership development, alumni engagement, and previous SLLC assessment.

- ❑ 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.
- ❑ This is evidenced by the survey Residential Life administers to all residential students, using a Likert Scale (1=Strongly Disagree, 7=Strongly Agree). In FY18, based on the results of the Fall 2017 Residential Survey, Shriver Living Learning Community scored high. SLLC scores far exceeded the "All Students" mean (students living on campus, not including LLC-specific questions), but were

also higher than the LLC mean. Additionally, all of the SLLC scores were higher than SLLC members reported in FY17:

- Self-Management - As a result of your experience living on campus, you are better able to balance your social, work and academic commitments? 5.90/7
- Overall Evaluation - To what degree has living in on-campus housing contributed to your sense of belonging to this institution? 6.10/7
- In your living area (i.e., floor, apt. section, community, house), to what degree do you feel accepted by other students? 6.24/7
- Overall Evaluation - Regarding your on-campus housing experience, to what degree: Are you satisfied with your on-campus housing experience this year? 6.10/7
- Community Environment - To what degree do residents who live near you respect your study time? 6.48/7
- Diverse Interactions - To what degree has your on-campus living experience helped you interact with residents who are different from you? 6.29/7

*UMBC's Early Selection and Notification Pilot:* In an effort to better leverage the Living Learning Communities in the admissions yield process, Undergraduate Admissions and Residence Life collaborated on a pilot to 1) enhance promotion of the LLC as a prestigious opportunity at UMBC for highly qualified newly admitted students; 2) invite select newly admitted students to apply for early admission to the LLC; and, 3) facilitate early review, selection, and notification of highly qualified candidates to the LLC. Enhanced promotion coupled with an earlier review, selection, and notification of LLC admission will help newly admitted freshmen and parents feel positive about their opportunities at UMBC. Additionally, newly admitted freshmen and parents will be able to use this information (admission to the LLC) when weighing their options and finalizing their enrollment decisions.

The Shriver Living Learning Community (SLLC) was one of a few LLCs to join this pilot, which also included Women in Leadership and Learning (WILL), Humanities, and Discovery Scholars/Interdisciplinary Studies. LLC Coordinators worked with Undergraduate Admissions and Residence Life staff to identify characteristics of ideal LLC members that were queried and shared with LLCs; Service/Social Action was a top priority for SLLC. SLLC Director Lori Hardesty hoped that not only would this strategy increase awareness and reach through combined marketing, but that it would also increase gender representation. Traditionally, the 29 members have been primarily female.

The LLC Early Selection and Notification pilot workgroup met this past summer to begin to evaluate the overall effectiveness of the pilot. Measures included the number of applications received in response to the LLC Early Selection and Notification invite (SLLC had 55 responses); number and/or percentage of LLC participants confirmed by May 1 (6/55 or 11%); melt rate (i.e. number of confirmed LLC participants who subsequently decide not to live in the LLC, which is not yet known for those who attended UMBC, but might not have selected that LLC - low melt rate is desirable); and, diversity (gender, ethnicity, areas of study, etc.) of LLC cohort. More evaluation will determine the general sense of commitment and level of engagement of LLC participants admitted through the LLC Early Selection and Notification pilot. Overall, it was a successful strategy, but one in its first year that was a heavy lift for all.

*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 FY18, **83 (63 not including SUCCESS)** Student Coordinators were engaged with 19 community partners, earning more than \$40,000 in stipends (over \$13,000 paid by Service-Learning). 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.

Last November, Special Assistant to the Vice President for Student Affairs Fritzie Charne-Merriwether coordinated a focus group on behalf of Dr. Hrabowski as a means to connect with student leaders involved in community engagement work. Across this unit's student leadership are close to 50 students who are Student Coordinators, Shriver Living Learning Community Peer Mentors, and France-Merrick Scholars and Fellows (some who fall into two of these categories). Not all could attend. Conversations were robust and included brainstorming ways to increase more students doing community engagement work.

Many student leaders have been deeply involved with community engagement through The Shriver Center. After graduation, they will pursue their dreams as Fulbright Scholars, researchers, therapists, programmers, teachers, nurses, and doctors. Some examples include:

While at UMBC, **Max Poole** was deeply engaged with Arbutus Middle School through Arbutus Achievers and as a co-founder of Creative Coders. Max explained his drive. "I have this need inside of me that pushes me to always be improving the world and myself, to create and collaborate. I feel like service is deeply ingrained in my DNA. It is something I have to do." Max headed to eBay after graduation.

UMBC promotes a culture in which all members are change agents. With every adventure, whether serving on UMBC's Community Relations group, attending the 2016 Civic Learning & Democratic Engagement meeting in Minneapolis, or studying in Peru, **Morgan Zepp** stepped out of her comfort zone to deepen her understanding and broaden ways to elevate and empower others. Morgan recognizes the power of education. She experienced a breakthrough moment thanks to her former teacher at Arbutus Middle School and became acutely aware of the impact that social class had on the educational aspirations of schoolmates. Once at UMBC, Morgan signed up with Arbutus Achievers. She went on to become the Director of UMBC's REACH Initiative, founded by her good friend and fellow Shriver LLC member, Isabel Geisler. Morgan is a Fulbright Scholar in Lithuania.

To view their stories and others (**Manisha Vepa, Sophia Lopresti, Ciara Christian**), go to <https://news.umbc.edu/congrats-class-of-2018-meet-umbc-students-making-history-and-the-mentors-behind-them/>

### *AmeriCorps VISTA Deepens Center Partnership with BCCC Refugee Youth Project*

**(RYP)**: The Shriver Center continued its partnership with Campus Compact Mid-Atlantic and was selected to host an AmeriCorps VISTA for a third 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.

Alexis Logan-Brown led this initiative in its third and final year as an AmeriCorps VISTA project. Under her leadership, College JUMP had great impact in its third year, as follows:

- 21 Mentor Matches Completed the program (15 Seniors and 6 Juniors);
- 100% of graduating seniors in College JUMP were accepted to college and plan to attend.
- 100% of graduating seniors who completed the program completed their FAFSA and received financial aid;

In FY18, College JUMP held its second Annual Refugee Awareness week, funded by a BreakingGround Community Grant and the Catonsville Women's Giving Circle. Hundreds of UMBC and RYP students participated in interactive educational activities on UMBC's campus over a period of five days to learn about the global refugee crisis and how they can get involved.

**SUCCESS Celebrates Program Completion of 3rd Cohort**: In SP18, The SUCCESS Program held a graduation for its third cohort of **eight** students, bringing the number of participants who have graduated from the program to a total of **twenty-one**. At the graduation, the students sang "The Climb" by Miley Cyrus to a slideshow documenting their journey through the program, and all of the 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 **8**

SUCCESS students who comprise the third year cohort, SUCCESS engaged **3** UMBC faculty members and **9** departments. These faculty members and departments instructed students in integrated classes or supervised students in internships within their departments. The SUCCESS program also partnered with Social Security Administration to place 3 SUCCESS students with departments and mentors within their organization for an immersive internship opportunity. Additionally, **2** undergraduate students were involved with SUCCESS through their evaluation of student progress and development, and scholarly research related to individuals with disabilities. Twenty-five (25) internship placements provided the opportunity for traditional students to gain leadership skills and financial support for their education (with a combined nearly **\$19,890** in stipends) as instructors of courses. In FY18, **77** 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 **630**.

*Accomplishments in the SUCCESS Program:*

- Kara Seidel, a SUCCESS Program intern, 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.
- Kara Seidel, a SUCCESS Program intern was selected as the Valedictorian of the Colleges of Arts, Humanities, and Social Sciences, The Erickson School, and The School of Social Work of the UMBC 2018 graduating class.
- Chloe Thomas and Flo Long, two SUCCESS students, were invited to participate in and facilitate the “How To Be A Better Ally: People Living With Mental Disabilities” workshop.

*Public Service Scholars Programs Continue to Provide Highly Competitive*

*Placements:* In FY18, nearly 200 applications were submitted to these highly selective summer programs (i.e., Governor’s Summer Internship Program (GSIP), Sondheim Nonprofit Leadership Program (SNLP), MDOT Fellows (MDOT), and Sondheim Public Service Law Fellows), which provided 52 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 celebrated its 30th year and held a celebration inviting program alumni to mingle with the current cohort of students. Shriver Center Director, Michele Wolff and Program Coordinator, Hannah Schmitz were presented with a Governor’s Citation issued to the Shriver Center for its “commitment to help Maryland’s best and brightest college students experience and appreciate the importance of public service,

with congratulations on 30 years of service and success in community engagement; and as Maryland's citizens join in offering their great respect, admiration, and gratitude for your positive contribution to the State of Maryland." Two program alumni who currently serve on Governor Hogan's cabinet presented the citation: Chris Shank, Chief Legislative Officer (GSIP 1993) and Kelly Schulz, Secretary of Department of Labor Licensing and Registration (MDOT 2005).

### *Shriver Peaceworker Program's Fellows and Graduates Continue as Change Agents Locally, Regionally and Internationally:*

In FY18 Shriver Peaceworker Fellows studied in diverse graduate degree programs including INCC, Applied Sociology, TESOL, Public Policy, Emergency Health Services, and Social Work. They complemented their studies with service leadership contributing to the missions of community partners including Save the Children, Walden Circle Community Center, Baltimore City Public Schools, Lakeland STEAM Center, Peace Corps, Patterson Park Audubon, and City and State government offices. They also served in key positions with our UMBC campus partners in the ELI and Grand Challenges programs. Peaceworkers participated in a robust ethical reflection and leadership development curriculum that included three seminars (summer, fall, spring) and two retreats (summer, winter). These activities included regular structured opportunities to integrate their community based service and their academic learning, while also building strong community connections and developing personally and professionally. Some highlights of this year's fellowship programming included multiple place-based tours in Baltimore (Toxic Tour by Glenn Ross, In Frederick Douglass' Words and Footsteps, and others), group service projects in Patterson Park and Masonville Cove, critical self-reflection exercises including Life Map and This I Believe presentations, event coordination and participation in Catonsville Nine 50th commemoratives, participation in facilitation skills workshop, support of UMBC's Truth Racial Healing and Transformation Center development and implementation, a seminar on anti-racism by Dr. Wendy Shaia of UMB's SWCOS, and more. The program is committed to facilitating the experiences, conversations, and learning needed for social change leadership in complex and diverse settings.

Six Peaceworkers completed the program in May 2018, bringing the number of total graduates from the program since 1994 to 173. The Peaceworker academic graduation rate remains well over 90%. This year's graduates earned degrees in Public Policy, Education, Sociology, Intercultural Communications, and Social Work and are transitioning into careers of public service from international to local levels. This year's graduating fellows are working in international education, in a public school as a Social Worker, in Service-Learning at the college level, , and pursuing a PhD in Language, Literacy, and Culture In the Spring of 2018, the program accepted eight new Fellows out of approximately 50 applicants to begin the program in July 2018. This will be the 25th cohort of Shriver Peaceworker Fellows, launching our 25th anniversary year.

### *Peaceworker Program Secures Financial Support from Public, Private and*

*Non-Profit Organizations:* Between July 2017 and June 2018, the program received approximately \$253,000 in support of its assistantships from off-campus community partner contributions and private foundations. This included ongoing support from the Macht Foundation, SAVE the Children, Peace Corps,



Audubon, Baltimore City Public Schools and Govt Agencies, Northrop Grumman, and others. Peacemaker Alumni contributions again exceeded \$2,000. The Peacemaker Program was also the lead UMBC coordinator on a \$5,000 grant received from Maryland Humanities to support Shriver Center and CAHSS leadership and engagement of a range of activities commemorating the 50th Anniversary of the Catonsville Nine.

*Peacemaker Leadership Supports Engaged Scholarship:* In FY18, Peacemaker Program Director, Dr. Joby Taylor, was invited to develop and teach the Humanities Scholars Seminar, which is the cohort-based introductory course for UMBC Humanities Scholars. Working with Dr. Beverly Bickel, of UMBC's LLC Ph.D. Program, they designed and delivered a course entitled: "Public Humanities: Investigating and Practicing Engaged Scholarship," which included a number of opportunities for public scholarship and community-based learning. He also continued his appointments by Dean Scott Casper serving on the Public Humanities Working Group and the MPS in Community Leadership Program Development Committee. Dr. Taylor serves on the Global Studies Coordinating Committee and is a Regular Member of the University of Maryland Graduate Faculty. He also serves on the UMBC BreakingGround Working Group and continues to support UMBC's engagement with Imagining America and the American Democracy Project national organizations. Dr. Taylor co-advised (with MLLI's Dr. Nicoleta Bazgan) the MA thesis of Eleanor Brasfield, a timely mixed-methods research project investigating the history, policy, and experience of refugee resettlement in the U.S. His engagement with diverse academic programs across our campus continues to deepen the Shriver Center's role in Engaged Scholarship and Research at UMBC. In celebration of the Shriver Center's 25th Anniversary year, Dr. Taylor worked with Shriver Center Director, Michele Wolff to develop and lead a Community Engaged Scholarship Lunch and Learn series for Shriver Center staff. This four part series in spring 2018 provided opportunities for Shriver Center colleagues to reflect on their history and current work, discuss key concepts and practices in the field, and recommit to our community engaged scholarship mission.

In FY18, the Peacemaker Program Associate Director, Charlotte Keniston, who began her position in May of 2017, supported two cohorts of Peacemaker fellows in their service placements with UMBC campus entities, local government agencies, and area nonprofit organizations. She continued her relationship with the UMBC Interdisciplinary Studies Department, teaching FYS101: *An Introduction to Food Systems*, through which 15 first-year UMBC students learned about Food System Studies and created individual Digital Stories reflecting on their roles in the Food System. She assisted the broader Shriver Center in preparation for their 25th anniversary by coordinating the collection of center-wide data to complete a suite of one-pager documents for dissemination throughout the year. Charlotte has also coordinated Peacemaker-specific 25th anniversary events including expanded alumni engagement, a series of online video-chats with alums, all culminating in a weekend-long Reunion including a dinner, service, event and brunch reflection session. Also during FY17 Charlotte was accepted into UMBC's Language, Literacy, and Culture doctoral program where she will study the use of Digital Storytelling in Social Change movements.

*Peace Corps Prep Recognizes Third Graduating Cohort; Has Four Applicants Heading to PC Service:*

In FY18, 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 four students and enrolled an additional eight 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. All four of this year's Peace Corps Prep graduates successfully applied and were accepted to the Peace Corps and have recently departed for their service. In addition to the Peace Corps Prep program, The Shriver Center continued in year three 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.

*The Choice Program at UMBC Secures Financial Support for Fellowships and Programming from Federal, State, Local Public and Private Sources:*

The Choice Program 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 **\$2.5 million** to continue services in FY18. Marguerite Casey Foundation committed to fund in the amount of \$150,000. Northrup Grumman funding committed \$100,000 through December of FY19 to support education initiatives at Benjamin Franklin High School. Additional financial support includes \$380,000 from the Baltimore City Department of Social Services, \$50,000 from the Starbucks Foundation to support the Choice Jobs Program, \$150,000 from the Annie E. Casey Foundation, \$32,000 from Baltimore Workforce Collaborative, \$236,202 from the Howard County Local Children's Board, \$75,000 from Baltimore County government and \$146,000 from the Corporation for National and Community Service. The American Association of Colleges and Universities awarded Choice \$30,000 and the Association of Public and Land Grant Universities awarded \$50,000

In FY18, **34 AmeriCorps Community Service-Learning Fellows** completed over **70,000 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 FY19, The Choice Program at UMBC will have 50 AmeriCorps slots.

*The Choice Jobs Program Continues to Build Vocational Skills and Spur Economic Gains for Baltimore Area Youth:*

The Choice Jobs Program has continued to work towards building a network of business partners who are committed to the goals of this project. Engagement with Starbucks, both at the local manager and national foundation levels, has been a key to our success in this arena. The Choice Jobs team has been able to leverage the success of the Starbucks partnership to begin building with other large and mid-sized employers, including Chipotle Mexican Grill, Shop Rite, and Giant Food. Local small businesses and non-profit organizations, Charmington's Cafe, Living Classrooms, Dovecote Café,



Baba's Mediterranean, and Art with a Heart, have all shown commitment to partnering with the Choice Jobs team to work towards improving access, job quality, and opportunities for advancement within their respective places of employment.

Choice Jobs staff regularly engaged with other Baltimore-serving workforce development agencies to create collaborative strategies for network building in the local employer sector. Choice staff also met with the partners of this project, and provided guidance to partners at Civic Works' Good Business Works, in developing effective recruitment practices to attract qualifying businesses into the initiative. Choice Jobs staff also facilitated an introductory meeting between Starbucks District Management and GBW, in an effort to connect Starbucks to the larger project.

The newly hired Placement Coordinator for the Choice Jobs team funded by the Annie E. Casey Foundation, has lead efforts to educate employers about both the benefits of increasing job access for members of marginalized communities and best practices around meeting the needs of high-barrier employees. In meetings with Starbucks managers over the course of the reporting period, Choice staff facilitated training and discussions about anti-racism in the workplace, gender-based barriers to work, and serving the needs of opportunity youth at work. In addition, Choice Jobs staff held quarterly in-person meetings with Starbucks managers to discuss specific challenges faced when supervising opportunity youth and methods of community engagement for Starbucks partners and managers.

Choice Jobs staff also participated in local convenings of employers and workforce development partners such as Baltimore's Waterfront Partnership and The Connect to educate employers and workforce practitioners on the barriers Choice Jobs youth face. Information was also presented about services Choice Jobs can provide to mitigate the impact of those barriers in the workplace.

In FY18, The Choice Jobs Program engaged **215 youth in vocational skills training and development. One hundred four (104) 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, 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 expanded services to forty-one (41) youth and families residing in the county. Choice's intervention focused on education advocacy, intensive case management and building vocational skills, and knowledge as well as providing regular enrichment activities, and family support. The Program partnered with the local Department of Juvenile Services, Family and Children Services, and Howard County Public Schools. Due to impressive service from this pilot team, the Department of Juvenile Services decided to fully fund an intensive advocacy team in Howard County. This allowed Choice to shift the Local Children's

Board funding to specifically address workforce development projects for disconnected youth. This new initiative is called “Workforce Inclusion” and hopes to build partnerships with employers, youth, schools and other community based organizations to fill a much needed void in Howard County. Two placement coordinators will be hired in FY19 to lead job readiness, supported employment, externship development and workforce barrier removal to young people.

*Choice Builds Capacity of Youth and Families to Advocate on Their Own Behalf:* In FY18, The Choice Program provided resources and opportunities for youth and families to advocate on their own behalf through education, community service, art and activism. These efforts included the Path Before Me, a college readiness curriculum that engaged over 80 youth throughout the year in weekly action research meetings with UMBC faculty and staff to learn research skills will also addressing relevant social issues; partnering with Strong Schools Maryland to provide opportunities for youth and families to address the Kirwin Commission on behalf of fair school funding; partnering with Wide Angle Media to create a video and media package that advocates for a strengths-based approach to how youth and families should be portrayed <https://vimeo.com/275126556/2f02f76798>; an Adopt-a-Lot on Homewood Avenue in Baltimore city where youth and Choice Program fellows participated in monthly community service opportunities for the Johnson Square community; weekly community service with Choice Program youth at the Weinberg Center in Baltimore City; as well as a yearly ArtRising Event, where over 300 community members came together to remember the 2015 uprisings, and to reclaim the narratives that followed by using art as a means of expression and activism. Across all programs, Choice youth completed approximately 2,800 community service hours in FY18.

*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 2018, Youth in Action and Speak Truth to Power organized several out of school time activities for hundreds of Choice Program youth to gain skills in art and activism and practice positive self-expression. These opportunities have included: participation in the Baltimore Cease Fire, yoga workshops, drumming workshops, poetry and writing workshops, weekly art therapy sessions with Open Studio, a fall showcase at the Charm City Fringe Festival with over 200 participants, candle making activities, Kwanzaa activities, multiple photography workshops and opportunities for youth to sell their work, a weeklong spring break Mosaic activity in partnership with Excel Academy in Baltimore City, a weeklong Mural activity in Prince George’s county, video and media workshops with Wide Angle Youth Media, and interactive tours with City Garage businesses and leaders.

*Marguerite Casey Foundation Announces Sargent Shriver Youth Warriors Against Poverty Awards:* Jordan Harper, a UMBC senior, and Deveraux Smith '18, MA Applied Sociology were recognized as 2018 Casey Youth Warriors Against Poverty The award honors 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. The Award provides a one-time \$5,000 grant to be used at the discretion of the recipient. Jordan received the reward for his work with the Shriver Center's Truth, Racial Healing & Transformation Campus Center as a student leader, and for his plans to sustain this work in the upcoming year as part of his interdisciplinary capstone project. Deveraux received the award for his work as the Executive Director of a program called Kids Eat Free, that aims at changing lives by providing nutritious food to children and families. Under his leadership, Kids Eat Free has filled 10,000 backpacks with food and filled two 20-foot long truck trailers. He has also worked to build relationships on UMBC's campus and engage with other students to address food insecurity and other challenges by providing access to healthy food and other essential supplies to students. Deveraux is pursuing his Ph.D. in Applied Sociology at UMBC and is part of Retriever Essentials, focusing on food security on campus.

*The Choice Program and Shriver Center begin work towards becoming a Truth, Racial Healing & Transformation Campus Center:* With support from the AAC&U, the goal of the center is to address racial hierarchies in Baltimore, while also addressing the traditional hierarchies that have existed across campuses and communities as well. Year one efforts included: forming an undergraduate leadership team of 12 members that represent a number of student organizations; forming a faculty and staff advisory team of Shriver Center, Mosaic Center, and Campus Life staff--as well as faculty from Language, Literacy & Culture, the Education Department, and the Imaging Research Center; hosting fall and spring opportunities for over 100 Baltimore City students to come onto campus for shared experiences in truth and racial healing with UMBC students, faculty, and staff; hosting two off-campus opportunities for over 40 UMBC staff to participate in racial healing and identity experiences with our project partners, Wombwork Productions; sending a delegation of UMBC students and community partners to the AAC&U institutes in Georgetown and at Duke University; and partnering with Loyola University to establish resources for approaching service-learning through a social justice and racial healing lens.

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## Grants, Contracts, and Gifts

*The Shriver Center Generates Significant Support:* In FY18, the Shriver Center received over **\$5 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 \$172,000 in funding; and, Test Prep course offerings, which generated in excess of \$6,000 in funding during FY2018.

*Grant/Contract/Gift Supported Engagement:* Grants, contracts, and gifts for which Shriver Center staff took the lead in FY18 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 – 3rd year of 3 years, \$150,000;
- Annie E. Casey Foundation - awarded 2-years, \$185,541;
- Prince George’s County Local Management Board – awarded 2-years, \$235,000;
- Baltimore County Government for the Choice Program – awarded, \$75,000;
- Howard County Local Management Board - awarded 1-year, \$236,202;
- AmeriCorps (Corporation for National & Community Service) for the Choice Program – awarded, \$299,689;
- Northrop Grumman for the Choice Education Program – awarded 3-years, \$200,000;
- Baltimore Workforce Funders Collaborative - awarded 3-years, \$32,000;
- RISE for Boys & Men of Color - awarded 1-year, \$29,994;
- Roberts Enterprise Development Fund - awarded 1-year, \$20,000;
- Lakeland Elementary/Middle School – awarded, 4 years, \$1 million (Center staff are managing the administration of the budget for this grant, supporting Choice, Peacemaker, and Service-Learning);
- MSDE 21<sup>st</sup> Century grant for the Lakeland partnership – awarded, \$118,274;
- Governor’s Office and MDOT for Public Service Scholars Programs – awarded, \$208,712;
- Maryland Humanities Council - awarded 1-year, \$5,000
- The Peacemaker Program secured more than \$250,000 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: Peacemaker 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;
- Peacemaker fully utilized its Federal Work Study allocation, supporting community-based service positions connected with its graduate assistantships.
- Campus Compact Mid-Atlantic supported the final year of an AmeriCorps VISTA in FY18 with Refugee Youth Project, College JUMP.

- The Catonsville Women's Giving Circle awarded College JUMP at \$1,600 grant to host College JUMP events which included trips to UMBC and other campuses, FAFSA and SAT workshops and Refugee Awareness Week at UMBC.
- Campus Compact Mid-Atlantic awarded the Shriver Center a new Americorps VISTA Project for FY19 which will focus on a created and sustaining a campus food pantry at UMBC. The project partner is the UMBC group, Retriever Essentials.
- 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.
- With a \$50,000 grant from the Association of Public Land Grant Universities, the Choice Program led a new college readiness program in FY18, *Path Before Me*, in partnership with UMBC's Education Department and Sherman Scholars Program.  
<https://news.umbc.edu/umbc-receives-collaborative-opportunity-grant-to-launch-college-access-program-with-baltimore-city-high-schools/>
- In FY18, the Choice Program secured a \$30,000 grant from the American Association of Colleges & Universities to begin the process of forming a Truth, Racial Healing, and Transformation Campus Center in the Shriver Center.  
<https://news.umbc.edu/umbc-selected-for-national-initiative-to-prepare-the-next-generation-of-social-justice-leaders/>
- In FY 18, Shriver Center's Truth, Racial Healing & Transformation project was selected as an interdisciplinary co-Lab site. The project was led by Choice Program staff in partnership with the Imaging Research Center. The UMBC Interdisciplinary CoLab program is a partnership between Summer/Winter Programs, the Drescher Center for the Humanities, and the Provost's Interdisciplinary Activities Advisory Committee. <http://summer.umbc.edu/specialprograms/colab>

### *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. Jianwu Wang ( ): NSF CAREER proposal “Hybrid Climate Causality Analytics Platform.”
- Dr. Soobum Lee (Mechanical Engineering): NSF proposal “Optimal Sensing Technology by Classification of Structural Topology.”
- Dr. Weidong Zhu (Mechanical Engineering): NSF proposal “Collaborative Research: Novel Three-dimensional Continuously Scanning Laser Vibrometry and Its Application to Structural Damage Detection.”

- Dr. Nirmalya Roy (Information Systems): NSF CAREER proposal “CAREER: Scalable and Adaptable Cross-domain Autonomous Health Assessment.”
- Dr. Keisha Allen (Education Department) partnered with the Choice Program to offer weekly youth participatory action research; and currently serves on the campus advisory board for the Shriver Center’s Truth, Racial Healing, and Transformation Campus Center.
- Dr. Beverly Bickel (Language, Literacy & Culture) serves on the campus advisory board for the Shriver Center’s Truth, Racial Healing, and Transformation Campus Center; and also partnered with the Choice Program on the UMBC Interdisciplinary CoLab project.
- Director Lee Boot (Imaging Research Center) partnered with UMBC to host the UMBC Interdisciplinary CoLab project.
- Dr. Denise Meringolo (History Department) is partnering with the Choice Program on the Preserve Baltimore Uprising and Whiting fellowship project.
- Dr. Jolene Sy ( Psychology) Presented Effects of error correction on lecture comprehension and writing of adults with intellectual disabilities at the symposium for *Improving Academic and Employment Outcomes for Adolescents and Adults with Autism and Intellectual Disabilities*.presented at the 44<sup>th</sup> annual meeting of the Association for Behavior Analysis International in San Diego, CA. Dr. Sy. taught SCSS-128 01 -Disability and Legislation to the final cohort of SUCCESS Students where they learned about the different rights and benefits they are entitled to and legislation that impacts their lives as individuals with disabilities. Class activities included instruction on writing skills and opportunities to practice writing skills and make corrections on previous activities. Class assignments and topics aimed to help students learn the history of disability advocacy, familiarize them with government agencies that exist to provide resources and assistance, and ways to self-advocate for reasonable accomodations in the workplace.The overall goal of Dr. Sy and her research team assessed effective methods of increasing reading comprehension of adults with Intellectual Disabilities in classroom settings through error correction.
- Dr. Sy supervised and developed individual research projects with two undergraduate Psychology students. These research projects involved individualized assessments and interventions to decrease the off-task behavior of two SUCCESS students.

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## Productivity: Publications & Conference Presentations

- Imaging America: Frank Anderson collaborated with with faculty and other students in the LLC program for an article that was published in *Public, A Journal for Imagining America*. The article is called *The Art of Transformation, Cultural Organizing by Reinventing Media*.
- UMBC Provost's Teaching & Learning Symposium: Michele Wolff, Hannah Schmitz, and Shriver Peaceworker Fellow Ciara Christian hosted a poster presentation with Dr. Simon Stacey (HONS) and Dr. Stephen Freeland (INDS) in FA17 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, with a specific focus on the group's research project on affective competency development.
- Engineers Without Borders National Conference: Dr. Joby Taylor delivered a Keynote Address "Border Lessons: Reflections on Crossing Culture and Working with Communities" at the national gathering of EWB in Milwaukee in October 2017.
- National Juvenile Justice Network: Zeevelle Nottingham-Lemon and Brittany Coverdale presented at the annual NJJN Member Forum in July 2017. The talk: "Moving your Organization to be Anti-Racist" discussed Choice's progress in this endeavour and introduced the auditing tool from the Western States Center Dismantling Racism Project. This in-person presentation/workshop was followed by a webinar on the same topic in October 2017.
- SUCCESS: Kasey Venn collaborated with Dr. Sy and graduate and undergraduate students from Sy Lab to submit an article for publication about benefits of post-secondary opportunities for adults with Intellectual Disabilities, and how these added supports increase chances of participants securing competitive employment.

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## National, Regional, & Local Recognition

- Michele Wolff continued 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.

- Michele Wolff was selected to serve on the Campus Compact Mid-Atlantic's regional P20 CONNECTS assessment team. This group is working to develop and implement an assessment plan, including student learning outcomes and rubrics as they relate to college, career, and civic/community readiness for students Pre-K through college graduation.
- Michele Wolff received the "100 Top Women in Maryland" award from The Daily Record, continuing a tradition of UMBC administrators acknowledged for their leadership, dedication to the community, and mentoring others. Diane Lee and Lynne Schaefer are previous winners.
- Frank Anderson, Choice Program Associate Director, served as lead for the Excel Academy Advisory Board in Baltimore City Public Schools; served on UMBC Admissions Department's Baltimore City Admissions Advisory Group; served as a UMBC mentor for the Honors College's AP Seminar in Baltimore City Public Schools; served as project lead for AACU's Truth, Racial Healing & Transformation Campus Center grant at UMBC; served as project lead for APLU's Collaborative Opportunity Grant for UMBC; served as project lead for UMBC's Interdisciplinary CoLab Project.
- Eric Ford, Associate Director of The Choice Program, remained a member of the Juvenile Grant Planning and Review Committee on Maryland's State Advisory Group.
- 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.
- Lori Hardesty continued to consult with Campus Compact Mid-Atlantic Leadership to support the Planning Committee for the annual Service-Learning & Civic Engagement Conference (which took place in March at the University of Maryland, Eastern Shore).
- 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 student leader, Stephanie Milani (Computer Science and Psychology), was selected as a Campus Compact Newman Civic Fellow. Ms. Milani will represent UMBC during the FY19 academic year as part of this national initiative to recognize and support community-committed students. She will attend the national gathering in Boston, MA in November.



- Zuriel Herran '20 B.S. Environmental Science & Geography '20, was nominated to represent UMBC for the Maryland Higher Education Commission's Regina Lightfoot Student Service Award for the high level of mentoring that he is involved with in two key programs at UMBC: The Shriver Center's Living Learning Community (LLC) and the Sondheim Public Affairs Scholars Program. It is important to note that at this time, those that supported this nomination (Honors College, Sondheim Public Affairs Scholars Program, and Shriver Center) will also work together in a similar way to support Zuriel's application to the Truman Scholarship.

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## Campus Collaboration

Staff members from all Center programs collaborated with **more than 60 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. Scott Casper, College of Arts, Humanities & Social Sciences
- 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. Gunes Koru, Information Systems
- Dr. Anita Komlodi, Information Systems
- Dr. Don Snyder, Media & Communication Studies
- Dr. Amy Hurst, Information Systems
- Dr. Bronwyn Hunter, Psychology Department
- Dr. Jodi Kelber-Kaye, Honors College
- Dir. Lee Boot, Imaging Research Center
- Dr. Keisha Allen, Education Department
- Dr. Denise Meringolo, History Department
- Assistant Vice Provost Dale Bittinger, Office of Enrollment Management
- Mr. Josh Michael, Sherman Scholars Program
- Dr. Kimberly Moffitt, American Studies 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
- 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. Sarah Jewett, Provost's Office
- 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
- Kaleigh Mrowka, Residential Life
- Terisa White, Office for Academic and Pre-Professional Advising/Registrar's Office
- Kristen Luther, Admissions and Orientation
- Lisa Romeo, Admissions and Orientation
- Ms. Makeba Thompson, Division of Professional Studies
- Mr. Chuck Smithson, Mechanical Engineering
- Ms. Mitsue Wiggs, Meyerhoff Scholars Program
- Ms. Kacie Lawrence, Career Center
- Ms. Brittini Brown, Student Affairs
- Ms. Jess Myers, The Women's Center
- Ms. Joanne Meredith, Institutional Advancement
- Mr. Jim Lord, Creative Services
- Ms. Corinne Janet, Campus Life
- Ms. Janae Cruz, Campus Life
- Mr. Keith Harmon, Meyerhoff Scholars Program
- Ms. Theresa Marrow, Registrar's Office
- Ms. Kimberly Robinson, Institutional Advancement
- Ms. Carmel Krause, Institutional Advancement

- Michele Wolff, Shriver Center Director, was appointed to serve as the Project Manager of UMBC's Carnegie Community Engagement Classification self study;
- 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 GCSP continues to support a Peaceworker;
- Michele Wolff and Lori Hardesty, Associate Director of Applied Learning & Community Engagement, along with Mavis Sanders (Department of Education), continued to lead the PreK-14 Schools, Family, and Community Connections work group. This group coordinates two school visit days, bringing over 200 PreK-12 students 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. To continue to support this initiative we submitted a proposal to the Corporation for National & Community Service.

We have been invited for a fourth year to present our work at the Provost's Teaching & Learning Symposium in September 2018;

- Michele Wolff continued to serve on the coordinating committee for BreakingGround and the Center's Business Services Unit oversaw the administration of the BreakGround budget;
- Dr. Bronwyn Hunter continued to partner with the Center by connecting her graduate students in her evaluation course to Shriver Center programs, including an evaluation of Public Service Scholars programs;
- Dr. Joby Taylor, Director of Center's Peacemaker Program, continued to serve on the Public Humanities Working Group and the MPS in Community Leadership Program Development Committee, Global Studies Program Coordinating Committee, and Peacemaker's diverse graduate program partners continue strong Shriver Center collaborations across campus. Dr. Taylor also continues to lead place-based learning experiences and people's history tours in Baltimore for diverse campus partners including, Humanities Scholars, Alternative School Break leaders, Public Service Scholars, and others;
- Charlotte Keniston, Associate Director of the Peacemaker 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 Nine in FY19. Fellow UMBC staff Corinne Janet (Student Life) and Kaleigh Mrowka (Residential Life) also served 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 served on the BUILD working group;
- Each year, Service-Learning & Community Engagement staff lead the selection of two community-engagement focused scholarships: In FY18, Genevieve DeRose (Choice College Night) 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; Kara Seidel (SUCCESS) 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 continued 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 in spring 2017 to join a growing network of commitment to Baltimore youth. The scholarship continued for 2017-18;
- Frank Anderson partnered with UMBC Admissions Department's Baltimore City Admissions Advisory Group, Led by Assistant Vice Provost Dale Bittinger, to identify ways to increase the admission of BCPS students at UMBC;
- Frank Anderson partnered with the Education Department and the Sherman Scholars Program to create a college readiness program, the Path Before Me;
- Frank Anderson partnered with the Imaging Research Center and Language, Literacy & Culture to host a UMBC Summer Interdisciplinary CoLab site;
- Frank Anderson partnered with the Mosaic Center and Campus Life to develop a student leadership committee for the Truth, Racial Healing, and Transformation Campus Center.
- Jackie Thomas was selected to participate in the "Retriever Talks." Her talk centered around the power of application, for minority groups in particular, as a form of accessing opportunity and professional development, the daunting task of confronting imposter syndrome, and strategies for remaining persistent in the face of adversity.
- LaMar Davis was selected to participate in the "Retriever Talks." His talk centered around the power that each of us has to shape the lives of others, particularly young people's lives, for the better, to create meaningful connections, and to bring our best selves to everything we do.

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## UMBC RESOURCES

*Support for Center Initiatives/Overhead Support:* In FY18, UMBC invested \$908,612.00 in the Shriver Center. The Center's grants and contracts generated nearly \$213,000 in Indirect Costs, and over \$3.5 million in salaries and benefits, including 12 FT Peaceworker Graduate Assistantships, 19 Governor's Summer Internships, 19 Sondheim/Maryland Non-Profit Internships, 5 Sondheim/Maryland

Non-Profit Law Student Internships, 9 Maryland Department of Transportation Internships, and 32 Service-Learning Interns/Student Coordinators.

*Space:* The Shriver Center has occupied a suite of offices, including three conference rooms, on the 1<sup>st</sup> 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 24 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, Howard County, and Prince George's County.

*Funding:* In FY18, the Center secured over \$5 million in support from contracts, grants, and gifts from 20 nonprofit and government agencies, foundations, and revenue and more than \$900,000 of support from UMBC. More than 85% percent of the Shriver Center's 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 FY18, the Center supported 83 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 funded by the State and numerous gifts and grants. Additionally, the Center also supported UMBC undergraduate and graduate students as graduate assistants, student coordinators, and interns and 52 other students as fellows on behalf of the State through our Public Service Scholars Programs. It also supported 104 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's faculty advisory board was comprised of 10 members and a chair, representing a variety of departments from across all three colleges. The Center built and maintained on-going relationships and partnerships with nearly 50 faculty, administrators, and staff from across the campus. These collaborations involved: research projects, applied learning courses, and work group efforts related to PreK-14 partnerships and applied learning research.

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## OPPORTUNITIES & CHALLENGES

In FY18, the Center had several valuable opportunities to expand partnerships and collaborations while also addressing substantive challenges:

- *Expanded and continued partnerships to sustain cross-campus initiatives:* Center staff maximized opportunities presented through new and existing partnerships that span campus divisions and colleges. These partnerships included: the launch of the Carnegie Community Engagement Classification self-study, managed by Center staff; 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 Applied Learning Experience working group and associated Affective Functional Competency research project which Center staff co-lead; 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 Peaceworker Fellow placement and advisory support to the program; English Language Institute with Peaceworker Fellow placement; the Truth, Racial Healing & Transformation Campus Center, launched by Center staff; and, the Imagining America group which continued its work in FY18.
- 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 is working 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 have developed a student/community leadership team to foster racial equity and transformation by guiding the direction of the TRHT Campus Center.
- *Engaged scholarship activities:* Center staff continued to engage in academic pursuits that connect thought to action and root our engagement in the community, including: hosting a community engaged scholarship reading and discussion forum to explore the Center's theoretical foundation; developing curriculum for courses (e.g., FYS102Y: Character Equals Destiny: How and where can you build character at UMBC, and how would you know?); teaching First Year Seminars (e.g., Food System Studies); exploring different elements of a research project related to student learning and program impact (e.g., strategies to assess students' affective learning and skills development); and, engaging in

MPS in Community Leadership and Public Humanities working groups.

- *Celebrating milestone anniversaries:* 2018 marked milestone anniversaries for the Center and its programs. A number of events and activities recognized these important milestones, including: The Choice Program's weekend-long celebration of its 30th anniversary, including a reunion, meeting to explore the creation of an alumni association, and a service project; and, a month-long commemoration of the 50th anniversary of the Catonsville Nine action, co-led by Joby Taylor. The Center will continue into FY19 to recognize its 25th anniversary and in FA18, the Peacemaker Program will recognize its 25th anniversary with a weekend of events for program alumni and their families.
- *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 to 77 in FY18). As the SUCCESS pilot program comes to a close in SP18, fewer opportunities were available to peers, so their numbers continued to decrease. To address this challenge, Service-Learning staff continued partnerships and opportunities for additional placements, including a partnership with the Meyerhoff Scholars Program. In FY18, 48 Meyerhoff Scholars (all freshmen) had a community engagement requirement through the Center, connected to their FYE class. Partnerships with the student organization, Global Brigades, and with the Admissions Office Orientation Peer Advisors resulted in 35 placements and 21 placements, respectively. Other new partnerships included UMB CURE and the Path Before Me. This influx of new students 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 FY18, more than 85% 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; designing and conducting an evaluation of the efficacy of Choice Program interventions; and, strengthening our capacity to provide transportation options to our service-learning and community engagement 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. This challenge has had a particularly detrimental effect on Choice and its staff. 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. Choice is exploring options to address their understaffing challenges, including eliminating certain recruitment barriers for its entry level positions.

- *Increased visibility and better communication with stakeholders:* The Center needs new and different strategies to inform and educate our stakeholders on our successes and our story. We are collaborating with colleagues in the Office of Institutional Advancement and the new Events Center to explore 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 and staff in other departments to enhance our work 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.

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## FY19 GOALS & OBJECTIVES

### *Community Engaged Scholarship/Campus Leadership*

- Continue deepening The Shriver Center's campus leadership for Community Engaged Scholarship, taking on a leadership role with the Carnegie Community Engagement Classification self study, 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 to enhance the connection of their research/creative activity with community partners, demonstrating the broader impact of their work.
- 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 deepen the authenticity of our partnerships, ensuring they are guided by reciprocity and mutuality, and best serve our 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/community voices to be included in as many aspects of programs as possible. Also, begin the conversation on how to better integrate community voice into the institution in an authentic and substantive way.
- Along with our partners - The College of Art, Humanities, and Social Sciences, and The Division of Professional Studies – implement the new Master’s of Professional Studies in Community Leadership, including the launch of two new graduate courses for Choice Community Service-Learning Fellows/AmeriCorps members.
- Continue to teach First Year Seminars and service-learning courses (e.g., SOCY396) and support other courses and programs such as the Humanities Scholars and Public Humanities minor.

### *Applied Learning:*

- Continue to co-lead the effort to engage more students (including those least likely to engage) in applied learning experiences 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.
- Using a definition and criteria established by the Applied Learning Experience work group (co-led by Center staff), begin to review and revise Applied Learning & Community Engagement programs to ensure the highest quality experiences for all stakeholders.
- Explore funding opportunities for initiatives such as research projects to support Choice and our Applied Learning Experience work group.
- 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, CWIT, English Language Institute, and Peace Corps Prep 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.
- Maximize the opportunities made available with the reorganization of the Applied Learning & Community Engagement programs (including the establishment of two Assistant Director positions and the shifting of the reporting structure within these program areas).
- 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 collaborate with OIA in building a plan for alumni development for fundraising and program and partnership development, using the Center's 25th anniversary as a leveraging strategy.
- Continue exploring new systems to more effectively manage our budget, contracts, grants, and gifts.
- Conduct an internal review of processes, practices, and policies as they relate to all program areas to ensure efficiency, effectiveness, and quality for all stakeholders.
- Move toward automating more processes (e.g., expense statements, hiring paperwork).
- Explore and implement options to address Choice's staffing challenges within its entry level positions.

### *Communications:*

- Enhance Center-wide and program-specific public relation approaches – with an emphasis on digital and social communication. Several programs will revise or create Gritstarter pages to raise funds for their projects.
- Continue to enhance the current structure of our orientation to yield a bigger impact on students and tell more compelling stories.

- Continue to partner with our OIA liaison to develop new tools to better communicate the Center's story to our stakeholders.
- Continue to leverage the Center's and Peaceworker Program's 25th Anniversaries to strategically move forward the above goals and objectives.