

the PRESIDENT'S MESSAGE

SEPTEMBER 2015



In March, I devoted *this column* to UMB's role as an anchor institution, and I said I'd revisit the topic as we undertook new efforts to advance our central anchor obligation: leveraging the University's influence in a way that produces targeted community benefits.

That column was published six weeks before Freddie Gray's death sparked citywide unrest. Since then, our sense of urgency has only grown. We see starkly the pressing need to strengthen West Baltimore — to restore nearby neighborhoods, where residents can be healthy, socially connected, and economically secure; and to dismantle the systemic barriers to opportunity that oppress our poorest communities.

The UMB Community Engagement Center, opening this fall in the University's BioPark (1 N. Poppleton St.), puts our assets and expertise within easier reach of our West Baltimore neighbors — and puts us nearer to the people our programs are intended to help. We'll use the 3,500-square-foot center to provide direct services to residents and more closely collaborate with them in scholarship and advocacy that meet community-identified needs. The center will help us build a meaningful University-community alliance, strengthening the trust and rapport that underpin effective programs and that facilitate the free exchange of ideas. Simply put, proximity improves partnership.

The center's work will advance four goals:

- improve population health;
- enrich learning for children and adults;
- build residents' capacity to advocate for themselves and their communities; and
- strengthen West Baltimore's neighborhoods.

Already, faculty and staff are planning ways they might use the center to engage with neighbors and to provide their students hands-on experience in matters of health and wellness, social justice, and community organizing.

For instance, the School of Nursing will invite guest lecturers to the center so that nursing students and neighbors alike might explore urgent issues of community and public health. Students enrolled in the Carey School of Law's Just Advice Project will offer low-cost legal consultation at the center. And an on-site workshop offered by the law school's Low-Income Taxpayer Clinic will help residents work through processes like claiming tax credits and appealing IRS decisions.

The center will serve as a meeting space for a School of Social Work course on community and economic development; it's where UMB students will come together with area neighborhood associations to tackle residents' high-priority issues. And the Social Work Community Outreach Service, which partners in several community schools across Baltimore, will use the center as a training site for community school coordinators and staff.

The center will even host a class offered by the University of Maryland, College Park. Students in the School of Architecture, Planning, and Preservation will map land use, community assets, and vacant properties in West Baltimore to support the planning and revitalization goals of the Southwest Partnership neighborhood coalition.

In the months and years ahead, we'll expand and refine the center's services based on community priorities and program evaluations. We'll pilot activities that our neighbors tell us are important to them and scale up the ones that show significant, sustainable impact.

To learn more about the UMB Community Engagement Center and about opportunities to contribute your time and knowledge to center activities, contact the *Office of Community Engagement*.

I wrote in *The Baltimore Sun* last month that the conditions of poverty that seem impossible to ameliorate through individual effort can be turned around under our collective strength. Given the incredible commitment of this UMB community to end acute poverty and structural injustice in Baltimore, I know you believe this, too.

And I can think of no greater cause that merits us living our *core values* together. In that spirit, I ask you to join me for the next installment of our *Core Values Speaker Series*. On Oct. 15 at 3 p.m. in the SMC Campus Center, Peace Corps Director Carrie Hessler-Radelet will discuss impact through *collaboration*. I hope to see you there.

Jay A. Perman, MD
PRESIDENT

LAURELS

SEPTEMBER 2015

UNIVERSITYWIDE



C. STEVEN DOUGLAS

C. Steven Douglas, MA, MLS, AHIP, head, collection strategies and management, Health Sciences and Human Services Library, contributed

to a poster, “A Place at the Table: Health Sciences Librarians and Consortial E-Book Demand-Driven Acquisition Selection, Purchasing and Management,” that was awarded honorable mention at the 2015 Medical Library Association meeting in Austin, Texas.

Bohyun Kim, MA, MSLIS, associate director for library applications and knowledge systems, Health Sciences and Human Services Library (HS/HSL), and **Everly Brown, MLIS**, head of information services, HS/HSL, presented “Making a Makerspace Happen: A Discussion of the Current Practices in Library Makerspaces and Experimentation at University of Maryland, Baltimore” at the American Library Association annual conference in San Francisco.



BOHYUN KIM



EVERLY BROWN

Maureen Kotlas, director, Environmental Health and Safety (EHS), and **Patrick Wolf**, assistant director, EHS, presented at the Campus Safety, Health and Environmental Management Association annual conference in Washington, D.C., in July. Kotlas discussed “Futurism and EHS: What’s On the Horizon?” and Wolf, who was named the association’s recording secretary, presented a professional development seminar on the topic of industrial hygiene.



MAUREEN KOTLAS



PATRICK WOLF

The Western Maryland Area Health Education Center (AHEC) presented UMB President **Jay A. Perman, MD**, with the John M. Dennis Award for his noteworthy contributions to off-campus health professional education in Western Maryland, including teaching team-based health care. Dennis, who died in 2013, held many roles in his 40-plus years at UMB, including dean of the School of Medicine, vice chancellor for health affairs, and vice president for academic affairs, and his vision and support made possible the development of the Western Maryland AHEC program.



MARY ANN WILLIAMS

Mary Ann Williams, MSLS, research, education, and outreach librarian and liaison to the School of Dentistry, Health Sciences and Human Services

Library, served on the interprofessional review team that recently created the “Oral Health Books for Children” list in collaboration with the Maryland Dental Action Coalition.

SCHOOL OF DENTISTRY

“Epigenetic Regulation of Persistent Pain,” co-written by **Guang Bai, PhD, MD**, research assistant professor; **Ronald Dubner, DDS, PhD**, professor; and **Ke Ren, PhD, MD**, professor, all in the Department of Neural and Pain Sciences, was published in the journal *Translational Research*.



PRIYA CHAND

Priya Chand, BDS, MSD, clinical assistant professor and director, predoctoral endodontics, Department of Endodontics, Prosthodontics,

and Operative Dentistry, gave a presentation “Preclinical and Clinical Curriculum: How to Design an Effective Remediation Program” at the American Association of Endodontists Educator Workshop 2015 in Chicago.

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LAURELS

SEPTEMBER 2015



VINEER DHAR

Vineet Dhar, BDS, MDS, PhD, chief of the Division of Pediatric Dentistry, has been named a 2015-2016 American Dental Education

Association Leadership Fellow. Dhar gave a continuing education presentation, "Early Childhood Caries – Changing Concepts," at Occlusion 2015 in Dallas.



JACQUELYN FRIED

Jacquelyn Fried, RDH, MS, associate professor and director of interprofessional initiatives, gave two presentations to the Maryland Dental Action Coalition: "The

Changing Landscape of Tobacco Products: 'Vaping,' Smoking and Chewing," and "The Human Papilloma Virus: How Will It Affect Your Practice?"

"Bone Tissue Engineering via Human Induced Pluripotent, Umbilical Cord and Bone Marrow Mesenchymal Stem Cells in Rat Cranium," co-written by **Ping Wang, DDS, PhD**, postdoctoral fellow, Department of Endodontics, Prosthodontics, and Operative Dentistry, **Huakun Xu, PhD, MS**, professor and director, Division of Biomaterials and Tissue Engineering, and others, was published in *Acta Biomaterialia*.

CAREY SCHOOL OF LAW

"The Maryland Access to Justice Story: Indigent Defendants' Right to Counsel at First Appearance," by **Douglas Colbert, JD**, professor, was published in the *University of Maryland Law Journal of Race, Religion, Gender & Class*.

"Marital Contracting in a Post-Windsor World," by **Martha Ertman, JD**, Carole and Hanan Sibel Research Professor of Law, was published in the *Florida State University Law Review*.

The Daily Record named five school alumni to its list of Very Important Professionals: **Rebecca A. Fleming, JD '00**; **Rachel Hirsch, JD '06**; **Talley H-S Kovacs, JD '09**; **Melissa O. Martinez, JD '08**; and **Miguel R. Palmeiro, JD '09**.

"Are Small- and Medium-Sized Companies Worth Saving?," by **Michelle Harner, JD**, professor and director, Business Law Program, was published in the *American Bankruptcy Institute Journal*.



KATHLEEN HOKE

"Guidelines for Avoiding Pitfalls When Drafting Juvenile Curfew Laws: A Legal Analysis," co-authored by **Kathleen Hoke, JD**, professor and director, Legal Resource Center for Public Health Policy, was published in the *St. Louis University Journal of Health Law and Policy*.



SHERRI LEE KEENE

"Victim or Thug? Examining the Relevance of Stories in Cases Involving Shootings of Unarmed Black Males," by **Sherrri Lee Keene, JD**, assistant professor and director, Legal

Writing Program, was published in the *Howard Law Journal*.

Michael Millemann, JD, Jacob A. France Professor of Public Interest Law, was profiled in *The Baltimore Sun* for his nearly 50 years of helping those who seek access to justice.



PAULA MONOPOLI

"Exploring the Expressive Dimension of Inheritance Law," by **Paula Monopoli, JD**, professor and founding director, Women, Leadership &

Equality Program, was published in *Jotwell (The Journal of Things We Like (Lots))*. Monopoli also organized "Increasing Author Diversity in Legal Scholarship: Individual and Institutional Strategies," a roundtable that addressed practical ways faculty and editorial board members can help increase author diversity in legal scholarship. Other participants included: **Taunya Banks, JD**, Jacob A. France Professor of Equality Jurisprudence; **Deborah Thompson Eisenberg, JD**, professor and director, Center for Dispute Resolution; **Martha Ertman, JD**, Carole and Hanan Sibel Research Professor of Law; **Russell McClain, JD**, assistant professor and director, Academic Achievement Program; **Jana Singer, JD**, professor; and **Donald B. Tobin, JD**, dean and professor.

LAURELS

SEPTEMBER 2015



FRANK PASQUALE

“Four Futures of Legal Automation,” co-authored by **Frank Pasquale, JD, MPhil**, professor, was published in the *UCLA Law Review Discourse*.



MICHAEL PINARD

“Poor, Black and ‘Wanted’: Criminal Justice in Ferguson and Baltimore,” by **Michael Pinard, JD**, professor and co-director, Clinical Law Program, was published in the *Howard Law Journal*.



ROBERT PERCIVAL

Robert Percival, JD, MA, Robert F. Stanton Professor of Law and director, Environmental Law Program, presented “Environmental Law in ‘The Last Place on Earth,’” at Vermont Law School’s Hot Topics Lecture Series.



DONALD B. TOBIN

“Citizens United and Taxable Entities: Will Taxable Entities Be the New Stealth Dark Money Campaign Organizations?” by **Donald B. Tobin, JD**, dean and professor, was published by the *Valparaiso University Law Review*.



DERRICK WANG

“Scalia/Ginsburg,” an opera by **Derrick Wang, JD ’13**, that uses the words of both justices, made its world premiere at the Castleton Festival in Virginia on July 11.

SCHOOL OF MEDICINE



AS PART OF THE SPICE MYPLATE STUDY, PATTERSON HIGH SCHOOL STUDENTS PREPARED HEALTHY FOODS WITH CHEF LEN KING.



CHRISTOPHER D'ADAMO

Christopher D'Adamo, PhD, assistant professor, Department of Family and Community Medicine, and director of research, Center for Integrative Medicine, was lead author on “Spice MyPlate: Nutrition Education Focusing Upon Spices and Herbs Improved Diet Quality and Attitudes Among Urban High School Students,” which was published in the *American Journal of Health Promotion*. **Brian Berman, MD**, professor in the department and director of the center, was among the co-authors. D'Adamo also was interviewed for “Cancer: Tipping the Odds in Your Favor” printed in the Healthy Living section of *Newsmax*.



MICHELLE MEDEIROS WITH DR. PERMAN.

Michelle Medeiros, MS, MA, CCRP, clinical research manager, University of Maryland Marlene and Stewart Greenebaum Cancer Center, was named UMB’s June Employee of the Month for leading the development of OnCore, a web-based software application used for managing the cancer center’s clinical trials.



KATHLEEN PALMER WITH DR. PERMAN.

Kathleen Palmer, RN, BSN, nurse coordinator in the school’s Division of Endocrinology, Diabetes, and Nutrition, was named UMB’s July Employee of the Month for advocating for the rights of research study participants and advancing personalized medicine.

LAURELS

SEPTEMBER 2015



MICHELLE PEARCE

Michelle Pearce, PhD, assistant professor, Department of Family and Community Medicine, and part of the Center for Integrative Medicine, co-

authored “Effects of Religious Versus Standard Cognitive-Behavioral Therapy on Optimism in Persons with Major Depression and Chronic Medical Illness,” which was published in *Depression and Anxiety*. She also authored an article “Why Religion Needs a Seat at Psychotherapy’s Table” published by the Society for the Advancement of Psychotherapy.



JOHN REED

John Reed, MD, MDiv, assistant professor, Department of Family and Community Medicine, and director of inpatient services, Center for

Integrative Medicine, was interviewed by *HealthDay* for the article “Taking St. John’s Wart for Depression Carries Risks: Study.” He also was quoted in a *Newsmax Health* article “Conventional or Alternative Treatment: How to Know Which to Choose.”

Claudia Witt, MD, MBA, professor, Department of Family and Community Medicine, part of the Center for Integrative Medicine, was a co-author on “Can Additional Homeopathic Treatment Save Costs? A Retrospective Cost-Analysis Based on 44,500 Insured Persons,” published in *PLoS One*.

SCHOOL OF NURSING



SUSAN ANTOL

Susan Antol, MS '79, RN, assistant professor and director, Governor’s Wellmobile and school-based wellness programs, received a three-

year, \$1 million grant from the Health Resources and Services Administration to provide an interprofessional collaborative practice to serve as a clinical education site for students at UMB’s health professional schools and to examine improved methods for providing care through the Governor’s Wellmobile Program.



AMY DANIELS

Amy Daniels, MS '12, BSN '89, RN, has been named director of the school’s Debra L. Spunt Clinical Simulation Laboratories. Daniels, a certified health care simulation educator, had served as assistant director of the labs since 2012.



JOAN DAVENPORT

Joan Davenport, PhD '00, RN, assistant professor and vice chair, Department of Organizational Systems and Adult Health, has been selected to the American

Association of Colleges of Nursing’s Leadership for Academic Nursing Program (LANP). LANP is an executive leadership fellowship tailored specifically for new and aspiring deans.



SUSAN DORSEY (LEFT) AND BARBARA RESNICK WITH THEIR STTI AWARDS.

Susan Dorsey, PhD '01, MS '98, RN, FAAN, professor and chair, Department of Pain and Translational Symptom Science, and **Barbara Resnick, PhD '96, RN, CRNP, FAAN, FAANP**, professor and Sonia Ziporkin Gershowitz Chair in Gerontology, were among 19 nurse researchers inducted into the Sigma Theta Tau International (STTI) Researcher Hall of Fame at STTI’s International Nursing Research Congress, held in San Juan, Puerto Rico.

Erika Friedmann, PhD, professor and associate dean for research, was elected to a two-year term as president of the International Society for Anthrozoology, an international organization of researchers/scholars who study human-animal interactions.



MARIAN GRANT

Marian Grant, DNP '10, RN, CRNP, associate professor, served on the steering team for the Institute of Medicine Workshop on Health Literacy

and Palliative Care, held recently in Washington, D.C.

LAURELS

SEPTEMBER 2015



YOLANDA OGBOLU

Yolanda Ogbolu, PhD '11, MS '05, BSN '04, RN, CRNP, assistant professor, has been named director of the Office of Global Health. She served as deputy director

since 2010 and has been instrumental in helping advance the school's global health agenda.



GREGORY D. RAYMOND

Gov. Larry Hogan has appointed **Gregory D. Raymond, MS, MBA, RN**, a nurse administrator at the University of Maryland Medical Center (UMMC), to the

Maryland State Board of Nursing. Raymond is the director of nursing and patient care services for clinical practice, professional development, neuroscience and behavioral health at UMMC and he works closely with the school as co-chair of UMNursing, an academic-practice partnership between the school and medical center. The first UMMC or SON nurse in at least 10 years to be appointed to the state board, Raymond also is a faculty associate for the school's Health Services, Leadership and Management specialty, and is currently enrolled as a doctoral student there.

SCHOOL OF PHARMACY

UMB's student chapter of the **International Society for Pharmacoconomics and Outcomes Research (ISPOR)** received the Chapter of the Year award at ISPOR's 20th annual meeting in Philadelphia in June.

Joga Gobburu, PhD, professor, Department of Pharmacy Practice and Science, and director, Center for Translational Medicine, received a 14-month, \$20,000 contract from Reckitt Benckiser Pharmaceuticals Inc. for "Breathe Consultancy."



MATHANGI GOPALAKRISHNAN

Mathangi Gopalakrishnan, PhD, research assistant professor, Department of Pharmacy Practice and Science, received a two-year, \$120,000 contract from

Reckitt Benckiser Pharmaceuticals Inc. for "RBP6000 Modeling Report and Project."



RAYMOND LOVE

Raymond Love, PharmD, professor, Department of Pharmacy Practice and Science, has been appointed to a five-year term on the

United States Pharmacopeia's Expert Committee on Health Care Quality.

Brent Reed, PharmD, assistant professor, Department of Pharmacy Practice and Science, has been appointed vice chair of the Advocacy Coordinating Committee of the Mid-Atlantic Affiliate of the American Heart Association.



CHARMAINE ROCHESTER

Charmaine Rochester, PharmD, associate professor, Department of Pharmacy Practice and Science, received the Maryland Reserve Corps Best

Practice Award from the Maryland Board of Pharmacy's Emergency Preparedness Committee.



MAGALY RODRIGUEZ DE BITTNER

Magaly Rodriguez de Bittner, PharmD, professor, Department of Pharmacy Practice and Science, and executive director, Center for Innovative

Pharmacy Solutions, received the 2015 American Pharmacists Association Foundation's Pinnacle Award for Career Achievement.



FADIA SHAYA

Fadia Shaya, PhD, professor, Department of Pharmaceutical Health Services Research, has been appointed chair-elect of the Public Health Section of the American

Association of Colleges of Pharmacy.



JULIA SLEJKO

Julia Slejko, PhD, assistant professor, Department of Pharmaceutical Health Services Research, won a Best New Investigator Poster Award at the 20th

annual meeting of the International Society for Pharmacoconomics and Outcomes Research.

Bruce Stuart, PhD, professor, Department of Pharmaceutical Health Services Research, and director, Peter Lamy Center for Drug Therapy and Aging, received a six-month, \$35,774 contract from Pharmaceutical Research and Manufacturers of America for "Common Mistakes in Adherence Research and How to Avoid Them."

LAURELS

SEPTEMBER 2015

Angela Wilks, PhD, professor, Department of Pharmaceutical Sciences, received a one-year, \$45,000 contract from the Middle East Africa Council of Ophthalmology for “MEACO XIII International Congress.”



PATRICK WINTRODE

Patrick Wintrode, PhD, associate professor, Department of Pharmaceutical Sciences, received a one-year, \$100,000 contract from the Alpha-1 Foundation

for “Modeling Misfolded Z Alpha 1-antitrypsin for in silico Drug Design.”

SCHOOL OF SOCIAL WORK

The school’s **Title IV-E Education for Public Child Welfare Program** has been awarded a three-year, nearly \$6 million contract by the Maryland Department of Human Resources, Social Services Administration. The program’s mission is to increase the number of professionally trained social workers employed by Maryland’s child welfare system.

The school’s **Family Connections Program in Baltimore** has been awarded nearly \$200,000 to serve families who are struggling to meet the needs of their children. Since 2002, Family Connections in Baltimore has contracted with the Maryland Department of Human Resources to serve families in Baltimore City.

The school has introduced the first cohort of **Healthcare Education and Leadership Scholars (HEALS)**. The following students distinguished themselves through their commitment to health care service delivery for vulnerable populations: **Meshan Lehman** and **Daniela Matz**. Each MSW HEALS Scholar commits to focused health care social work education, a health care-based field placement, and travel to a health care social work education and policy event in Washington, D.C. Selected students receive \$5,500 in scholarship funds and travel support.



RICHARD P. BARTH

Dean **Richard P. Barth, PhD, MSW**, has received the Frank Miller “Spirit of Partnership” Award in honor of his dedicated spirit of collaboration and support as a member of the United Way of Central Maryland’s Board of Directors.



SARA BETSINGER



BRANDON MCLEOD

Faculty promotions: **Sara Betsinger, PhD**, has been promoted to research assistant professor. **Brandon McLeod, PhD**, has been promoted to clinical assistant professor.



JODI JACOBSON FREY

Jodi Jacobson Frey, PhD, associate professor, has been named co-editor-in-chief of *Journal of Workplace Behavioral Health*.

Jennifer Swanberg, PhD, professor, presented her research on the work schedule challenges faced by front-line hospital housekeepers and food service workers at a U.S. congressional briefing on the Schedules That Work Act. Doctoral student **Helen Nichols** conducted the data analysis for Swanberg’s presentation.



MARIANNE WOOD

Marianne Wood, MSW '74, assistant dean for admissions, was honored this summer by Coppin State University for her dedication and commitment to its

Maxie Collier Scholars Program.

THE UMBRELLA GROUP

UMB Roundtable on *Empowerment in Leadership and Leveraging Aspirations*

Empowering Women to Succeed

SPEAKER

DEBORAH TANNEN

N.Y. TIMES BEST-SELLING AUTHOR & PROFESSOR OF LINGUISTICS, GEORGETOWN UNIVERSITY

“Can We Talk? Women and Men at Work”

Best known for her *New York Times* best-seller *You Just Don't Understand: Women and Men in Conversation*, Tannen will talk about workplace communication. All faculty, staff, and students are invited — Come join the conversation!



**MONDAY
SEPT. 21 | 3 P.M.**

*NETWORKING SESSION
AND RECEPTION TO FOLLOW*

**SMC CAMPUS CENTER
ELM BALLROOMS A AND B**

**OPEN TO ALL UMB FACULTY,
STAFF, AND STUDENTS**

REGISTER ONLINE TODAY!

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UMB NIGHT at the Ballpark



\$5-\$7 of every ticket sold will benefit the American Cancer Society Hope Lodge of Baltimore

**3 SEATING OPTIONS
AVAILABLE!**

Lower Reserve
(Sections 67-87) | \$15*

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(Sections 66-86) | \$23*

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(Sections 1-17, 55-65) | \$23*

*There is an additional 10% service charge per ticket



**Orioles vs. Toronto Blue Jays
Tuesday, Sept. 29
7:05 p.m.**

elm.umaryland.edu/umb-night-at-oriole-park-4

For additional information, please contact Protocol and Special Events at events@umaryland.edu or 410-706-8035.



PRESIDENT'S Q&A

SEPTEMBER 2015

Dr. Perman held a group Q&A on July 28 at the School of Nursing. The session was a follow-up to the May 6 forum “A Discussion About Race in Baltimore.” Excerpts of the July 28 session appear below.

DR. PERMAN:

The conversation we're having today is a continuation of the one we started on May 6. That was the day we got together to talk about race in Baltimore. It was less than three weeks after the death of Freddie Gray, two weeks after his funeral.

And you'll recall the funeral coincided with widespread rioting that broke out in our city, and we saw clearly, in stark relief, the decaying of our community. So we agreed that we would have a venue to ask challenging questions, a safe space for open dialogue, and we wanted and you wanted to set some momentum to map a path forward.

DR. PERMAN



So that's what we did that day, and I sat right here and listened for an hour and a half as our panelists, and then some of you, talked about racism, poverty, and disinvestment as it relates to the community in which we're a part of, West Baltimore. We talked about what we are doing and what we can do to help restore equity, opportunity, and justice for those who have been denied a fair chance.

But as students, faculty, and staff took the microphone for comments, another piece of the conversation started to emerge, and that had to do with our own institutional commitment to diversity, equity, and inclusion, our institutional commitment to meaningful community engagement and how to operationalize these principles in a way that brings healing to communities both inside and outside the University.

It was a candid conversation. It was emotional at times. There are some that talked about their own personal story within the University and the community, many of whom focused on the family as a whole, and it took a great deal of courage I know for people to speak freely about difficult and sometimes deeply personal issues. So I'm most appreciative on behalf of the leadership of the University to everyone who took part in that exchange.

That day I promised that we'd keep the conversation going. So I asked our Diversity Advisory Council to review the full transcript of the 90-minute conversation, which we videotaped, as is today's, and to identify the issues that rose to the surface in that conversation and to provide me a set of recommendations on how to address those issues. Let me also add here that there's a difference between listening and in some circumstances always agreeing with what is being said, and that's where I as a leader have to take the final responsibility.

One of the first things the conversation revealed is that there are a lot of people on campus who don't even know we have a Diversity Advisory Council (DAC). This is something that I organized shortly after I came back here, and I'm delighted to shine a spotlight on that group today. In a few minutes, I'll be joined by the council's chair, Dr. Elsie Stines, and vice chair, Dr. Vanessa Fahie, as they go through the group's recommendations.

When I first returned to our campus, I had to decide whether I should have a chief diversity officer. I decided against it because I deeply believe that cultivating diversity can't be the job of one person. It has to be suffused throughout the University.

We needed a bigger group of individuals with representation from across the University to advise me and the leadership on matters of diversity and to hold us accountable for institutionalizing it. In fact, that's what's in the strategic plan. Very recently, the diversity council expanded its membership to include more faculty and staff from each of the seven schools and to include representatives from the faculty, staff, and student senates.

Today we're also joined by my leadership colleague Dr. Roger Ward, who's the University's chief accountability officer and vice president. He's taken on a number of roles recently, including that of interim chief human resources officer, which is obviously very important to some of this conversation.

The conversation is still in its early stages, and what we discuss this morning doesn't necessarily represent a finality or totality of what we'll undertake. As we listen to these recommendations, some of these need to be brought back to the senior leadership teams and to the shared governance mechanisms of this University.

PRESIDENT'S Q&A

SEPTEMBER 2015

So let me get back to what the DAC found when members reviewed the May 6 transcript. The comments from students, faculty, and staff largely fell into three broad categories. Career and professional advancement, cultural competency, and community service and engagement.

On the first theme, career and professional advancement, we heard frustration from some employees who believe that UMB is diverse but questioned how equitable and how inclusive we really are. So, our first question, are under-represented minorities, in particular African-Americans, routinely passed over for promotions and other advancement opportunities? No. 2, does the University lack clear career pathways, particularly in lower paid positions that would provide under-represented minorities opportunities to advance their careers at the University? No. 3, is there a lack of under-represented minorities in leadership and supervisory positions?

On cultural competency, do faculty, staff, and students lack the cultural competency necessary to effectively engage, interact with, and serve the members of Baltimore's diverse communities? On community service and engagement, there were several questions. Are students inadequately prepared for the University to work with and within Baltimore's underserved communities? Are service projects and experiences developed without sufficient input from Baltimore's communities? And does the debt load with which UMB students graduate act as a variable to pursuing lower paying career opportunities in urban and underserved communities?

I'm going to ask Dr. Stines and Dr. Fahie to address the DAC's recommendations generated by these questions.

ELSIE STINES, DNP, MS, CRNP:

Career and professional advancement was one that seemed to generate the most comments. So that's where I'll start. As Dr. Perman mentioned, we heard frustration from some employees who feel that they had been passed over for promotions, that they haven't been given the opportunities to advance, and that they have been denied these chances not based on their job performance, but based on their race or ethnicity.

And so we decided the first thing we need to do is to examine our track record when it comes to hiring under-represented minorities, promoting under-represented minorities, paying under-represented minorities fairly according to their job description and job responsibilities, and paying them equitably when compared to their non-minority colleagues.

We need a baseline assessment to gauge whether equity in recruitment, promotion, and salary is a problem at UMB, and if so, how widespread a problem it is. This personnel review is a comprehensive exercise that Human Resource Services (HRS) has already begun.

Our second recommendation under career and professional advancement is to enhance the University's efforts to promote a culture of diversity and inclusion. This is one of the things articulated in the University's strategic plan, and, in fact, it's the strategic plan that gives the Diversity Advisory Council oversight of your needs, diversity, and inclusion initiatives.

There are many components to this effort. For instance, appointing in each school an administrative unit, a senior-level faculty or staff member to work with the Diversity Advisory Council on diversity and inclusion initiatives, establishing and supporting these initiatives in each unit, and developing accountability mechanisms to assess our progress on outcomes.



We've made headway on a lot of these tactics, and we're gearing up to implement more of them this year. I hope you'll take time to look at the *strategic plan* and see what we've pledged to do.

Our third recommendation is to evaluate the University's job classification system and where necessary, modify it to create clearly defined career pathways and career development opportunities for all positions. This recommendation is in response to the fact that inequity takes root not only when people are unfairly passed over for promotions, but also when they haven't been explicitly told what they need to do to get that promotion and what career development opportunities are available to them.

PRESIDENT'S Q&A

SEPTEMBER 2015

VANESSA FAHIE, PHD, RN:

Our next recommendations concern cultural competency. The first recommendation is to direct and adopt a statement of cultural competency, one that will form the foundation for the cultural competency initiative outlined in the strategic plan. It's very obvious that we need a commonly understood definition of cultural competency before we can hold ourselves accountable for developing it, promoting it, and measuring it.

The second recommendation concerns ways we might go about enhancing and institutionalizing cultural competency. Examples include populating an online resource with scholarship, strategy, and best practices so that UMB's employees can be effective leaders and educators in cultural competency.

Teaming up with our partner, UMMC, to promote cultural competency across both organizations as we bridge education and practice and actively engaging with the President's Fellows in a discussion of cultural competency. The President's Fellows are students from every school who, each year, research a topic we consider vital to institutional excellence and then recommend ways we can improve our practice. This year, the President's Fellows will focus on cultural competency.

DR. FAHIE



The final set of recommendations concerns community service and engagement. The first recommendation is to support the Office of Community Engagement in building a comprehensive, coordinated community engagement strategy for UMB. The Office of Community Engagement was established last summer to better coordinate the services we provide for our neighbors and to more clearly articulate to students, faculty, and staff where community engaged scholarship and service will have the greatest impact.

Our second recommendation is to support key components of a unified community engagement strategy. For example, orientations and professional development activities that foster highly effective engagement programs, a Universitywide day of service that raises students' awareness of our service mission and introduces them to the work and benefits of thoughtfully conceived, thoughtfully coordinated community engagement, an effort to place the University inside the West Baltimore community with which we're engaged, and a program that connects local residents with the University in an effort to secure steady jobs for them at UMB with legitimate opportunities for advancement.

ROGER WARD, EDD, JD, MPA:

I'd like to go into a bit more detail about some of the steps we're beginning to take regarding these recommendations.

With respect to career and professional advancement, HRS has begun a very comprehensive review of the University's recruitment practices, our promotion actions, our tenure actions, reclassifications and equity adjustments, and trying to determine whether under-represented minorities with respect to these actions are being disenfranchised here at the University as was suggested at the May forum.

How we are approaching the analysis is we are looking at the last three fiscal years, and we're looking across schools and administrative units. We're looking at faculty and staff to determine what our actual practice has been and if there is a gap between what we are doing and what the perception is with respect to those actions.

From the last session the perception is that folks believe that under-represented minorities in particular are not being promoted, are not receiving regular adjustments at the same level as their non-minority colleagues. So we want to take a very close look at that, and that process has already begun. I should add, when we talk about under-represented minorities, we're talking about gender as well.

HRS will recommend to UMB senior leadership a new job classification system with a clearly defined career advancement pathway and career development opportunities for each position. What we are advocating is a broader job classification system where people who have similar jobs have more opportunity to advance within those job classifications so we're not trying to fit square pegs into round holes, the square pegs being our employees and the round holes being very narrowly defined jobs that don't quite match their experience, and expertise, and don't really provide them with a career pathway. So we're looking very closely at our job classification system.

PRESIDENT'S Q&A

SEPTEMBER 2015

We're also in the process, and this dovetails very nicely into our strategic plan, of mounting and launching an institutional-wide climate survey to see and hear very honestly what perceptions are related to diversity and inclusion, race, and gender on campus.

Unlike what a formal report might suggest, a climate survey collects perceptions. If you get up in the morning and the weather person says it's cool outside and you go outside and you're sweating like a pot cover, you will say I know what the forecast and the experts have said and it doesn't match up to what I'm experiencing. So that's what we will seek with the climate survey: a transparent, frank, confidential way for employees to share their perceptions of the University on these topics. We're doing it externally so the integrity of the survey itself isn't called into question.

Another item on tap this year as part of the strategic plan is to adopt a statement on cultural competency. Develop a clear statement of what cultural competency means to this University. We'll also evaluate strategies for enhancing cultural competency, including the 2015-16 President's Symposium and White Paper Project.

The last thing is a very important one to us as an anchor institution, community service and engagement, and the central recommendation here is that we support the Office of Community Engagement and its programs that really benefit and advance our community service mission here at the institution. One of the things we think we need to do is to orient the students, and to a lesser extent the faculty and staff, on what it means to be civically engaged. We often bring our students to Baltimore from other states and countries and when they arrive they find Baltimore is a rather unique place.



And so before we send out these students for community engagement, we should orient them to the demographics of the city, the politics of the city, the neighborhoods of the city, the needs of the city. We also

support a coordinated community engagement strategy that would include things like a Day of Service, which the University System is participating in, and ways to encourage other people in the institution to be involved in community service and engagement.

Another key recommendation, and this one too is already in the works, is establishing an Extension Center in the neighborhood. This is where we would engage very richly with the community, provide services in consultation with the community, support the community, and help build programs that empower the community and strengthen our relationship with the community.



One such program would be an Employment Readiness Program run by Human Resources where, for example, some HR representatives will work in the Extension Center to highlight jobs here on campus that the residential community might be eligible for. They could discuss applying for jobs with the residents and so forth.

Lastly we have to look at the students' increasing debt burden and whether that acts as a barrier to them pursuing lower paying career opportunities in urban and underserved communities when they graduate. We want them to be able to work for the public good.

DR. PERMAN:

What you've heard represents a lot of thoughtful work on the part of the Diversity Advisory Council. Again, I thank all the members for their commitment to the process and to bettering the institution. Now, this is not the end of our conversation. You'll be able to follow our progress on these recommendations by visiting the *DAC's website*.

I encourage you to stay involved and invested, and now we're happy to open the floor to questions and comments.

QUESTION:

All of your proposals sound really good, but I was wondering, how does that apply to the various affiliates? I work with UM Faculty Physicians. We manage the clinic. So we do the hiring and the management of the employees of the clinic, and I find that a lot of the corporate employees who are dental assistants or various positions in the different clinics, they work side by side with people who work for the state, and there's a vast difference in their salary. So that's one of the issues I think should be brought up.

PRESIDENT'S Q&A

SEPTEMBER 2015

DR. WARD:

Our recommendations, of course, are focused on UMB employees who are state employees. I believe the employees that you are talking about are a separate entity in and of themselves. We will have to consider how we address or begin to address those topics with the leadership of those units.

COMMENT:

I wanted to just comment on what you said. I've been on both sides of the fence. I was a corporation assistant when I came in 1986 to 1988, and I've been a dental assistant at the dental school for almost 30 years. Within the University you should be compensated for the work you do whether you're with a corporation or the state. There should be no in between. You have to count the time, the years, the experience, the department you work in, and classify the jobs accordingly.

COMMENT:

I'm president of the Staff Senate, and I want to encourage everyone to contact us with issues that are important to you, such as those we're discussing today. Our primary role on this campus is to advise leadership on issues that are important to staff. We have several mechanisms for how you can do that. We have our staff senators. You can go to our *website*. You can leave your name and your contact information if you'd like, but it's also set up so you can do it anonymously. Let us know what those issues are so we can advocate for you.



COMMENT:

I know your first name's Jay, and I know your first name's Roger, but I call you Dr. Perman and Dr. Ward out of respect. I call Mr. Rowan Mr. Rowan out of respect. Behind your name is a title and a degree that you earned. I work in the multi-trade shop. I'm a bricklayer by trade, and I earned my apprenticeship. My parents were immigrants. They taught me how to work with a shovel and in my department, that word respect is real important. In my department I see 'I-I-I'. As a University and as a community, it should be 'we'.

QUESTION:

I work in Campus Life Services, an office that has programs that are open to the entire campus that deal with some of the issues we have talked about today. I would like to know how I can work better with the DAC or how they could work with me to make sure that people in this room know about these programs? How can we work together to promote this?

DR. PERMAN:

Speaking for Dr. Stines and Dr. Fahie, if I may, I'm sure they would love to invite you to come and present to the DAC.

QUESTION:

I appreciate the fact you are moving toward promoting cultural diversity as evidenced by the strategic plan. My concern is that the strategic plan's been in effect since 2011 and the fact that we're only now undertaking a survey and addressing issues that to me should've been done in the first year so that, by this point, we could be moving forward with what has been found. So it seems as though this is being reactive instead of proactive. My concern is whether this is really something that we are going to move forward with. Or is it something we're doing to appease people as opposed to being the leaders that we should be in the Baltimore community?

DR. PERMAN:

I appreciate your raising that question. Obviously, we don't share a point of view. This is not reactive. This is a carrying out of a strategic plan over five years. By the way, the new strategic plan will get started this year, and it will be a continuum, but I'll let Dr. Ward answer as well.

DR. WARD:

Thanks for raising that point because it allows me to clarify. Even though we cited tactics in the strategic plan that are set to begin in this final year that shouldn't be heard as nothing under the strategic plan as it relates to diversity and inclusion wasn't done. The strategic plan was a five-year plan and we had a number of tactics from year 1, year 2, year 3, up to year 5. The tactics that were highlighted here are the ones cued up for year 5. We don't have time to discuss the tactics that happened in year 1, which included diversity and inclusion, for example, as evaluation criteria for all of the University's leadership. When the president evaluates the deans and vice presidents, one of the criteria is what efforts are you making to look at the issue of diversity and inclusion within your school or within your administrative unit? That was done in year 1 so please don't hear what I said as we are just starting. This is a continuation of what started in 2011.

For more complete coverage, view the videos of the *July 28* and the *May 6* meetings.