

APPENDICES
UNIVERSITY OF MARYLAND, BALTIMORE
SPRING 2023 INSTITUTIONAL PROGRAMS OF DIVERSITY REPORT

Appendix 1: University's Cultural Diversity Plan

UMB (University of Maryland, Baltimore) [2022-2026 Strategic Plan](#) was released in December 2021, and began implementation during the summer of 2021. One of its six strategic themes for which all administrative units must develop strategic implementation goals focuses on University Culture, Engagement, and Belonging. New initiatives tied to that theme and others will advance anti-racism, DEI (Diversity Equity and Inclusion) (Diversity Equity and Inclusion), and social justice efforts. This plan is the foundation for developing UMB's first-ever 2023-2027 Diversity Strategic Plan (DSP).

Appendix 2: USM (University System of Maryland) Addendum: Referring to items described in Section 2 and Section 3 above, please extract the two or three most successful or promising efforts and how they have yielded change, or you anticipate they will yield change.

Faculty of Color Network: In collaboration with the President's Office and the Office of the Provost, The Office of Equity, Diversity, and Inclusion launched the Faculty of Color Network in Fall of 2022. The Goals of the Faculty of Color Network are to strengthen overall faculty diversity and development, support the recruitment, retention, and overall success of faculty from underrepresented groups, particularly Black, Latinx, multiracial, Asian, and Indigenous faculty. The network will provide opportunities for community building, knowledge sharing and networking, faculty mentoring, support, and collaboration. Though in its infancy, the Office of Equity, Diversity, and Inclusion has received positive feedback from faculty of color from across the university. The network not only communicates UMB's commitment to diversity, but it will also strengthen and enrich our culture and community as we recruit and retain more faculty of color.

Institutional Data Dashboard: Launching the Institutional Data Dashboard communicates to current and future students, faculty, and staff that we are an Institution committed to diversity, equity, and inclusion. The accessibility of this tool equips UMB leadership with data that can assist with identifying opportunities for organizational change and continue to work towards reducing and eliminating the barriers underrepresented students, faculty, and staff have when trying to enter higher education.

Appendix 3: Comprehensive Programmatic Information: Students

Office of Student Affairs: UMB recognizes and celebrates the success of first-generation college students. Due to the collaborative efforts and programming from the University of Maryland School of Social Work and UMB Intercultural Center, UMB was recognized in March 2022 with a 2022-2023 First-gen Forward designation. The designation was awarded by the Center for First-generation Student Success, an initiative of NASPA–Student Affairs Administrators in Higher Education and the Suder Foundation. The First-gen Forward designation recognizes institutions of higher education that demonstrate a commitment to improving experiences and advancing outcomes for first-generation college students.

Digital Badge: The [Learning Institute](#) sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offered online and in-person experiences designed to foster the learning of the UMB community regarding a variety of DEI topics, for which they earned a digital badge. For example, Safe Space Online brings UMB’s traditional LGBTQ+ Safe Space program to the virtual world, allowing participants to build their LGBTQ+ allyship skills, engage with a cohort of online peers, and learn about LGBTQ+ identities, activism, support, and inclusive best practices, all from the comfort of their home or office, at any time or any day. Additionally, students could enroll in an Inclusive Leadership track as a part of the President’s Student Leadership Institute.

UMB Student Affairs: Student initiatives offered by UMB Student Affairs, UMB's seven Schools, and other areas across the university create positive engagement opportunities, advance learning, and provide support. Each School has designated diversity, equity, and inclusion leaders. Several leaders also exist at a campus level, including the Vice President/Chief Diversity Officer, Executive Director of Intercultural Leadership and Engagement/Director of the Intercultural Center, Executive Director of Global Learning and International Services, and the Director of Educational Support and Disability Services. Each of these individuals and areas provide engagement and learning opportunities for students, faculty, and staff.

UMB Student Affairs has committed to enhance efforts focused on creating identity-based experiences and promoting anti-racism and anti-oppression efforts in collaboration with stakeholders to develop inclusive and engaged leaders who feel a sense of belonging at UMB. Identity-based experiences and learning opportunities offered by UMB Student Affairs and in collaboration with University and School stakeholders will aid in the development of students who are inclusive and just leaders actively engaged in anti-racist and anti-oppressive actions.

2022-2023 First-gen Forward: Due to the collaborative efforts and programming from the University of Maryland School of Social Work and UMB Intercultural Center, UMB was recognized in March 2022 with a 2022-2023 First-gen Forward designation. The designation was awarded by the Center for First-generation Student Success, an initiative of NASPA–Student Affairs Administrators in Higher Education and the Suder Foundation. The First-gen Forward designation recognizes institutions of higher education that demonstrate a commitment to improving experiences and advancing outcomes for first-generation college students.

School of Dentistry: The SOD offers a Predoctoral D1 course, PROF 518 Professionalism with many learning objectives related to cultural awareness such as health equity, social determinants of health and social justice, and learning objectives to understand and explain the tenets of health equity, and social determinants of health and social justice in the dental field.

As well as two courses in the Dental Hygiene program that center cultural diversity in the classroom.

PROF 518 Professionalism I (Predoctoral D1 course)

Class #1: Learning objectives

- a. Understand and explain the tenets of health equity, social determinants of health, and social justice in the dental field.
- b. Reflect on the health- and interrelated social-needs and opportunities of the population of West Baltimore and identify opportunities to learn more from this community during dental school.

Class #2: Learning objectives

- c. Understand the neighborhoods from which your patients come
- d. Identify challenges to health care that affect low-income and underserved patients
- e. Articulate what oral health professionals can do to promote health equity in the situations outlined in the educational videos
- f. Commit to action steps dentists may take to optimize the health of the population

Class #3: Group project learning objectives

- g. Gain a basic understanding of cultural awareness, health equity, social determinants of health, and social justice in the dental field,
- h. Learn about general attributes and traditions of a specific culture/identity,
- i. Learn how to apply a basic code of conduct when working with cultures/identities,
- j. Reflect on what an oral healthcare professional needs to be aware of when interacting with a diverse patient population,
- k. Recognize the importance of treating patients as an individual as well as part of a group, and
- l. Understand the importance of applying the ADA Principles of Ethics (5 principles) to your work with all patients.

The dental hygiene program has two courses that center cultural diversity in the classroom: DHYG 412 Innovative Dental Hygiene Practice, DHYG 329 Oral Health Literacy & Communication, DHYG 329 Community Oral Health, DHYG 612 Communicative Health Literacy and Advocacy, and DHYG 425 Dynamics of Health Care.

School of Medicine: The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with multilevel strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020. These strategic initiatives include increased recruitment events with HBCU and other minority serving institution campuses, as well as with dedicated premedical organizations focused on underrepresented students; diversification of the Admissions Committee to reflect the goal representation more fully in the matriculating class; required implicit bias training for all Admissions Committee members and interviewers; enhanced engagement between diverse accepted students and current medical students with shared lived experiences.

The SOM's Introduction to Medical School, is a week-long orientation program conducted each August for first year students includes sessions exploring structural racism in Baltimore, social determinants of health, LGBTQIA+ health, hidden curriculum, antiracism, and a tour of Baltimore neighborhoods.

The SOM offers Practice of Medicine course sessions on Baltimore Health, Health Inequality, Health Care in the U.S.A, Anti-Asian Racism, and Addiction History which includes a service-learning component, where students are required to participate and learn from various community-based organizations throughout the city of Baltimore, further enhancing their exposure to structural and systemic barriers that impact health.

The SOM educational content review committee (ECRC) conducts a multi-layered review of all educational materials in pre-clerkship curriculum before delivery to students. Including pedagogical review and separate review focused on DEI aimed to increase diverse cultural and racial representation in images and elimination of biased material. The Assessment Review Committee (ARC) reviews all questions on assessments before delivery to students to ensure highest quality questions including review of language and removal of race and gender when appropriate.

SOM Student Diversity Council is comprised of leadership from SNMA (Student National Medical Association), LMSA (Latino Medical Student Association), APAMSA (Asian Pacific American Medical Student Association), WIM (Women in Medicine), and the LGBTQA+ Health Interest Group.

Appendix 4: Comprehensive Programmatic Information: Faculty

School of Medicine: The faculty retention efforts at the SOM include multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff. The appointment of an Associate Dean for Faculty Diversity and Inclusion (ADFDI). The ADFDI advocated for DEI leaders to be identified in every SOM department, including clinical and basic science, and include both faculty and staff leaders. The ADFDI established the SOM Diversity Leadership Council (DLC), comprised of the departmental DEI leaders, and other appointed faculty and staff leaders in the School of Medicine. DLC members are engaging in the early stages of an equity strategic planning process for SOM.

Appendix 5: Comprehensive Programmatic Information: Staff

Affirmative Action Plan: Each year, Human Resource Services prepares an Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas where we need to increase our emphasis. Sensitivity to and awareness of the diversity among faculty and staff is part of the UMB culture and when making hiring decisions, schools and unit representatives strive towards recruiting and retaining underrepresented employees throughout the campus. When search committees are formed and launched for faculty and/or staff recruitments, the diversity of both the committee membership and the candidate pool is emphasized.

Workforce Wednesday: HRS (Human Resource Services) Staffing Team and the Office of Community Engagement in collaboration with the Mayor's Office of Employment Development

(MOED) and the Southwest Partnership, conducts a monthly, career-focused open house at the Community Engagement Center (CEC). The HRS Staffing team assist the CEC by working with community members on a walk-in basis, once a month. Community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and job descriptions. Participants get to hear from decision-makers about how they make hiring choices and what they are looking for in potential hires.

Project Search - Through a continuing partnership between UMB, the Arc of Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services (DORS), Project Search is a model in workforce and career development for adults and students with disabilities. This program creates internships for high school students to learn employable skills within the campus. It improves the student's probability of being employable and enhances the campus awareness of the potential of people with disabilities.

Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM): The Graduate School, Office of Equity, Diversity, and Inclusion and Human Resources (HR) teamed up to serve as sponsors at the at the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM). The HBCU CDM is a 501(c)(3) non-profit founded in 2001, whose mission is to inform and educate students from HBCUs about corporate America as they transition into the workforce. The conference has remained free for students to attend and as a result, strengthened the leadership and professional skills of thousands of HBCU graduates. The group provided opportunities that catered to students interested in continuing their education and those interested in pursuing a career in higher education at the University of Maryland, Baltimore. Student, staff, and faculty from across UMB's campus were invited to participate in the panel discussion "UMB Values, HBCU Graduates." HR was available to discuss career opportunities and benefits, while the Graduate School provided academic opportunities for those interested.

Administration and Finance: *Administration and Finance (A&F) is a large complex administrative unit comprised of 794 staff members who are critical to the university's*

operation. Administration and Finance serves the needs of UMB schools, faculty, students, and staff and has eight employee units, including Facilities and Operations (342), Human Resources (39), Finance and Auxiliary Services (185), Enterprise Resilience (30), International Operations (6), Real Estate, Planning, and Space Management (REPSM) (2), and Public Safety (184).

Administration and Finance is committed to creating a positive and inclusive culture that supports belonging and value for every A&F member and the larger UMB community. To achieve this aim, Senior Vice President Dawn Rhodes established the inaugural Administration and Finance Executive Director of Diversity, Equity, and Inclusion (DEI) role to lead initiatives supporting the ongoing development of a positive, inclusive organizational culture. This culture of belonging should enhance employee recruitment, retention, and engagement and uniquely support the needs of the A&F staff.

This Executive Director of Diversity (hired November 2022) is leading the design and development of several key initiatives. The focus for the first year is creating and rolling out a holistic organizational DEI approach, including a required three-part DEI learning series: WISER Together for all staff and Inclusive Conversations series for senior leaders. We are establishing more equitable hiring practices by introducing required search committee training, diversified applicant pools, and applicant diversity statements. Through these initiatives, Administration and Finance aligns its actions with the commitment to the university's core values of equity and justice

Appendix 6: Comprehensive Programmatic Information: Students, Faculty, and Staff

Institutional Dashboard: In collaboration with Center for Information Technology Services (CITS), HRS, Student Affairs, and other campus partners, OEDI (Office of Equity, Diversity, and Inclusion) launched an interactive online Institutional Data Dashboard that maps and tracks the current state and progress of EDI (Equity, Diversity, and Inclusion) (Equity, Diversity, and Inclusion) across all schools and administrative units at UMB related to areas such as presence, recruitment, retention, promotion, and access. The dashboard provides

Deans, Vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

ADA Steering Committee: The ADA Steering Committee, comprised of various faculty, staff, students, and individuals with disabilities from the campus community, is organized to ensure that all parts of the organization are represented in ADA issues and that we speak in one voice in compliance with the law. Under the ADA Steering Committee, UMB participates in the Access Maryland program through the Maryland Department of Disabilities (MDOD). The purpose of the program is to bring state-owned facilities into compliance with state and federal mandates requiring access for people with disabilities. UMB maintains a transition plan under MDOD. This plan is a three-year living document that helps the campus estimate the cost of removing barriers to accessibility.