

The logo consists of a white hexagon with the text "DIVERSITY ADVISORY COUNCIL" inside. The background of the entire page is a complex geometric pattern of overlapping triangles in various shades of blue and teal.

**DIVERSITY
ADVISORY
COUNCIL**

DIVERSITY ADVISORY COUNCIL 2015–2016 ANNUAL REPORT

JULY 2016



UNIVERSITY *of* MARYLAND, BALTIMORE

LETTER FROM THE CHAIR

The Diversity Advisory Council (DAC), established in 2010, advises the University President on diversity and inclusion issues and strategies. The DAC is charged with promoting the University's commitment to diversity, inclusion, and equity and implementing the objectives as outlined in the University's strategic plan.

The past year has been one of transition for the DAC. In 2015, we bid farewell to our inaugural chair of five years, Mr. Jose Bahamonde-Gonzalez, thanking him for his leadership. We are glad that he will continue serving as a member of the Council. This was the first full year of the newly restructured DAC, with members from each school, as well as representatives from shared governance and central administration. We have been busy with efforts to strengthen the DAC's organization and effectiveness.

We would like to thank Dr. Roger Ward for his support of the DAC and its work. Additionally, we must recognize the efforts of the DAC members past and present; it is these individuals' passion that continues to drive the council.

The DAC serves as an important catalyst to implementing diversity objectives outlined in the University's strategic plan. The significant accomplishments of the DAC for the 2015-2016 academic year are outlined in this report. We look forward to enhancing the University's environment to ensure that diversity and cultural competency are valued, a culture of inclusion is created, and achieving equity becomes a guiding principle in every aspect of the University's activities.

Sincerely,

Elsie M. Stines, DNP, CRNP
Assistant Vice President, Special Projects and Initiatives
Chair, Diversity Advisory Council

MISSION AND PURPOSE

The DAC will provide recommendations to the president, promoting the University's commitment to diversity, inclusion, and equity. The DAC will enhance the environment to ensure that valuing diversity and cultural competency, creating a culture of inclusion, and achieving equity become guiding principles in every aspect of the University's activities.

The DAC shall take on a leadership role, participate in, and have a voice in the development of institutional policies and procedures. The DAC implements the tactics identified in the University's strategic plan in order to achieve the diversity and inclusion goals.

MEMBERSHIP

Members represent the seven constituent schools, central administration units, and shared governance organizations of UMB. Each member is appointed by the president or is nominated by the University Student Government Association and the Graduate Student Association. Members include faculty, staff, postdoctoral fellow, and students. One faculty or staff member from each school will serve as his/her school's liaison. Members of the DAC reflect a diverse range of backgrounds and identities. *(Appendix A)*

DIVERSITY ADVISORY COUNCIL

2011-2016 STRATEGIC PLAN

ACCOMPLISHMENTS/SUCCESSSES

2011-2016 STRATEGIC PLAN ACCOMPLISHMENTS/SUCCESSSES

The DAC's work is grounded in the goals and objectives of the 2011-2016 strategic plan. UMB has made considerable progress in meeting its milestones and targets in its fourth year under the *Diversity and Inclusion Theme*.

Listed here are the goals and tactics as determined by UMB's leadership and stakeholders in Theme 2 of the strategic plan, which aims to "promote diversity and a culture of inclusion." The accomplishments and successes for each goal and its corresponding tactics are as follows:

Theme 2: Promote diversity and a culture of inclusion

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactic 1: Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.

The DAC continues to fulfill its responsibility overseeing the UMB diversity and inclusion initiatives.

Tactic 2: Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.

The Postdoctoral Distinguished Fellow for Diversity and Inclusion position description was developed and approved by the DAC. (*Appendix B*) The fellow will develop and operationalize novel initiatives promoted by the DAC.

The Postdoctoral Distinguished Fellow for Diversity and Inclusion was hired.

Theme 2: Promote diversity and a culture of inclusion

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactic 3: Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.

Senior administrator, faculty, or staff member was appointed from each school to serve as a member on the DAC.

A DAC member from each school was appointed to serve as a liaison between the school and the DAC. (*Appendix C*)

Membership has expanded to include representation from each of the schools and members from the shared governance bodies, namely the Faculty and Staff Senates, the Graduate Student Association, and the University Student Government Association.

In expanding its membership, the DAC created the position of vice chair to support the chair. An ex-officio position also was created to bridge communication throughout the UMB campus community from the Office of Accountability and Compliance.

Theme 2: Promote diversity and a culture of inclusion

Goal 1: Promote a commitment to diversity and a culture of inclusion.

Tactic 4: Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.

Led by Human Resource Services, the DAC provided input in selecting an external consultant, Gallup, to conduct an institutionwide climate survey. The survey was intended to objectively assess faculty, staff, and students perception of diversity and inclusion at UMB.

The DAC provided input on the types of questions included in the survey.

The DAC identified strategies to capture responses from all areas within the University (e.g., for employees who do not have computer access, scheduled time at a computer lab to complete the survey during work hours).

The Universitywide diversity and inclusion assessment was initiated and concluded during the spring of 2016.

Theme 2: Promote diversity and a culture of inclusion

Goal 1: Promote a commitment to diversity and culture of inclusion.

Tactic 5: Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

After the first administration of the survey and in accordance with UMB's academic calendar, the DAC and other appropriate stakeholders (i.e., Human Resource Services) will establish a timeline for subsequent administrations of the survey. The DAC's Evaluation and Assessment Committee will help lead the efforts for the future campus climate surveys focusing on diversity and inclusion issues.

Theme 2: Promote diversity and a culture of inclusion

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactic 1: Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.

The DAC developed and publicized events and programs that recognize and celebrate diversity and promote inclusion, including the Dr. Martin Luther King Jr. Diversity Recognition Awards Program and the Core Values Speaker Series.

The DAC provided support and guidance to the President's Fellows, an interprofessional group of UMB students who were tasked with examining the role of cultural competence in education and professional practice within the University.

Theme 2: Promote diversity and a culture of inclusion

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactic 2: Include "promote diversity and inclusion" among performance criteria in the reviews of all University leaders.

Human Resource Services (HRS) was responsible for implementing this tactic and was reported as completed.

Tactic 3: Promote diversity among faculty and leadership.

The DAC reviewed the findings of the Diversity/EEO/AA manager, now the EEO/AA director, during the summer of 2015. The DAC proposed recommendations to enhance diversity and inclusion within the University's executive leadership.

The 2015-16 findings of the EEO/AA director will be presented during the summer of 2016.

Theme 2: Promote diversity and a culture of inclusion

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.

Tactic 4: Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.

HRS was responsible for this tactic. The findings of the 2015-16 compensation review will be presented to the DAC.

Tactic 5: Publicize events and programs that recognize and celebrate diversity and promote inclusion.

Communications and Public Affairs was responsible for this tactic. However, the DAC provided information and suggestions to promote diversity and inclusion.

DAC website was reconstructed/updated to include more University programs, initiatives, and events related to diversity and inclusion.

Through the DAC website, the University community can access an online calendar that highlights events and programs that celebrate diversity and promote inclusion.

Theme 2: Promote diversity and a culture of inclusion

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactic 1: Create a cultural competency initiative that promotes cultural competency throughout the University.

The DAC drafted and approved a cultural competency statement. *(See Appendix D)*

Members of the DAC provided support and guidance to the President's Fellows, an interprofessional group of UMB students who were tasked with examining the role of cultural competence in education and professional practice within the University.

Programs to help build cultural competence among students in the health, legal, and human services professions were promoted by the DAC.

Theme 2: Promote diversity and a culture of inclusion

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

Tactic 2: Establish a resource on professionalism to guide the University's effort in promoting cultural competency as an essential and desirable attribute in the ongoing growth and development of faculty, staff, and students.

DAC has begun developing a resource library, including a glossary of terms and on-campus resources.

DAC members promoted and attended interdisciplinary programs aimed at building cultural competency among student leaders, including the President's Fellows and the Cultural Competency Speaker Series, sponsored by the Interprofessional Student Learning and Service Initiatives (ISLSI).

Tactic 3: Offer a training program that prepares faculty, staff, and University leaders to be advocates and spokespeople for cultural competency initiatives across the University.

The DAC established standing committees, namely the Education and Awareness Committee, which is responsible for providing leadership in advancing learning and scholarship to build and sustain a community and culture of inclusion.

DIVERSITY ADVISORY COUNCIL

PROGRESS AND ACCOMPLISHMENTS

DAC PROGRESS AND ACCOMPLISHMENTS

In addition to the successes in achieving diversity and inclusion themed goals through the tactics outlined in the 2011–2016 Strategic Plan, the DAC also has made considerable progress and has had notable accomplishments in other areas.

During the 2015-2016 academic year, the DAC:

Drafted and approved the Faculty Liaisons' Roles and Responsibilities. (*Appendix E*)

Established three standing committees: Communications and Marketing, Education and Awareness, as well as Evaluation and Assessment.

Identified collaborative opportunities and established relationships with other offices on campus, in particular Interprofessional Student Learning and Service Initiatives and Human Resource Services, to further its mission.

DAC PROGRESS AND ACCOMPLISHMENTS

The DAC reviewed the transcript from the May 2015 forum, “A Discussion About Race in Baltimore,” and provided recommendations based on identified themes. The DAC presented these recommendations to the UMB community during a July 2015 forum, “Continuing Our Conversation About Race.”

Promoted the 2016 MLK Diversity Recognition Awards through Communications and Public Affairs, resulting in an increased number of nominations.

Revised the council’s bylaws, which were subsequently approved on March 16, 2016, with an effective date of July 1, 2016. (*Appendix F*)

DAC AWARDS AND RECOGNITION

UMB was given the Higher Education Excellence in Diversity (HEED) Award, which recognized UMB as a national leader in diversity. Sheila G. Blackshear spearheaded this process, and submitted the nominee application. *(See Appendix G)*

President Perman was awarded the 2016 Giving Back Diversity Leadership Award, which honors presidents and chancellors of colleges and universities who go above and beyond their everyday leadership duties and “give back” to their campuses and communities. In collaboration with the senior leadership team, Elsie Stines (Chair) led this process and submitted the nominee application. As an award recipient, President Perman was featured in the April 2016 issue of *INSIGHT Into Diversity*. *(See Appendix H)*

To see the *INSIGHT Into Diversity* magazine issue visit:

<http://www.insightintodiversity.com/wp-content/media/issues/april2016.pdf>

DIVERSITY ADVISORY COUNCIL

WORK GROUP ACCOMPLISHMENTS

DAC WORK GROUP ACCOMPLISHMENTS

MLK Diversity Recognition Awards Work Group

The MLK Diversity Recognition Awards & Speaker Work Group was led by Vanessa Fahie (vice chair). The event, which was held on Feb. 2, 2016, was honored to have the Honorable Judge Robert M. Bell as the featured speaker. The award recipients for 2016 included:

Brian Sturdivant (Staff)

Tanya Sharpe (Faculty)

The Hispanic Dental Association (Students)

A Special Recognition Award was given in honor of the Freddie Gray Course at the Francis King Carey School of Law, accepted by Michael Greenberger and colleagues.

DAC WORK GROUP ACCOMPLISHMENTS

MLK Diversity Recognition Awards Work Group

All registered guests received a survey after the event to explore options for future MLK celebrations.

Thirteen percent of survey respondents were faculty (mostly from SOP and SSW) and 80 percent were staff.

Survey respondents were asked about the possibility of moving the event from February, in observance of Black History Month, to January, in observance of MLK Jr. Day. Nearly 60 percent of survey respondents indicated that they would be “likely” or “extremely likely” to attend an event in observance of MLK Jr. holiday in January.

The Education and Awareness Committee will be responsible for leading the planning efforts for the MLK Diversity Recognition Awards, while Communications and Marketing will lead the efforts for publicizing the event.

DAC WORK GROUP ACCOMPLISHMENTS

DAC Website Work Group

The DAC Website Work Group was led by Geetha Gopalan (member) and Kate Tracy (Member). In collaboration with the Office of Communications and Public Affairs, the Work Group:

- Provided a more robust resource and information section/link
- Made the website more user-friendly
- Changed the DAC's landing page
- Added goals and accomplishments of the DAC
- Added the roles and responsibilities of the liaisons to the website
- Added past MLK Diversity Recognition Award winners
- Added bio-sketches to the list of DAC members

DAC WORK GROUP ACCOMPLISHMENTS

DAC Website Work Group

- Added an updated group DAC picture
- Added a “Quick Links” section for related resources including ISLSI Diversity Initiatives, HR Diversity Initiatives, the 2011-2016 strategic plan, and a PDF version of the “Forum on Race Presentation.”

The Communications and Marketing Committee will be responsible for continuing the efforts of the DAC Website Work Group.

DAC WORK GROUP ACCOMPLISHMENTS

Cultural Competency Work Group

The Cultural Competency Work Group was led by Magaly Rodriguez de Bittner (member)

The work group:

- Drafted a Cultural Competency Statement
- Presented the Statement to the DAC, which was finalized and approved (Appendix D)

DAC Fellow Job Description Work Group

The DAC Fellow Job Description Work Group was led by Crystal Edwards (member) and

Flavius Lilly (member)

The work group:

- Created a detailed job description for the position
- Presented the draft description to the DAC, which was finalized and approved. (Appendix B)

Drs. Roger J. Ward and Flavius Lilly led the search process for the position, and TaShara Bailey, PhD, MA was selected to serve as the first Diversity Postdoctoral Fellow.

DAC WORK GROUP ACCOMPLISHMENTS

Diversity Speaker Series Work Group

The Diversity Speaker Series Work Group was led by Elsie Stines (chair). The Diversity Speaker Series will feature experts in diversity, inclusion and equity to enhance awareness and address issues relevant to the UMB community.

The work group:

- Identified two main speakers for the upcoming 2016–2017 academic year, for each semester (fall and spring)
 - Dr. Marc Nivet, chief diversity officer for the Association of American Medical Colleges for fall 2016, and has been confirmed.
 - Justice Sonia Sotomayor of the US Supreme Court for spring 2017; awaiting confirmation of a date and time.
- Identified other potential speakers for the 2016–2017 academic year.

The Education and Awareness Committee will be responsible for identifying speakers and planning the events going forward.

DIVERSITY ADVISORY COUNCIL

COMMITTEE STRUCTURES AND ACCOMPLISHMENTS

Communications and Marketing Committee

Co-Chairs:

Geetha Gopalan, *School of Social Work*

Elsie Stines – *Office of the President*

Members:

Jeffrey Ash, *School of Nursing*

Rahel Denboba, *Office of Accountability and Compliance*

Laura Kozak, *Office of Communications and Public Affairs*

Camilla Kyewaah, *Office of the President*

Jill Morgan, *School of Pharmacy*

Nakiya Schurman, *School of Social Work*

Kate Tracy, *School of Medicine*

Communications and Marketing Committee

The Communications and Marketing Committee is responsible for the dissemination and publication of DAC services, initiatives, and innovations to membership and the UMB community. The committee's focus is on all forms of messaging to provide a comprehensive diversity marketing plan detailing strategic themes and major accomplishments. The committee will work with the Office of Communications and Public Affairs to disseminate the DAC's messages. Specifically, the responsibilities include the following:

- Share evidence-based best practices that support diversity and inclusion initiatives
- Increase recognition and appreciation of the value that diversity and inclusion brings to the UMB community
- Share learning opportunities and resources that increase knowledge of diversity and inclusion

Communications and Marketing Committee

Website

The committee has spearheaded revisions of the DAC website, including reorganization of the introduction page and subsequent linked pages, as well as adding council membership information, contacts, DAC goals and accomplishments, the Cultural Competence Statement, bylaws, resources, the 2016 MLK Awards, and the Diversity Speaker Series.

A number of diversity-related efforts across campus have been highlighted on the website. Specific links have been created with the Interprofessional Student Learning & Services (ISLSI) to coordinate shared diversity initiatives. The 2016 MLK Awards event has been marketed with recognition of this past year's award winners and posting of pictures from the event. Finally, the website has highlighted information about the DAC Diversity Speaker Series, including the kickoff event on Sept. 28, 2016, with Dr. Marc Nivet as the inaugural speaker.

Communications and Marketing Committee

Branding

Through the Communications and Public Affairs office, the committee ordered banners utilizing the DAC brand to be posted in University buildings.

Work Plan Development

The Committee's work plan for the upcoming academic year includes:

- Continue to work on developing a calendar of events and a related marketing matrix to assist with disseminating information through multiple information portals
- Collaborate with the Education and Awareness and Evaluation and Assessment Committees on disseminating information, including reports and messages
- Collaborate with ISLSI to link events through the DAC website
- Once the DAC banners have been received, distribute them for posting in the various school and administrative buildings on campus

Education and Awareness Committee

Co-Chairs:

Vanessa Fahie, *School of Nursing*

Rahel Denboba, *Office of Accountability and Compliance*

Members:

Amanda Azuma, *School of Social Work*

Magaly Rodriguez de Bittner, *School of Pharmacy*

Jose Bahamonde-Gonzalez, *Francis King Carey School of Law*

Laura Bell, *School of Medicine*

Sheila G. Blackshear, *Office of Accountability and Compliance*

Susan Klumpner, *School of Social Work*

Andrea Morgan, *School of Dentistry*

Nakiya Schurman, *School of Social Work*

Education and Awareness Committee

The Education and Awareness Committee is responsible for providing leadership in advancing learning and scholarship to build and sustain a community and culture of inclusion. Specifically, the responsibilities include the following:

- Facilitate cross-communication of diversity- and inclusion-related activities, programs, and initiatives occurring within UMB schools and departments
- Recommend initiatives that promote diversity, inclusion, and cultural competency throughout UMB
- Recommend programs that prepare faculty and staff to incorporate cultural competency into the professional and learning environments
- Promote interdisciplinary programs to help build cultural competence among students in the health, legal, and human services professions

Education and Awareness Committee

- Provide resources and strategies to actively recruit excellent, qualified, diverse staff, faculty, and students
- Create and compile city information about resources for diverse campus populations, particularly for new hires
- Provide quarterly reports on DAC activities

Education and Awareness Committee

Resource Library

The committee began creating a resource library for the DAC website, including videos, a Glossary of Terms, and a list of on-campus resources that relate to diversity, inclusion, equity, and cultural competence.

Diversity Speaker Series

The committee established a list of possible speakers, from both within the UMB community and outside, for next year's inaugural Diversity Speaker Series, in continuation of the work performed by the Diversity Speaker Series Work Group. Topics the committee would like to address in the coming year include unconscious bias and disability.

Education and Awareness Committee

Work Plan and Development

The committee's work plan for the upcoming academic year includes:

- With the assistance of appropriate persons and units (likely including the DAC chair, President Perman, and the Office of Communications and Public Affairs), invite speakers to participate in the upcoming Speaker Series and will select dates for the seminars/events
- Provide information for the resource library to the Office of Communications and Public Affairs for publication on the DAC website
- Continuously provide new content and information for the resource library
- Work with University stakeholders to begin developing and implementing an interdisciplinary and interprofessional academic certificate program on cultural competence

Evaluation and Assessment Committee

Co-Chairs:

Flavius R. W. Lilly, *Academic and Student Affairs*

Diane Marie St. George, *School of Medicine*

Members:

Lisa Berlin, *School of Social Work - Faculty Senator*

Crystal Edwards, *Francis King Carey School of Law*

Alicia Howard, *School of Medicine*

Susan Klumpner, *School of Social Work*

Camilla Kyewaah, *Office of the President*

Matthew Lasecki, *Human Resource Services*

Patricia Meehan, *School of Dentistry*

Jennifer Swanberg, *School of Social Work*

Evaluation and Assessment Committee

The Evaluation and Assessment Committee is responsible for routinely evaluating and assessing the effectiveness and impact of diversity - and inclusion - related activities, programs, and initiatives at the UMB. Specifically, the responsibilities include the following:

- To establish measurable outcomes to assess the effectiveness and impact of diversity and inclusion activities, programs, and initiatives
- Evaluate metrics as articulated in the strategic plan to measure performance in each priority area
- Contribute to periodic environmental scans or surveys to assess campus climate on diversity and inclusion issues in collaboration with Institutional Research and Accountability

Evaluation and Assessment Committee

- Review internal and external reports that relate to diversity, inclusion, and cultural competency, including the Cultural Diversity Competency Report and the HR Employee Action Analysis
- Provide quarterly reports on DAC activities

Evaluation and Assessment Committee

Diversity Climate Survey

Matt Lasecki, associate vice president of Human Resources, has helped lead the effort to administer a Diversity and Inclusion Climate Survey to the University community. UMB partnered with Gallup, a nationally recognized firm specializing in climate surveys, to complete its first ever Universitywide survey. The survey was open to faculty, staff, and students and focused on the work environment, employee engagement, diversity and inclusion, and workplace safety. Over 4,100 faculty, staff, and students replied to the survey. Gallup will analyze the results and present the information to UMB later in summer 2016.

Evaluation and Assessment Committee

Work Plan Development

The committee has started to develop a work plan for the next academic year that includes the following objectives:

- Integrate the postdoctoral fellow, Dr. TaShara Bailey, into the work of the Assessment and Evaluation Committee.
- Interpret and disseminate the results of the Diversity Climate Survey. Use the survey to identify areas of improvement and create action plans.
- Create a robust assessment and evaluation section of the DAC website that would provide a compilation of diversity-related reports as well as a summary dashboard marking the institution's progress in meeting diversity and inclusion goals.
- Determine the committee's role in ensuring a diverse faculty and student body at UMB. The committee has put forward an initial idea of identifying under-represented PhD students at UMB and developing a hiring/mentoring program for them.

The top banner features a geometric pattern of blue and teal triangles. On the left, a white hexagonal shape contains the text "DIVERSITY ADVISORY COUNCIL". On the right, the University of Maryland, Baltimore logo is visible, consisting of a stylized building with a red and white facade and a yellow flag on top.

DIVERSITY
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UNIVERSITY of MARYLAND, BALTIMORE

DIVERSITY ADVISORY COUNCIL

EDUCATIONAL SESSIONS

EDUCATIONAL SESSIONS

To expand its individual and collective knowledge, the DAC participated in a number of educational sessions featuring members of the UMB community. Those sessions included:

Gender Diversity: Discussing Gender Identity and Types of Gender Expression, presented by Tricia O'Neill, Rahel Denboba, and Pamela Miller on June 17, 2015. The purpose of this presentation was to discuss different types of gender identities and forms of gender expression, including terms related to and issues affecting transgender and gender non-conforming individuals in order to better serve and support those faculty, staff, students, and community members.

EDUCATIONAL SESSIONS

Interprofessional Student Learning and Service Initiatives (ISLSI), presented by Courtney Jones on Sept. 16, 2015. This presentation detailed ISLSI's initiatives and programs, which focus on the needs of the University's diverse student body to ensure that the right conditions are in place for each student to feel valued, respected, and supported; to raise awareness and promote self-discovery around the importance of diversity and inclusivity; and to encourage respectful conversations, analytical reflections, and ethical decision-making among students, faculty, staff, and community members. The programs include diversity celebrations, cultural enrichment programs, Safe Space Training, and the Poverty Simulation. Additionally, ISLSI oversees the President's Initiatives – President's Student Leadership Institute (PSLI) and the President's Symposium and White Paper Project, both of which focused on cultural competence in the 2015-2016 academic year.

EDUCATIONAL SESSIONS

Diversity in Higher Education, presented by Dr. Roger J. Ward, on Feb. 17, 2016. The learning objectives of this presentation included being grounded in the theory, research, and contemporary thinking as it relates to diversity and inclusion as a strategic priority in higher education and how understanding and evaluating effective approaches and practices for pursuing diversity and inclusion as a strategic initiative.

The 22nd Annual National Conference on Diversity, Race & Learning was held on May 2-3, 2016, at Ohio State University. Two DAC members, Drs. Vanessa Fahie and Jeffrey Ash, attended the conference and shared highlights with the DAC.

DIVERSITY ADVISORY COUNCIL RECOMMENDATIONS

RECOMMENDATIONS

The DAC recommendations for 2016-2017 academic year include:

- Dedicate and allocate financial resources from appropriate departments to support DAC programs and initiatives
- Support an annual unity breakfast in observance of Dr. Martin Luther King Jr. (MLK Jr.) holiday and encourage UMB participation in the annual Baltimore City MLK Jr. parade beginning in Jan. 2017
- Continue holding the annual MLK Jr. Awards/Black History Month event in February and broader publication of the awards recipients, including digital displays and banners displayed in the SMC Campus Center
- Invite Sherrilyn Ifill to serve as the 2017 MLK speaker
- Recognize MLK Jr. Award recipients during Founders Week, including the Founders Gala

RECOMMENDATIONS

- Present the Cultural Competency Statement to Executive Leadership for consideration and approval.
- Support implementation of training programs and initiatives that prepare faculty, staff and students to promote diversity, inclusion, and equity, as well as lead and champion campuswide cultural competency initiatives (e.g., create an interprofessional cultural competence course within first six months on campus or include cultural competence in orientations)
- Incentivize faculty and staff to attend events, possibly as a part of their evaluation and/or Professional Development Plan
- Creation of a Diversity in Higher Education and/or Cultural Competence online certificate program should be explored, noting that faculty will be needed to help develop curriculum and administer the courses

RECOMMENDATIONS

- Include regular communications related to diversity, inclusion, equity, and cultural competence in the *President's Message*
- Encourage DAC members to receive updated Safe Space Training
- Develop an online repository for DAC members to access documents and resources.

DIVERSITY ADVISORY COUNCIL

APPENDIX

APPENDIX A: 2015-2016 MEMBERSHIP

CHAIR:

ELSIE STINES, DNP, CRNP

ASSISTANT VICE PRESIDENT, SPECIAL PROJECTS AND INITIATIVES
OFFICE OF THE PRESIDENT

VICE CHAIR:

VANESSA FAHIE, PhD, RN

ASSISTANT PROFESSOR
SCHOOL OF NURSING

APPENDIX A: 2015-2016 MEMBERSHIP

Jeffrey Ash

Associate Dean for Diversity and Inclusion
Assistant Professor
University of Maryland, School of Nursing

Amanda Azuma

Staff Senate
University of Maryland, School of Social Work

José Bahamonde-González, JD

Associate Dean for Professional Education
University of Maryland, Francis King Carey School of Law

TaShara Bailey, PhD, MA

Diversity Fellow
University of Maryland, Baltimore

Laura Bell

Program Director Clinical and Translational Research
Informatics Center
University of Maryland, School of Medicine

Lisa Berlin, PhD

Associate Professor
University of Maryland, School of Social Work

Rahel H. Denboba, JD

Director of Diversity and Inclusion Initiatives
Deputy Title IX Coordinator
Office of Accountability and Compliance
University of Maryland, Baltimore

Crystal Edwards, JD

Assistant Dean for Academic Affairs & Lecturer in Law
The University of Maryland, Francis King Carey School of Law

Geetha Gopalan, LCSW, PhD

Assistant Professor
School of Social Work
University of Maryland, School of Social Work

APPENDIX A: 2015-2016 MEMBERSHIP

Sheila Greenwood-Blackshear, MS, CAAP

Director, Equal Employment Opportunity and Affirmative
Action
Office of Accountability and Compliance
University of Maryland, Baltimore

Alicia Howard

Postdoctoral Fellow
University of Maryland, School of Medicine

Susan Klumpner, MSW

Graduate Research Fellow, Maryland Longitudinal Data
Systems Center
University of Maryland, School of Social Work

Laura Kozak, MA

Associate Vice President, Communications and Public Affairs
University of Maryland, Baltimore

Camilla Kyewaah

Program Management Specialist
Office of the President
University of Maryland, Baltimore

Flavius R. W. Lilly, Ph.D., M.A., M.P.H.

Assistant Vice President, Academic & Student Affairs
Senior Associate Dean, Graduate School
University of Maryland, Baltimore

Patricia E. Meehan, DDS

Assistant Dean of Admissions and Recruitment
University of Maryland, School of Dentistry

Andrea Morgan, DDS

Dental Recruitment Coordinator
University of Maryland, School of Dentistry

APPENDIX A: 2015-2016 MEMBERSHIP

Jill A. Morgan, PharmD, BCPS, BCPPS
Associate Professor and Chair
University of Maryland, School of Pharmacy

Yvette Pappoe
Student
University of Maryland, Francis King Carey School of Law

Magaly Rodriguez de Bittner, PharmD, BCPS, CDE, FAPhA
Associate Professor and Chair
University of Maryland, School of Pharmacy

Nakiya Schurman
Staff
University of Maryland, School of Social Work

Diane Marie M. St. George, PhD
Assistant Professor and Director MPH program
University of Maryland, School of Medicine

Jennifer E. Swanberg, Ph.D., MMHS, OTR
Professor
University of Maryland, School of Social Work

J. Kathleen Tracy, PhD
Associate Professor
Vice Chair of Research Services
University of Maryland, School of Medicine

Roger J. Ward, EdD, JD, MPA
Chief Accountability Officer
Vice President for Operations and Planning
Vice Dean, Graduate School
University of Maryland, Baltimore

APPENDIX B: FELLOW JOB DESCRIPTION

GENERAL OVERVIEW

The University of Maryland, Baltimore (UMB) seeks an ambitious Post-Doctoral Fellow with a demonstrated knowledge and interests in diversity, inclusion, multiculturalism and higher education administration. The diversity fellowship is intended to develop in the Fellow an appreciation of diversity and inclusion in higher education as well as prepare a highly qualified individual for a career in higher education administration, scholarship, and/or research. The chosen Fellow will work closely with the *President's Diversity Advisory Council* (DAC). The DAC makes recommendations to the President to promote the University's commitment to diversity and a culture of inclusion. On behalf of and with guidance from the DAC, the selected Fellow will help to design, initiate, and perform activities and scholarship to further the institution's commitment to diversity. Additional information about the President's DAC is accessible at www.umaryland.edu/president/diversityadvisorycouncil.

APPENDIX B: FELLOW JOB DESCRIPTION *continued*

The Fellow will also benefit from direct mentorship by Roger J. Ward, EdD, JD, MPA. Dr. Ward's roles at the University include Vice President of Operations and Planning, Deputy Dean of the Graduate School and the Chief Accountability Officer. The one year postdoctoral fellowship (with opportunity for second year renewal) is funded through the University's Strategic Plan allocations to support key priorities of diversity, inclusion, and cultural competency among faculty, staff, and students. The inaugural postdoctoral fellowship award will be made in January 2016 and includes an annual salary of \$48,000, a research/travel fund of \$3,000 and if the selected candidate is not local to the Baltimore region a onetime relocation allowance may be available. Additionally, the Fellow is eligible for University health insurance options available to employees, annual leave (10 days), sick leave (5 days), personal leave (3 days), holiday pay (8 days), tuition remission, life insurance, and disability insurance.

APPENDIX B: FELLOW JOB DESCRIPTION *continued*

Participate in a mentor/mentee relationship with a designated member of the DAC. Assist in the development of evidence based approaches for engaging the University's faculty, students and staff in building a culture of diversity and inclusion. Attend all DAC meetings and assist with the development of the DAC by contributing to each of the Council's subcommittees including: 1) Education and Awareness Subcommittee; 2) Marketing and Communications Subcommittee; and 3) Evaluation and Assessment Subcommittee. Develop and present workshops/seminars focusing on diversity, inclusion, and/or cultural competence among health, human services and legal professionals. Partner with leaders at the University who are delivering co-curricular diversity-related events, trainings, and/or seminars and assist in their delivery and development. Design, initiate, and perform research in partnership with faculty/administrators. The focus of the research should be on a topic related to diversity. The outcome of the scholarship should be the composition of a publishable research manuscript. Develop a framework for assessing and evaluating the ongoing diversity and inclusion climate at the University.

APPENDIX C: DAC LIAISONS

GRADUATE SCHOOL: Flavius R. W. Lilly, PhD, MA, MPH

SCHOOL OF DENTISTRY: Andrea Morgan, DDS

SCHOOL OF LAW: Crystal Edwards, JD

SCHOOL OF MEDICINE: Kate Tracy, PhD

SCHOOL OF NURSING: Vanessa Fahie, PhD, RN

SCHOOL OF PHARMACY: Jill Morgan, PharmD

SCHOOL OF SOCIAL WORK: Geetha Gopalan, PhD

APPENDIX D: CULTURAL COMPETENCY STATEMENT

Statement on Cultural Competence for University of Maryland, Baltimore

University of Maryland, Baltimore is committed and pledges to embrace cultural competence at all organizational levels and programs to improve outcomes for students, faculty, staff and the community at large. “Cultural competence responds respectfully and effectively to all people in a manner that recognizes, affirms, and values the worth of individuals, families, and communities and protects and preserves the dignity of each (all)” The University will develop policies and engage in education, scholarship, and service delivery that promote and support cultural knowledge, skills, and attitudes. Together as a university community we commit to self-assessing and strengthening our own cultural competence by creating a climate that celebrates diversity and inclusion.

APPENDIX D: CULTURAL COMPETENCY STATEMENT *continued*

We propose that as a University we engage in the following activities to be able to implement this statement and achieve its purpose and outcomes:

- Develop a process to engage each school at the leadership level and as a whole to design a plan for the implementation and execution of this statement within their respective schools.
- Guide the Center for Interprofessional Education to develop IPE experiences for students of all schools in the area of cultural competence.
- Create a clear message to the university community about this statement and the expectations for each member of the organization.

APPENDIX E: LIAISON'S ROLES AND RESPONSIBILITIES

The president will appoint one Diversity Advisory Council liaison from each of the seven schools. Liaisons are vital partners to the DAC and understand the value of diversity, equity, and inclusion. Liaisons are responsible for communicating DAC efforts to faculty, staff, and students in their respective schools. Liaisons facilitate DAC initiatives by acting as the information conduit between the committee and their respective schools

Responsibilities:

- Increase awareness of the DAC in respective schools
- Support DAC initiatives
- Assist in promoting and disseminating in a timely manner DAC initiatives in their respective schools

APPENDIX F: BYLAWS

Official bylaws can be found at www.umaryland.edu/diversity/bylaws.

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

UMB Hailed As National Leader In Diversity

September 14, 2015 | By Chris Zang

The University of Maryland, Baltimore (UMB) has been recognized as a national leader in diversity, earning the prestigious 2015 *INSIGHT Into Diversity* Higher Education Excellence in Diversity (HEED) Award.

Diversity is a core value of UMB and — through groups such as the Diversity Advisory Council and the Office of Community Engagement — the University is strengthening its diversity, equity, and outreach programs. These efforts to build a community of inclusion and engagement took on special significance after Baltimore’s devastating riots this spring.

“You should be very proud of the work you are doing to promote diversity and inclusion among your students, faculty, staff, and community,” said Lenore Pearlstein, publisher of *INSIGHT Into Diversity* magazine.

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD

The focal group in this effort is the Diversity Advisory Council (DAC), formed by UMB President **Jay A. Perman, MD**, in 2010. The DAC is charged with strengthening and promoting diversity and inclusion as foundational University principles. The group is currently supporting efforts to ensure that all faculty and staff have equitable opportunities to advance their careers at UMB, that the University's people have the cultural competence needed to effectively serve Baltimore's diverse populations, and that UMB's engagement efforts are valued by the communities they're intended to help.

Advancing two of these goals are the Office of Community Engagement and the Center for Community-Based Engagement and Learning. The groups coordinate and enhance opportunities for community-engaged scholarship and service that improve the health and welfare of Baltimore's residents.

UMB's HEED nomination mentioned the work of these groups in the context of riots provoked by the death of Freddie Gray. The University "developed a one-stop shop for finding useful information and opportunities to support our community neighbors during and after the period of unrest," said the nomination. "At the heart of our mission are our community engagement efforts, which are second to none."

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD *continued*

The HEED nomination also highlighted what UMB's schools are doing related to diversity — both individually and together through interprofessional initiatives. These activities led UMB to a HEED Award in 2013. For instance, each of UMB's seven schools works hard to recruit and admit a diverse student body. As part of their outreach efforts, schools often invite prospective students from under-represented groups to receptions in Baltimore and elsewhere, connecting these prospective students with enrolled students and/or alumni who share similar backgrounds. When holding open houses on campus, schools make sure that the student and faculty panels welcoming prospective students are diverse and that these events highlight culturally diverse aspects of Baltimore and UMB.

The focus on diversity doesn't stop at recruitment: Once students are enrolled, they're immersed in experiences that expose them to different perspectives, cultures, and communities.

Retaining diverse students, faculty, and staff at UMB is another key priority, and that's accomplished, in part, by making diverse groups feel welcome. Various campus organizations represent international students, women, the disabled, and the LGBTQ community, among others. Additional groups advance affirmative action and equity, diversity research, and ethnic and gender studies.

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD *continued*

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APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD *continued*

The HEED nomination spotlighted accommodations provided to UMB's people, including lactation centers for new mothers, unfettered wheelchair accessibility in all buildings, sign language translators, and textbooks in Braille. It also recognized UMB's commitment to maximizing procurement opportunities for minority-owned businesses and employment opportunities for veterans and for people with disabilities.

The HEED nomination acknowledged UMB's efforts to encourage dialogue and scholarship on the complex interaction of race, sexual orientation, class, and gender in society. University events — such as those celebrating Black History Month, Women's History Month, Asian Pacific American Heritage Month, Gay Lesbian Pride Month, National Hispanic-Latino Heritage Month, National Disability Employment Awareness Month, and Arab American Heritage Month — are designed to foster an appreciation of the experiences of those who work and learn at the University and those whom UMB serves.

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD *continued*

All of these efforts are guided by the University's strategic plan, which identifies diversity as a key theme and holds UMB's leaders accountable for three diversity and inclusion goals:

- promote a commitment to diversity and a culture of inclusion;
- enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities; and
- cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.

This and much more was mentioned in the 29-page HEED entry that a six-person UMB team headed by **Sheila K. G. Blackshear, MS, CAAP**, diversity/EEO/AA manager, compiled over 50 days.

APPENDIX G: HIGHER EDUCATION EXCELLENCE IN DIVERSITY AWARD *continued*

Roger J. Ward, EdD, JD, MPA, the University's chief accountability officer, vice president of operations and planning, and interim chief human resources officer, said he couldn't be prouder.

"As a University, UMB has made great strides in the area of diversity and inclusion in recent years," he said. "The implementation of the strategic plan, our response to the unrest in the city, and our continuing efforts to improve through open race forums and a campus climate and culture survey, among other initiatives, are all to be commended. The 2015 HEED Award is recognition that we are on the right path, though our work is far from complete. I thank those who prepared the entry and those students, faculty, and staff at UMB whose commitment to diversity and inclusion made the award possible."

APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD



Published story can be found at

www.umaryland.edu/news/archived-news/february-2016/newspressreleaseshottopics/perman-wins-national-honor-for-leadership-in-diversity-.php and
<http://www.insightintodiversity.com/giving-back-award/president-jay-perman/>



APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD



Perman Wins National Honor for Leadership in Diversity
February 29, 2016 | By Patricia Fanning

Jay A. Perman, MD, president of the University of Maryland, Baltimore (UMB), has been awarded the 2016 Giving Back Award from INSIGHT Into Diversity magazine, the largest and oldest diversity and inclusion publication in higher education.

The Giving Back Award honors presidents and chancellors of colleges and universities who go above and beyond their everyday leadership duties and “give back” to their campuses and communities.

The INSIGHT into Diversity Giving Back Award will be presented to President Perman.

Perman will be featured, along with 26 other recipients, in the April 2016 Leadership Support and Giving Back issue of *INSIGHT Into Diversity* magazine.

APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD *continued*

Perman, president of UMB since July 2010, has made diversity a key priority for the University. One of his first actions as president in 2010 was to found the University's Diversity Advisory Council, a group of UMB colleagues charged with strengthening and promoting diversity and inclusion as foundational University principles. Perman also established an Office of Community Engagement to extend the University's diversity and equality efforts into the surrounding West Baltimore community.

Diversity also is a major theme of the strategic plan developed for the University's future under Perman's leadership in 2011. It also is among the seven core values Perman emphasizes as guiding principles for UMB and its faculty, staff, and students.



APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD *continued*

It is an honor to be recognized with this distinguished award,” Perman said. “In higher education, research, clinical care, and service – our key mission areas at UMB – there is no more worthy goal than diversity. We are committed to excellence in including people of all races, sexual orientations, economic backgrounds, genders, and physical abilities in our workforce, our student body, in the care that we provide and in the groundbreaking biomedical research that we undertake. Still, there is much work that remains to be done.”

UMB has been honored by *INSIGHT Into Diversity* before. In 2015, the University earned the Higher Education Excellence in Diversity (HEED) Award. The publication’s award recognized the University’s many diversity efforts and achievements, including its work to recruit a diverse student body, to employ a diverse workforce, and to foster community initiatives that address disparities outside of the University.



APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD *continued*

“This award, in combination with last year’s HEED Award, serve as encouragement and motivation to continue pursuing diversity and inclusion in all we do here at UMB,” Perman added. “I am proud of the dedication and commitment with which our faculty, staff, and students have embraced this goal, and I look forward to seeing what we can all accomplish together in the future. Recognition such as this serves as invaluable fuel to our fire.”

The 2015-2016 President’s Symposium & White Paper Project is but one example of the University’s ongoing commitment to the goal. A group of fellows is pursuing the topic of cultural competency in the education of health care professionals. Experts bring their insights to a campuswide conversation during the academic year, which culminates in the fellows’ report to the president.

APPENDIX H: PRESIDENT PERMAN RECEIVES GIVING BACK DIVERSITY LEADERSHIP AWARD *continued*

Giving Back Award recipients are nominated by a colleague and selected by *INSIGHT Into Diversity* based on their outstanding demonstration of social responsibility, a commitment to charitable services, and involvement with students, faculty, and staff to serve under-represented populations. Each honoree is recognized for his or her passion, dedication, and philanthropic achievements.

"The Giving Back Award is being given to leaders of institutions of higher education who exemplify what it truly means to 'give back' to others," said Lenore Pearlstein, publisher of *INSIGHT Into Diversity* magazine. "These presidents and chancellors are role models, and we honor their efforts to give back to everyone on their campuses and in their communities."