

REPRESENTATION | REPETITION | REPUTATION



UMB'S INAUGURAL DIVERSITY STRATEGIC PLAN

*Weaving University **REPS**: Diversity Action and Accountability Plan*





UNIVERSITY OF MARYLAND, BALTIMORE'S INAUGURAL DIVERSITY STRATEGIC PLAN

Weaving University REPS: Diversity Action and Accountability Plan

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value."

— Maya Angelou, "Wouldn't Take Nothing for My Journey Now" (1993)

"Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny."

— Rev. Dr. Martin Luther King Jr., "A Letter from Birmingham Jail" (1963)

LETTER FROM THE PRESIDENT

Dear UMB Community,

I am pleased to share the University of Maryland, Baltimore's (UMB) inaugural diversity strategic plan: "Weaving University **REPS**: Diversity Action and Accountability Plan." This plan represents a comprehensive and ambitious commitment to promoting equity, access, and opportunity for all members of our community and aligns with UMB's 2022-2026 Strategic Plan.

It is a dynamic blueprint designed to guide us through a collective journey that fosters respect, understanding, and belonging for everyone at UMB. We aim to create an environment where every student, faculty member, and staff member feels welcome and supported to succeed.

This plan has been thoughtfully crafted, incorporating feedback and insights from various stakeholders, including students, faculty, staff, and alumni. I would like to thank those who provided input throughout this process. I especially want to thank Diane Forbes



Berthoud, PhD, chief equity, diversity, and inclusion officer and vice president, and the Office of Equity, Diversity and Inclusion team for their thoughtfulness and hard work.

I encourage each of you to read "Weaving University **REPS**: Diversity Action and Accountability Plan" and actively engage in the vital work it requires. We all have a role to play in making our University a model of inclusivity, where every member can thrive and reach their fullest potential.

Thank you for your commitment to our core values, especially those of Equity and Justice represented in this plan.

Sincerely,

A handwritten signature in black ink that reads "Bruce E Jarrell". The signature is written in a cursive, slightly slanted style.

Bruce E. Jarrell, MD, FACS

President

LETTER FROM THE CHIEF EQUITY, DIVERSITY, AND INCLUSION OFFICER AND VICE PRESIDENT

Dear UMB Community,

In these times of disinvestment in equity, diversity, and inclusion (EDI), anti-EDI legislation and general attacks on equity, diversity, inclusion, and justice, the University of Maryland, Baltimore (UMB) is choosing to be bold and courageous to live out our core values by creating our inaugural strategic plan for diversity and inclusion. I am honored to share the plan with our University community “Weaving University **REPS**: Diversity Action and Accountability Plan.” This plan represents our road map for the University’s future of equity, diversity, and inclusion. It is the product of the collective hard work and engagement of students, faculty, staff, and postdocs across UMB. I want to express my gratitude to everyone who contributed their time, research, and expertise.

“Weaving University **REPS**: Diversity Action and Accountability Plan” is designed to align with the University’s 2022-2026 Strategic Plan, especially focusing on themes 1 and 3. Theme 3 is University Culture, Engagement, and Belonging, which

guides us to create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and the broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity. Theme 1 of the Strategic Plan challenges us to be accountable for and integrate our University’s core values. With the creation of the diversity strategic plan, we directly address our core values, especially Equity and Justice.



“Weaving University **REPS**: Diversity Action and Accountability Plan” is guided by four central themes, or **REPS**: **R**ecruitment and Retention, **E**xperience/Climate, **P**rofessional Development and Career Advancement, and **S**cholarship, Education, and Service. Through **REPS**, we acknowledge that we

are all representatives of a dynamic and diverse university. Through repetition, we become stronger and more resilient, and repetition allows our commitment to equity and justice to become a part of who we are as individuals and as a university. And representation matters.

UMB has long had a commitment to equity, diversity, inclusion, justice, and anti-oppression, and it is my honor to lead the continuation of this commitment. We also recognize how much farther we need to go in our efforts to attract and retain a diverse student population, a broadly representative faculty, and a widely skilled workforce. This is our opportunity to make a greater impact.

Finally, I want to extend sincere gratitude to the countless University community members who contributed their time, ideas, and feedback toward the plan's creation, and a special thank you to the Office of Equity, Diversity and Inclusion team for your partnership, dedication, and expertise.

I invite you all to engage with us in the implementation of the goals and objectives of this diversity strategic plan and to consider how we can collectively create the most welcoming living, learning, and working environment, one where all faculty, staff, students, and trainees belong and can make their best contributions to the University's collective genius.

In partnership and collaboration,



Diane Forbes Berthoud, PhD, MA

*Chief Equity, Diversity, and Inclusion Officer
and Vice President, UMB Professor,
University of Maryland Graduate School*



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The UMB diversity strategic plan serves as a compass — guiding our collaborative work, priorities, and values as an institution. The goals and priorities identified help to keep us accountable to creating more diverse, inclusive, equitable, anti-racist, and anti-oppressive environments to support the success of members of the UMB community.

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Patty Alvarez, PhD

*Chief Student Affairs Officer and
Associate Vice President of Student Affairs,
Office of the Provost, UMB*

KEY TERMS AND CONCEPTS

One of the challenges of creating alignment across a complex institution like UMB is that the language around belonging, justice, equity, diversity, and inclusion is continuously emerging and evolving. It is imperative to create a shared understanding of the key terms and concepts around these issues, and to continue to be attentive to the need to deepen our understanding through the development of these important words and phrases.

The following glossary should be used with these considerations in mind.

Glossary

Ableism: The normalization of being able-bodied while other types of bodies are seen as needing to be cured or altered.

Accessibility: Providing equitable access to all people throughout the continuum of human abilities, identities, and experiences.

Affinity groups: Generally, an identity-, shared interest-, or common goal-based voluntary or informal collective that may or may not be formally recognized or supported by an institution. At UMB, some affinity groups for students are formally recognized through a process led by the Division of Student Affairs.

Belonging: Being connected as an essential part of a community and culture and having a meaningful role in achieving the mission and core values.

Cultural humility: A dynamic and lifelong process focusing on self-reflection acknowledging one's own biases and positionality to better understand one's relationship to others' complex, shifting, and intersecting identities.

Diversity: All the individual and intersectional differences in our identities, such as age, carceral status, caring or dependency responsibilities, caste, culture, disability, education, ethnicity, family, gender identity and expression, immigration status, language, nationality, neurodiversity, occupation, political beliefs, race, relationship status, religion or belief, sexual orientation, socioeconomic background, and more.

- **Visible diversity:** Aspects of identities that are perceived easily, when those identities conform to an expected range primarily through visual cues of bodies, clothing, or adornment. Examples include race, gender, and visible disabilities.
- **Invisible diversity:** Aspects of identity that are usually not obvious through bodies, clothing, or adornment. Examples include sexuality, immigration status, neurodiversity, and invisible disabilities.

EDI: A commonly used acronym for equity, diversity, and inclusion.

Employee Resource Groups (ERGs): Usually organized around a shared identity or characteristic, ERGs exist to increase belonging and inclusion in the workplace and support community building and connection. They can provide mentoring and sponsorship, professional development, career advancement activities, and awareness efforts. At UMB, ERGs will be formally recognized through a process that the Office of Equity, Diversity, and Inclusion will develop.

Equity: Ensuring fair access to opportunities and resources to meet different individual's needs and strengths. Achieving equity involves assessing and addressing disparities and barriers.

Health equity: When all people, regardless of race, ethnicity, gender, sexual orientation, disability, socioeconomic status, caste, location, or other socially constructed identities have equitable and just access, opportunity, and resources to achieve their highest potential for health.

Hispanic: This term was created by the federal government and refers to the Latin term for Spain, *Hispanicus*. It refers to Spain or Spanish-speaking countries. It was replaced with the terms "Latino/a/x/" and now "Latine" (see *below*), which refers to regions and people from Latin America and the Caribbean, and not only language.

Inclusion: The full engagement, welcoming, valuing, and integration of all people and the distribution of power systemically at all levels.

Intersectionality: The consideration that identities overlap and cannot be separated.

JEDI: An acronym for justice, equity, diversity, and inclusion.



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The School of Medicine is very focused on new programs that address **health equity** and **social justice** in partnership with our communities in West Baltimore. We have started new initiatives such as planning community clinics, forming sickle cell and sarcoidosis research and clinical programs, improving population health, recruiting premier leaders from diverse backgrounds, enhancing rural health education, and applying for and receiving major program grants that advance diversity.

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Mark T. Gladwin, MD

*Dean and Professor, School of Medicine,
and Vice President for Medical Affairs, UMB*



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It is the University’s ADA [Americans with Disabilities Act] policy that specifically states its commitment to providing equal opportunity and access to individuals with disabilities. In my opinion, **accessibility** is significant because it rejects barriers that hinder all opportunities. There should be no barrier to growth or opportunity at UMB, whether it relates to hiring, training, promotions, compensation, etc.

”

Sheila K. Blackshear, MSL, MS

Diversity, ADA, and

Affirmative Action Administrator,

Human Resource Services, UMB

Justice: Long-term and systemic equity based in adjusting institutions and systems to ensure equal rights and equitable opportunities and access for all members of the community.

Latine: This is a gender-neutral alternative to Latino or Latina. Created and spread within LGBTQIA+ communities, this term describes the population in its own lexicon using the final letter “e” to illustrate gender inclusivity within existing Spanish language and pronunciation. It replaces the “x” in “Latinx,” which imposes an English-language creation onto Spanish speakers. Latin America, which includes Central America, South America, and the Caribbean, is the focus of this term, which includes Portuguese-speaking Brazilians and others who are not considered Hispanic because their societies do not speak Spanish, including Indigenous communities.

Medical racism: Structured and institutionalized barriers to the achievement of health equity based on targeted discriminatory practices, including teachings driven by stereotypes in service to a racial hierarchy.

Minoritized: This sociological term emphasizes that people are oppressed or marginalized because systemic inequalities, oppression, and marginalization place individuals into “minority” status as part of the maintenance of the racial hierarchy. This term also signals that a group’s status is not necessarily related to how many or few of them there are in the population at large.

Minority: In sociological terms, one who because of identity is limited in access to power. However, this term emphasizes this powerlessness as an inherent aspect of the group, deemphasizes the causes of this power

difference, and causes confusion because it implies the lower power status is due to smaller numbers of this group in the larger population.

Non-Underrepresented Minority (Non-URM): The federal government classifies “underrepresented minorities” (URMs) as described below; non-URMs are those who belong to all other race/ethnicity categories and those who are not U.S. citizens. Non-URM can include people of mixed race because when this category (“two or more races”) is reported for federal purposes, it can include individuals who are of European and Asian American heritage (both of which are considered non-URM) and also those of Black and Latine heritage (both of which are considered URM).

Underrepresented Minority (URM): The National Institutes of Health (NIH) classifies URMs as “individuals from racial and ethnic groups that have been shown by the National Science Foundation to be underrepresented in health-related sciences on a national basis. (See [data at nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27](https://www.nsf.gov/statistics/showpub.cfm?TopID=2&SubID=27) and the report *“Women, Minorities, and Persons with Disabilities in Science and Engineering.”*) The following racial and ethnic groups have been shown to be underrepresented in biomedical research: Blacks or African Americans, Hispanics or Latinos, American Indians or Alaska Natives, Native Hawaiians and other Pacific Islanders. In addition, it is recognized that underrepresentation can vary from setting to setting.” The NIH includes in the definition of URM “individuals with disabilities” and “individuals from disadvantaged backgrounds.” (For a full definition, please see grants.nih.gov/grants/guide/notice-files/NOT-OD-20-031.html. Please note: There is scholarly dispute about the appropriateness of using the terms “URM” and “Non-URM.”)



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It’s about looking at how we can be better. How can we be a better organization for our students, our staff, our faculty, and Baltimore?

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Greg Brightbill

*Associate Director,
Student Leadership and
Involvement*



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I believe that ***inclusion and belonging*** go hand and hand. I strongly believe that it takes more than just having a seat at the table. Once you sit down at the table, you want your voice to be heard and valued. When the team feels more connected, that translates into greater productivity and more innovation.

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Shereece F. Singleton, MS

*Office Manager, Department of Pediatrics,
Critical Care Medicine, Center for Blood
Oxygen Transport and Hemostasis, School
of Medicine*

Underrepresented in Medicine (URiM): This term was created in 2003 by the Association of American Medical Colleges to replace the term URM, which was seen as potentially harmful due to an emphasis on amalgamating various identities and thus ignoring significant differences. The current NIH definition of URM appears intended to address some of these issues.

Representation: The presence of people with intersectional differences in the full range of roles and positions proportional to the distribution of those categories in society.

EXECUTIVE SUMMARY

Purpose

The purpose of the University of Maryland, Baltimore's (UMB) inaugural diversity strategic plan, "Weaving University **REPS**: Diversity Action and Accountability Plan," is to create a structure to advance equity, diversity and inclusion (EDI), and to guide the University as we take collective action to grow together in greater alignment with UMB's mission "to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service" and in the advancement of our core values.

Context

Baltimore is a city well aware of the inequities in its various institutions, particularly in terms of human services, health care, and education. The demographics of the Baltimore metro area and more widely of Maryland are diverse. The histories of this region include colonialism, slavery, and commerce related to both.

UMB has long been a local leader in addressing these histories and recently began reviewing its role as an institution in profiting from and perpetuating inequities. President Bruce E. Jarrell, MD, FACS, has included within his presidential priorities a "Commitment to Working for Equity

and Justice," which is available online and was distributed during his inauguration in 2021.

Process

To develop the plan, we formed the Diversity Strategic Plan Committee of diverse faculty, staff, students, and postdocs, and we engaged several hundred UMB constituents online and in person to learn about their perspectives related to EDI.

The committee adopted a data-driven, evidence-based approach to identify the University's EDI priorities and needs. It extensively reviewed surveys, climate studies, UMB's 2022-2026 Strategic Plan, Universitywide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. During spring 2023, the committee hosted about 40 listening sessions to learn more from our UMB community about future directions in EDI.

Key Themes

The key themes that have been developed through an intensive process of transparent consultation and reflection are to increase **R**ecruitment and Retention, improve **E**xperience and Climate, support **P**rofessional Development and Career Advancement, and increase alignment of



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To foster *cultural humility*, we must demonstrate a profound commitment to social justice and self-reflection throughout our campus community. Each of us has the potential to grow and make a meaningful contribution toward achieving equity and justice.

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Shani Fleming, MSHS, MPH, PA-C
Associate Professor and Chief Equity, Diversity, and Inclusion Officer, Graduate School

Scholarship, Service, and Education toward the fulfillment of UMB's mission. These four key themes, aka **REPS**, will be enacted with and will support UMB's core values sets: Respect and Integrity, Equity and Justice, Well-Being and Sustainability, and Innovation and Discovery.

Timeline

The timeline for the development and implementation of this plan was created with a thoughtful and strategic approach, and we recognize that what has taken years cannot be adjusted with short-term actions alone. While there are immediate actions that can be taken, structural change and institutional transformation take time and dedicated resources. The time frame for action items for this plan reflects short-term, mid-term, long-term, and continuous goals.

Commitment

The commitment of UMB is completely in support of the key objectives presented in this diversity strategic plan, as they represent achievable goals in alignment with our University's core values and strategic objectives, particularly Theme 3: University Culture, Engagement, and Belonging, as presented in UMB's 2022-2026 Strategic Plan.

WELCOME TO UMB

The University of Maryland, Baltimore (UMB) is primarily a graduate and professional institution dedicated to providing the state of Maryland, the Mid-Atlantic region, the nation, and the world with practitioners in the health and human services. UMB is the state of Maryland's primary public health, law, and human services higher education institution. The main campus of UMB is a critical anchor institution located between West Baltimore and the heart of downtown Baltimore; these neighborhoods constitute UMB's community engagement catchment area.

Led by its seventh president, Bruce Jarrell, MD, FACS, UMB is at an important juncture in the history of the institution. Our primary mission is "to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service." As was made clear during the COVID-19 pandemic and the concurrent surge in hate-based violence, fulfilling this mission requires a deep and abiding commitment of institutional resources toward achieving social justice, equity, diversity, and inclusion within the institution and the communities it serves.

The commitment to social justice, equity, diversity, and inclusion can be seen in the following statement from the Middle States Self-Study Design document intended to guide UMB's accreditation process "For any institution to be successful in advancing equity [assessing and addressing disparities and gaps in outcomes, representation, opportunities, and experiences]; diversity [ensuring representation across multiple backgrounds, identities, and experiences]; and inclusion [full engagement and participation of all], a holistic, systemic, and integrated approach is needed. On a tactical level, this involves the cohesive and comprehensive integration of diversity, equity, and inclusion into all university processes and practices, which includes admissions, recruitment, promotion, retention, training, curriculum, cocurricular activities, and efforts geared toward capacity building in university administration and leadership." (*Middle States Self-Study Design, page 20, 2023*)

UMB's Core Values

UMB's commitment is further demonstrated in its 2022-2026 Strategic Plan, which features the following core values:

INNOVATION *and* DISCOVERY

We imagine and explore new and improved ways to accomplish our mission through education, research, clinical care, and service.

EQUITY *and* JUSTICE

We embrace and are committed to diversity, and we value inclusive and just communities. We oppose racism and oppression in all their forms.

RESPECT *and* INTEGRITY

We value each other and hold ourselves accountable for acting ethically and transparently using compassion and empathy.

WELL-BEING *and* SUSTAINABILITY

We care about the welfare of our people, planet, communities, and University.

UMB's 2022-2026 Strategic Plan

UMB's most recent Strategic Plan also calls for accountability to the following six themes:

1. Accountability and Integration of Core Values
2. Student Growth and Success
3. University Culture, Engagement, and Belonging
4. Innovation and Reimagination
5. Community Partnership and Collaboration
6. Global Engagement and Education

While each theme is relevant to this diversity strategic plan, Theme 3: University Culture, Engagement, and Belonging, is most directly centered on the work of increasing belonging, justice, equity, diversity, and inclusion.

The goal of Theme 3 is: "UMB will create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and the broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity."

The four outcomes designed to measure the successful attainment of this objective are:

1. UMB is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions.
2. UMB actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core values set of Equity and Justice.
3. UMB provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community.
4. UMB communicates in a manner that is empowering, inclusive, and demonstrates cultural humility.

CONTEXT: PAST, PRESENT, AND POTENTIAL

Baltimore's Past and Present

The Indigenous population of the area includes the Susquehannock peoples, with whom the first treaty was signed in what is now Baltimore City, and the Piscataway peoples (the Piscataway Indian Nation, Piscataway Conoy Tribe, Cedarville Band of Piscataway Indians, and Choptico Band of Indians), all of whom have historical and contemporary ties to this region. Baltimore City is within the geographic sphere of influence of multiple Indigenous communities, including the Lumbee, who migrated to Baltimore in the mid-20th century and established a community in a neighborhood they call “The Reservation.”

Baltimore continues to be a city with a storied Black history — beginning with a history of slavery and segregation and resistance to them. The first Black Baltimoreans arrived as enslaved people in 1634 under Lord Baltimore’s charter. Various industries in Baltimore relied on a mixture of enslaved and free labor. Over time, the free Black population grew, and Maryland’s status as a border state made Baltimore a “city of refuge” for those fleeing slavery. Baltimore hosts important locations associated with the Underground Railroad and the work of Harriet Tubman and Frederick Douglass. By the Civil War, Baltimore had the largest free Black population in the nation, and it was an important center for Black life

and culture. Thurgood Marshall (after whom the University of Maryland Francis King Carey School of Law’s Thurgood Marshall Law Library is named) fought residential and school segregation laws that grew throughout the early 20th century as the Black population increased, and Billie Holiday became an icon of Black Baltimore. Today, Baltimore has a 63 percent Black population, the majority of whom live in East and West Baltimore (the location of UMB’s main campus), which is a distribution based on social and economic divisions along lines that have been described as the “Black butterfly” of Baltimore (*Brown, 2021*).

UMB’s Past: 19th and 20th Centuries

The University of Maryland, Baltimore (UMB) was founded in 1807 as the Maryland College of Medicine and now occupies 65 acres of the western part of downtown Baltimore. The Health Sciences and Human Services Library (HS/HSL) was founded in 1813; the University of Maryland School of Law, founded in 1824, is the third-oldest law school in the nation; the University of Maryland School of Dentistry (UMSOD), founded in 1840, was the first dental school established in the world; the University of Maryland School of Pharmacy, founded in 1841, is the fourth-oldest school of pharmacy in the nation and was the first established in Maryland; the Graduate School was founded

in 1918; and the School of Social Work was founded in 1961. These seven schools comprise the original campus of the University System of Maryland and provide the majority of health and human services professionals for the state of Maryland.

The first Black students were accepted at UMB 80 years after its founding: Harry Sythe Cummings and Charles Johnson graduated with honors from the School of Law in June 1889 and went on to practice law in Baltimore. However, white students protested and submitted a petition against the admission of “any colored students in the Law School” (*The New York Times*, Sept. 15, 1890); thereafter, the regents of the School of Maryland refused admittance of African American students beginning in 1891. UMB remained segregated until Donald Gaines Murray, who had applied to and been rejected from the Law School because he was Black, sued with representation by Marshall. In June 1935, the Baltimore City Court ruled in favor of Murray; he was admitted to the University of Maryland, graduating in 1938. Black people continued to fight for admission to UMB’s schools, sometimes winning admission and sometimes not. By 1954, the regents voted to allow Black people to be admitted in all schools of the university.

UMB’s Past and Present: Since 2000

Below are highlights of equity, diversity, and inclusion (EDI) leadership and advancement at UMB over the last two decades. The list is by no means exhaustive.

In 2002, the Women, Leadership, and Equality Program was founded in the School of Law as the first such program in the nation. In 2020,



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Often, one thinks only of **diversity** as a gender or race issue, and UMB must work to extend the thought behind what ‘diversity’ means for our campus. To effect a cultural change toward the pursuit of including and equity, everyone at UMB must be open to others’ perspectives and ideas as much as their own.

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Karen S. Park, MA, MBA
*Director of Strategic Projects,
 Chief of Staff to the Chief Business and
 Finance Officer, and Senior Vice President for
 Administration and Finance, UMB*



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Faculty, staff, and alumni from the University of Maryland School of Dentistry have been at the forefront of advancing oral health equity. For me, **health equity** is my reason for becoming a dentist. With the diversity strategic plan, I am optimistic that the University of Maryland, Baltimore will continue to have a positive impact to advance health equity.

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Eleanor Fleming, PhD, DDS, MPH, FICD
*Clinical Associate Professor,
 Department of Dental Public Health,
 and Assistant Dean for Equity, Diversity,
 and Inclusion, School of Dentistry*

the School of Law established an associate dean for diversity and inclusion, and in 2023 it launched the Gibson-Banks Center for Race and the Law, named after Larry Gibson, LLB, and Taunya Lovell Banks, JD, both professors at the school and civil rights trailblazers. The center will be a hub that offers education, advocacy, and research aimed at advancing racial justice.

In 2004, curricular reforms began to infuse EDI throughout the University of Maryland School of Social Work’s (UMSSW) courses. In 2014, the school established the SSW Diversity and Anti-Oppression Work Group. The “Diversity and Inclusion Strategic Planning Task Force Report” was produced in summer 2019. Starting in 2020, with the hiring of its inaugural assistant dean for diversity, equity, and inclusion, UMSSW has provided regular anti-racism training opportunities and climate surveys; created a strong EDI statement supported by guiding principles; offered annual awards to reward justice, equity, diversity, and inclusion (JEDI) efforts; required a course on EDI for all students; and widely advertised the motto “JEDI is Social Work.”

Since 2010, UMB has made justice and EDI a strategic priority. A few of the seven schools initially created their own leadership positions and initiatives in this area, with the University of Maryland School of Nursing (UMSON) being the first to create a lead position in EDI. These efforts were accelerated in 2015, when the killing of Freddie Gray in Baltimore launched a series of protests, and a serious reckoning that led to open public conversations, and eventually to significant police reform, five years before the murder of George Floyd by a police officer set off the national Black Lives Matter movement. Gray’s death and the resulting protests occurred in the area surrounding the UMB campus,

and these experiences remain a significant part of the recent history and context of the institution. In response to Gray's death, the Francis King Carey School of Law offered a new course, "Freddie Gray's Baltimore: Past, Present, and Moving Forward."

The University's Diversity Advisory Council (DAC) was established in 2010 to provide wide-ranging input on a variety of EDI issues and to consult with the UMB president on such issues. The DAC membership and role were realigned in 2021 to account for the role of the chief equity, diversity, and inclusion officer and vice president and the Office of Equity, Diversity, and Inclusion (OEDI), strengthen the group's advisory role, and broaden representation and input from across the University. Before OEDI was established, the DAC also provided leadership in organizing programming such as providing a speaker series, EDI training, and the annual Black History Month event featuring the Rev. Dr. Martin Luther King Jr. Diversity Recognition Awards.

Focused on developing women into leaders, the UMB Roundtable on Empowerment in Leadership and Leveraging Aspirations (UMBrella) was founded in 2014 and has supported the development and success of women in their professional goals at UMB. UMBrella provides career advancement pathways through a robust coaching program for employees, a women's issues speaker series, an awards program to recognize those supporting the success of women at the University, and scholarships to provide opportunities for professional development.

As early as 2014, UMSOD began demonstrating a commitment to advancing awareness of and active engagement in building an inclusive academic and clinical environment. With the May 2020



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As the associate dean for equity, diversity, and inclusion at UMSON, one of my actions is to create spaces of *inclusivity*. In response to this action, one feels valued, respected, and that one's voice is heard.

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Yvette Conyers, DNP, MSN, RN, FNP-C, CTN-B, CFCN, CFCS, CNE
Associate Dean for Equity, Diversity, and Inclusion and Assistant Professor, School of Nursing



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UMB needs a diversity strategic plan to ensure a ***fair and inclusive*** community in action.

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Parham Habibzadeh, MD
*Postdoctoral Fellow,
Institute of Human Virology,
School of Medicine*

murder of George Floyd, issues around racism, equity, diversity, and inclusion took on an even greater urgency and, in September 2020, the Dean’s Diversity Advisory Board was established. UMSOD’s diversity board created a standing Inclusive Excellence and Equity Work Group to engage the school’s community in developing programs and events to foster, celebrate, and advance inclusive excellence. The work group was established as a standing committee by the UMSOD Faculty Assembly in February 2021, and the inaugural assistant dean for EDI was hired in November 2021 to lead efforts to increase belonging, justice, equity, diversity, and inclusion.

In 2017, the University of Maryland School of Medicine (UMSOM) developed the Culture Transformation Initiative in response to the #MeToo movement, and, more concretely in 2021, a UMSOM-wide interdepartmental network of justice, equity, diversity, and inclusion leaders was convened to create the Diversity Leadership Council. UMSOM has an EDI lead focused on faculty (associate dean for faculty diversity and inclusion) and another, focused on students (assistant dean for student diversity and inclusion). UMSOM offers faculty and staff affinity groups supported by the school’s Diversity Advisory Council, and helps lead the groundbreaking UMB CURE Scholars Program, which is a pathway program for sixth- to 12th-grade students in West Baltimore to explore and develop opportunities for careers in STEM (science, technology, engineering, and math) and health care.

In UMB Student Affairs, a Multicultural Center Task Force was created in 2018. Work toward creating a centralized location of belonging, social justice, and intercultural learning focused on EDI, anti-racism, anti-oppression, and cultural competence was supported by student

advocacy in 2019, which led to the launch of the Intercultural Center in 2021. The Intercultural Center is a hub for intercultural dialogue across UMB and is a leader in examining and addressing the impact of policies and practices that disproportionately impact historically underrepresented groups

In 2020, the dean of the University of Maryland School of Pharmacy (UMSOP) appointed the Equity, Diversity, and Inclusion Task Force to begin the work of institutionalizing UMB and UMSOP values of equity and justice, and in 2022, the school established the inaugural assistant dean for EDI role, which has expanded into an office. The task force's recommendations focus on the power of community to "systematically leverage diversity for student learning and institutional excellence." Of note is UMSOP's engagement with community partnerships (e.g., the PATIENTS Program) and "pharmapreneurism" as tools for achieving belonging, justice, and EDI.

The University of Maryland Graduate School formed a Diversity, Equity, and Inclusion Committee in July 2020 and appointed a chief EDI officer. Also in 2021, the Graduate School received approval from the Maryland Higher Education Commission (UMB's accrediting body) to offer the Master of Science in Diversity, Equity, and Inclusion Leadership, which is one of only three such EDI leadership programs in the nation. It serves to develop organizational leaders who "center belongingness and the critical examination of policies and practices that disproportionately impact individuals and groups based on their group membership." (graduate.umaryland.edu/DiversityEquityInclusion) In 2022, the Graduate School completed



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Representation matters deeply.

The University of Maryland, Baltimore, located in such a richly diverse geographic area, has a unique opportunity to take a pioneering role in recruiting and retaining future health care professionals.

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Shani Fleming, MSHS, MPH, PA-C

*Associate Professor and Chief Equity,
Diversity, and Inclusion Officer,
Graduate School*



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Justice requires becoming very honest about our history, our present day, and what we will do to create a different future.

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Nicole Palmore, MSW
*Executive Director of Equity,
Diversity, and Inclusion,
Administration and Finance, UMB*

a strategic plan that includes specific EDI goals and objectives and started a monthly JEDI Community of Practice and JEDI newsletters. In 2020-2021, Damon Williams, PhD, nationally renowned author of “The Chief Diversity Officer” (Routledge, 2013) and leader of the Center for Strategic Diversity Leadership & Social Innovation in Atlanta, conducted a high-level strategic review of UMB focusing on faculty EDI and improving climate inclusivity. Williams’ study calls for a shared five-year plan and accountability strategy. While the study commends UMB for being “a clear leader in URM racial diversity representation, particularly among students and management” among peer institutions, UMB’s faculty diversity can be improved to meet the same excellence it enjoys for diversity among graduate students. According to Williams’ study, among peer institutions, UMB is No. 1 for Black graduate students at 17.16 percent; No. 1 for women graduate students at 71.61 percent; and No. 1 for Black management personnel at 25.90 percent. This study forms the core of the groundwork for UMB’s inaugural diversity strategic plan.

In 2021, Jane M. Kirschling, PhD, RN, FAAN, then the Bill and Joanne Conway Dean of UMSON, played a pivotal leadership role in establishing a COVID-19 vaccination clinic, particularly supporting American Indian/Native American/Indigenous populations in Baltimore. UMSOP, Emergency Management, Environmental Services, Student Affairs and the SMC Campus Center, Parking and Transportation Services, UMB Police and Public Safety, and Communications and Public Affairs also played critical roles in supporting the vaccination clinic in partnership with the Indian Health

Service and the Native American LifeLines Urban Indian Health organization.

OEDI was established in 2021, led by UMB's inaugural chief diversity, equity, and inclusion officer and vice president (CEDIO/VP), Diane Forbes Berthoud, PhD, MA, reporting directly to the president. The structuring of this position demonstrates the centrality of justice and EDI in achieving UMB's mission. OEDI's mission is to build capacity and cultivate collective action to advance sustainable, systemic change that promotes equity and justice in all dimensions of the mission and culture of UMB. Since the creation of a central leadership function and structure, the CEDIO/VP has provided leadership and expertise for the creation and expansion of EDI leadership roles, offices, and programs, and there has been increased fiscal and professional commitment to support and advance EDI and justice and increase capacity building and skill in EDI across the University.

In 2022, UMB's largest administrative unit, Administration and Finance (A&F), with nearly 800 employees, established its inaugural executive director of equity, diversity, and inclusion role to lead initiatives that support the ongoing development

of a positive and inclusive organizational culture. This culture of belonging should enhance employee recruitment, retention, and engagement and uniquely support the needs of the A&F staff. The executive director of diversity is leading the design and development of several key initiatives around a holistic organizational EDI approach, including the required EDI learning series WISER Together for all staff and an Inclusive Conversations series for senior leaders, more equitable hiring practices through the introduction of required search committee training, diversified applicant pools, and applicant diversity statements. Through these initiatives, A&F aligns its actions with the commitment to the University's core values set of Equity and Justice.

In fall 2022, the Diversity Strategic Plan committee was formed and charged with developing UMB's inaugural diversity strategic plan. We engaged in a collaborative process of discovery and analysis that yielded a focus on four main themes designed to increase belonging, justice, equity, and inclusion at UMB as a place of work, learning, researching, and living.



“

Through my work in the Division of Student Affairs, I will utilize the data from the Student Experience Survey to strengthen existing initiatives and explore new ways to positively impact student belonging. As creator of the Graduate School's Master of Science in DEI Leadership, I will increase the capacity of EDI leaders across the country to continue to be change makers during a time when anti-EDI legislation threatens the profession.

”

Courtney Jones Carney, DPA, MBA

Executive Director, Intercultural Leadership and Engagement, and Director, Intercultural Center, UMB

UMB's Present: The University Today

The framework upon which this plan is woven includes national dialogues about race, racism, and oppressive hierarchies relating to many aspects of human identity. This includes the idea that representation for those who are underrepresented in comparison to that population's presence in the nation as a whole is critical for achieving justice, equity, and inclusion. Additionally, we must consider a broader definition of diversity. For example, because we cannot count what we do not recognize, it is important that institutional data now enumerates beyond the gender binary. Further, intersectional identities (e.g., the juxtaposition of race and gender) reveal complexities beyond what one category alone might show. For some groups, their presence in some areas of the institution may equal or even exceed national representation, but these populations (e.g., women and Asian Americans), still experience discrimination and harassment. Finally, some identities are treated as monolithic, such as international, Asian American, Black, Latine, and mixed race, but the different ethnic groups that make up these larger racialized groupings may not experience oppressions or privileges in the same ways. In these cases, it is important to disaggregate the data so we can present a clearer picture.

UMB's current student diversity is strong, with a majority of students who are women and 50-plus percent who identify as students of color. UMB is a leader in preparing future health care and social services professionals representing diverse and underrepresented backgrounds. As of fall 2023, the students are 72.2 percent women and 27.8 percent, men with the percentage of transgender, gender fluid, and non-binary

students unknown. International students are 6.1 percent; Latine students are 9.0 percent; American Indian/Alaska Native students are 0.0 percent; Asian American students are 15.8 percent; Black students are 20.5 percent; Native Hawaiian or other Pacific Islander students are 0.1 percent; white students are 43.1 percent; two-or-more-races students are 4.0 percent; and students for whom race and ethnicity are unknown are 1.3 percent.

Data also shows disparities in graduation rates among the categories of students recognized by the federal government as “URM” or “underrepresented minorities” and those categorized as “non-URM.” These gaps in four-year graduation rates range across schools from -1.04 percent to 22.01 percent, with an average of 6.57 percent for all UMB schools.

In 2023, faculty diversity records shows that the faculty are 58 percent women and 42 percent men, with the percentage of transgender, gender-fluid, and non-binary faculty unknown. Latine faculty are 1.3 percent; American Indian/Alaska Native faculty are 0.2 percent; Asian American faculty are 19.7 percent; Black faculty are 13.7 percent; Native Hawaiian or other Pacific Islander faculty are 0.1 percent; white faculty are 61.6 percent; two-or-more-races faculty are 3.3 percent; and faculty for whom race and ethnicity are unknown are 0.0 percent.

For staff, 2022 records show that the staff are 67.22 percent women and 32.77 percent men, with the percentage of transgender, gender fluid, and non-binary staff unknown. In 2023, Latine staff are 0.8 percent; American Indian/Alaska Native staff are 0.1 percent, Asian American staff are 11.1 percent, Black staff are 34.9 percent ; Native Hawaiian or other Pacific Islander staff are 0.0 percent; white staff are 47.6 percent;



“

The diversity strategic plan is necessary for every member of the UMB community to see themselves and others as integral parts of how we ‘improve the human condition and serve the public good.’

”

C. Daniel Mullins, PhD

Professor, Department of Practice, Sciences, and Health Outcomes Research, and Executive Director, PATIENTS Program, School of Pharmacy

two-or-more-races staff are 5.4 percent; and staff for whom race and ethnicity are unknown are 0.0 percent.

Potential: Areas for Growth

For the purpose of advancing feelings of belonging and experiences of social justice, equity, diversity, and inclusion, the most significant areas of growth in representation are in increasing faculty diversity and increasing diversity among senior leadership in faculty, staff, and administrative roles. The improvement of faculty diversity, particularly in terms of Latine and Black faculty, will better support students from those communities and benefit all students who must be better prepared to meet the complex health and human services realities of our global society.

To increase institutional accountability and improve the impact of EDI initiatives, the most significant areas of growth are in data collection and analysis and developing clear metrics for success in these areas. We cannot change what we cannot see, so clarifying what UMB should research about itself as an institution and providing transparent and EDI-guided analysis of that data are critical to driving institutional change. Having measurable metrics that assess impact and not just numbers also is imperative.

To support greater alignment with UMB's mission and core values, the greatest opportunity is for each school and non-academic unit to develop its own diversity strategic plan, guided by the principles, goals, objectives, and metrics outlined in this Universitywide diversity strategic plan.



OEDI: ESTABLISHING AND ALIGNING STRUCTURE, STRATEGY, AND ACCOUNTABILITY

Establishing the Office of Equity, Diversity, and Inclusion (OEDI) and hiring the inaugural chief equity, diversity, and inclusion officer and vice president, Diane Forbes Berthoud, PhD, MA, in 2021 strengthened the foundation upon which to weave the mission of OEDI “to build capacity and cultivate collective action to advance sustainable, systemic change that promotes equity and justice in all dimensions of the mission and culture of UMB.” (*Middle States Self-Study Design, page 20*) With this foundation, the many already existing threads of equity, diversity, and inclusion work at UMB have a place to come together, to form a clear, cohesive, and sustainable pattern, and thus to more quickly and thoroughly produce a whole cloth of belonging, equity, justice, diversity, and inclusion.



PURPOSE OF THE DIVERSITY STRATEGIC PLAN

The role of this inaugural diversity strategic plan is to weave together the many strands of belonging, equity, diversity, inclusion, and justice at UMB, to help guide the further creation of this complex tapestry. This plan is needed now because our data shows we can do better. We can do better at recruiting and retaining diverse faculty — especially Latine, Black, Indigenous, and mixed-race faculty — who can further enhance and enrich the educational experience at UMB in their scholarship, research, teaching, and service, and contribute to an even more dynamic and diverse university. This is particularly urgent now as our world emerges from

the COVID-19 pandemic, which revealed catastrophic health, social, economic, and educational disparities across societies. The concurrent national and global escalation of antisemitic, anti-Arab, anti-Asian, anti-Black, anti-Indigenous, anti-immigrant, Islamophobic, homophobic, and anti-transgender violence and rhetoric compels introspection about UMB's history as an institution of higher education and its role as a local and global leader. More than ever, UMB's leadership is needed in the preparation and graduation of future health, law, and human services providers who have the background and experience needed to serve diverse communities.

EXISTING EDI WORK

The warp and the weft of this plan are composed of the critical work of the central UMB Office of Equity, Diversity, and Inclusion (OEDI), that of the diversity leads and offices in each school and the major units of Student Affairs and Administration & Finance, and the work of the Diversity Advisory Council.

Since its creation in 2021, OEDI has completed numerous actions designed to increase belonging, justice, and equity, diversity, and inclusion (EDI) at UMB.

Be JEDI Innovation Grant: Launched in spring, 2023, this grant is intended to enhance belonging, justice, equity, diversity, and inclusion at UMB through education, research, service, climate, or leadership outcomes and to support and advance UMB's 2022-2026 Strategic Plan, with a particular focus on Theme 3: University Culture, Engagement, and Belonging, and the integration of the core values set of Equity and Justice at UMB. Three proposals were awarded in the first round of the grant.

Black History Month/MLK Awards: This annual commemoration of the life and work of the Rev. Dr. Martin Luther King Jr. previously was organized by the Diversity Advisory Council. This celebration reinforces UMB's commitment to diversity through an inspiring keynote message delivered by a distinguished leader or scholar in the

field of EDI and through recognition of members of the UMB community who exemplify Dr. King's vision.

Data Dashboard: Launched in 2023, the data analytics dashboard is a critical resource in assessing and advancing EDI at UMB. Currently focused on faculty and staff presence, the dashboard will soon add student data related to enrollment, persistence, and retention. The dashboard will be continuously reviewed and revised, evolving as the EDI landscape changes.

EDI Glossary and Data Dictionary: OEDI is developing this resource to enhance inclusive communication by the University and to support scholars, researchers, and teachers in their work.

Development and Training: OEDI provides or partners with others to offer trainings on a range of topics from implicit bias in hiring to addressing issues related to specific populations. All upper-level administrative search committees are provided training on implicit bias in hiring practices.

Faculty of Color Network: Grounded in research on faculty equity, climate, and advancement, this network was created in 2022 to support the recruitment, retention, and overall success of faculty from groups underrepresented in their



“

To me, seeing a university actually create a plan to help with diversity shows that they really do care about the students. There are not a lot of universities that will put plans in place to make sure that their students feel safe and welcomed.

”

Aziza Frank

*PhD Candidate, Department of
Pharmaceutical Sciences,
School of Pharmacy*

discipline or those who may experience discrimination or harassment based on their race or ethnicity.

Institutional Resiliency: An important part of OEDI’s work is to provide leadership for UMB during times of social unrest. This might involve writing statements of solidarity, organizing community discussions, or meeting with representatives of affected groups.

Pay Equity Review: The CEDIO/VP engages in an ongoing partnership with Human Resource Services leadership to review and correct pay equity.

Policy Review, Revision, and Creation: OEDI consults as needed on policy, review, revision, and creation to ensure that justice, equity, diversity, and inclusion is embedded in the structures of UMB as an institution.

Onboarding: OEDI staff provide biweekly onboarding related to the work of the office as part of institutional onboarding for new UMB faculty and staff.

THE PROCESS: WEAVING THREADS OF ALL COLORS

The foundation for “Weaving University **REPS:** Diversity Action and Accountability Plan” was laid with the formation of the Diversity Strategic Plan (DSP) Committee in fall 2022.

2022-2023 Timeline

TIME FRAME	ACTIVITY	STATUS
Fall 2022	DSP Committee convened	Year 1 work completed
Fall 2022	Staff Experience Survey conducted	Reported to UMB community
Spring 2023	Faculty Experience Survey conducted	Reported to UMB community
Spring 2023	Data Dashboard established	Completed
Spring 2023	Data Dashboard status and opportunities reports	Provided to deans
Spring-Summer 2023	Listening sessions conducted	Report presented to DSP Committee and DAC
Spring-Summer 2023	Theme Working Groups	Report presented to DSP Committee and DAC
Early Fall 2023	DSP first draft	Completed
Late Fall 2023	DSP revision	Completed
Nov. 9, 2023	DSP presented to UMB community	Completed



“
Belonging means being accepted for all of the parts that make us individual humans. We will always achieve more through connectiveness, and this begins with ensuring individuals feel valued for who they uniquely are.

”
Karen L. Gordes, PhD, PT, DScPT
Associate Professor and Director, MS in Health Professions Education Program, and Chief Learning Officer, Physician Assistant Leadership and Learning Academy, Graduate School

Diversity Strategic Plan Committee Charge

The Diversity Strategic Plan Committee was charged with informing the development of UMB’s first diversity strategic plan, which will serve as a road map and framework to activate and advance diversity, equity, and inclusion at UMB.

The committee adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. It extensively reviewed surveys, climate studies, UMB’s 2022-2026 Strategic Plan, Universitywide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan’s development. In spring 2023, the committee hosted listening sessions to learn more from the UMB community about future directions in EDI. (umaryland.edu/diversity/diversity-strategic-plan)

Further movement on the plan developed through the engagement and collective action of the DSP Committee, a broadly representative body inclusive of students, staff, faculty, and administrators from various ranks and from across UMB. (*Appendix A*) The committee co-chairs were Diane Forbes Berthoud, PhD, MA, CEDIO/VP, UMB, and professor, Graduate School, and C. Daniel Mullins, PhD, professor, Department of Practice, Sciences, and Health Outcomes Research, and executive director, PATIENTS Program, UMSOP. They supported and guided the committee to listen to what was needed, learn through rigorous data analysis what was already happening, and gain a deep understanding of the issues through an examination of best practices at peer institutions as well as in industry. The DSP Committee discussed EDI at UMB until four clear themes emerged, which became

the basis for the four Theme Working Groups, listed below with their full titles and the names of their leads. *(For a full list of all working group participants, please see Appendix C.)*

Recruitment and Retention: Yolanda Ogbolu, PhD, NNP, FNAP, FAAN, the Bill and Joanne Conway Dean of UMSON; Sheila Blackshear, MS, CAAP, Diversity, ADA, and Affirmative Action Administrator, Human Resource Services, UMB

Climate/Experience (later Experience and Climate): Courtney Resnick, EdD, Director, Academic Administration, Office of the Provost, UMB

Professional Development and Career Advancement: C. Daniel Mullins, PhD, Professor, Department of Practice, Sciences, and Health Outcomes Research, and Executive Director, PATIENTS Program, UMSOP; Wei Ming Dariotis, PhD, Former Assistant Vice President, Office of Equity, Diversity, and Inclusion

Education, Scholarship, and Service (later Scholarship, Service, and Education): Franck Dumetz, PhD, Research Associate, Department of Microbiology and Immunology, UMSOM; Amy Ramirez, MA, Director of International Services, Center for Global Engagement

These four Theme Working Groups evolved into the core themes of the **REPS** framework: **R**ecruitment and Retention, **E**xperience and Climate, **P**rofessional Development and Career Advancement, and **S**cholarship, Service, and Education. The recommendations of these working groups, as expressed in the executive summary of their final reports, form the basis of the key goals of this plan and were reviewed by DAC. *(Appendix B)*



“

I see the Diversity Strategic Plan as putting our money where our mouth is. We cannot espouse to have these beliefs and then not back it up. We are putting resources into equity, diversity, and inclusion, and that speaks to the heart and soul of our community.

”

Aaron Graham, JD

*Associate Director of Career Development,
Francis King Carey School of Law, and UMB
Staff Senate President*



“

To me, ***belonging*** means that everyone not only feels comfortable being themselves, but also that their uniqueness is appreciated and welcomed by those around them.

”

Emily Gorman, MLIS

*Research and Education Librarian for
the School of Pharmacy, Health Sciences
and Human Services Library, UMB*

To learn more about the concerns of the UMB community, about 40 listening sessions were organized by Russell McClain, JD, associate professor and associate dean for diversity and inclusion, Francis King Carey School of Law, and Wei Ming Dariotis. These were led by a variety of volunteer discussion leads and notetakers (*Appendix D*), and were inclusive of about 160 participants across a variety of constituencies. The CEDIO/VP also conducted over 15 executive leadership interviews, and Nicole Palmore, MSW, executive director of diversity and inclusion, A&F, held nine sessions for about 200 Facilities and Operations staff members who are not eligible for telework. These sessions were particularly important because this population is often left out of these types of conversations by the very nature of their work. Their voices also are key to understanding the true complexities of achieving justice, equity, diversity, and inclusion in an institution.

Seven key questions were posed during the Universitywide listening sessions and executive interviews. The same seven questions also were available through an online platform in an open-discussion format (Konveio), where the UMB community was invited to join the conversation. This online discussion forum generated 1,451 engagements (responding to, supporting, or disagreeing with comments) and 1,573 views of comments on that platform. In this forum, participants communicated that they were interested in standardizing many units' already existing EDI practices across UMB. Others emphasized that it is important to survey those who leave UMB, just as it is important to survey those who remain. While the growing commitment to EDI is recognized and lauded, community members also recognize the need for greater institutionalization,

including increasing staffing and resources dedicated to belonging, justice, equity, diversity, and inclusion. The work of the central Office of Equity, Diversity, and Inclusion as well as of the school offices and leads in other units, has been making a significant impact that is widely and deeply appreciated.

The Seven EDI Questions

Question 1: “On a scale of 1-10, how would you rate UMB on equity, diversity, and inclusion?”

Question 2: “Where is there room for UMB to grow in equity, diversity, and inclusion?”

Question 3: “What are areas where you think UMB is strong as it relates to EDI?”

Question 4: “What are some areas where you think UMB faces challenges as it relates to EDI?”

Question 5: “As we plan the future of EDI at UMB, what do you think are the three most important things that need to be in UMB’s first diversity strategic plan?”

Question 6: “What would be the ideal vision for EDI at UMB for the next 10 years?”

Question 7: “Is there anything else you would like to share?”

When we asked participants in our listening sessions what their ideal vision of UMB would be, or what UMB might look like after 10 years of implementing this diversity strategic plan, they shared their hopes that it would be a place where everyone — students, staff, faculty, administrators, patients, West Baltimore community members, and



“

UMB needs a diversity strategic plan because we have to plan and act together for our shared success. We all deserve the best place to learn and work.

”

Nicole Palmore, MSW
*Executive Director of Equity,
Diversity, and Inclusion,
Administration and Finance, UMB*



“

What does *belonging* mean to me?

As a child, I deeply experienced what it felt like to not belong, as I was the first minority in my entire elementary school. And I carried that feeling most of my life. Without realizing it, it affected my work, relationships, and sense of self. And I have found that practicing kindness creates a sense of belonging, which is life-changing.

”

Glenn Canares, DDS, MSD

Clinical Assistant Professor and Clinical Director and Assistant Director, Advanced Specialty Education Program, Division of Pediatric Dentistry, School of Dentistry

alumni — would feel equally welcome. One listening session participant shared the wish: “That they feel such a strong sense of belonging that they tell others about UMB.” This was shared with the hope that creating this strong feeling of belonging would draw people to UMB, or, as they shared, because of this, “Other people will want to come here.”

In addition to these sources of local knowledge, the drafting of the inaugural diversity strategic plan included a survey of critical higher education scholarship; a review of UMB’s 2022-2026 Strategic Plan, core values, and Middle States Self-Study; and diversity strategic plans from peer institutions including the University of Washington; University of California, San Diego; University of Michigan; University of California, Berkeley, Ohio University, and others. We also referred to OEDI’s newly created Data Dashboard to examine faculty and staff presence at every rank in each school, which reveals opportunities and challenges around recruitment and retention, particularly of Black, American Indian/Indigenous, and Latine faculty and staff, and data from UMB’s Office of Institutional Effectiveness, Strategic Planning, and Assessment on student diversity. This revealed an opportunity and challenge to address equity gaps in graduation rates between students who are underrepresented in health, law, and human services undergraduate and graduate programs and those who are not underrepresented.

Structure: REPS

As a result of this thorough review, the following Universitywide areas of focus were identified:

Recruitment and Retention

Experience and Climate

Professional Development and Career Advancement

Scholarship, Service, and Education

The acronym for these four themes, **REPS**, also refers to the power of **rep**resentation, the power of **rep**utation, and the power of **rep**etition.

REPS also reminds us that we are all **rep**resentatives of the values and practices of equity, diversity, and inclusion.

Representation is the presence of people of diverse and intersectional identities within all roles at UMB as we strive for justice, equity, diversity, and inclusion.

Reputation, or how UMB lives up to its mission and core values, is the heart of how the goals of this plan will be achieved.

Repetition, or replicable and persistent action, matters because no one activity or set of operations can undo hundreds of years of racism and systemic oppression.



“

A diversity strategic plan is needed at UMB to help frame the culture of ***inclusion and equity***. The strongest teams and most effective initiatives are ones in which a diverse group of individuals is involved.

”

Karen S. Park, MA, MBA
*Director of Strategic Projects,
Chief of Staff to the Chief
Business and Finance Officer,
and Senior Vice President for
Administration and Finance, UMB*

REPS: GOALS AND OBJECTIVES, METRICS AND ACCOUNTABILITY, AND TIME FRAME

Goals and Objectives

The goals and objectives in the following tables are based on those generated by the four Theme Working Groups. They include the four overarching goals, or what we want to achieve, followed by a series of objectives that show how we will achieve the goals.

Metrics and Accountability

Metrics of assessment and loci of accountability show what we are doing to meet each objective, how we will maintain accountability, and how we will measure our progress, so they are an integral part of the following tables. Proposed assessment metrics were developed with the support of the education consulting firm EAB and are meant to be both specific metrics that will be used and suggestive of the types of metrics individual units may develop. Loci of accountability were developed in consultation with senior leadership.

Time Frame

The Office of Equity, Diversity, and Inclusion collaborates with the President’s Office in tracking the progress of the goals supporting the **REPS** objectives. The following tables indicate UMB’s current progress, which includes exploration, creation, and implementation phases. Rather than marking tasks as completed, we recognize that this work will always include a process of expanding and deepening. The time frame for achieving the next phase for some of the goals may be short-, mid-, or long-term, while others may be continuous.

Time Frame Key

CURRENT PROGRESS		NEXT PHASE	
E	Explore	Short	Y1
C	Create	Mid	Y2-5
I	Implement	Long	Y5+
E&D	Expand and Deepen	Cont.	Continuous

THE FOUR THEMES

Recruitment and Retention

UMB actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core values set of Equity and Justice.

Diverse recruitment and retention are a priority at UMB, ensuring that we attract, recruit, and retain talented and diverse students, faculty, staff, students and trainees. The success of UMB's recruitment and retention efforts can be measured by the increased representation of diverse groups at all levels, employees' and students' feelings of belonging, and increased opportunities for engagement, development, and success. What participants in listening sessions, the online platform, experience surveys, and the working groups

conveyed is a vision of equitable access to opportunities for excellence for all, or, as one listening session participant describes, "clear paths to leadership positions from a diverse leadership that values including all voices."

Equitable access starts with pathways into UMB, which as an institution graduates many professionals belonging to groups underrepresented in their fields. Ways to hire and retain these people includes faculty cluster hiring to address student and curricular needs, then continues as mentorship and sponsorship. To retain the diverse students, staff, faculty, and leadership that are recruited, UMB also needs equitable pathways to excellence, including professional development and career advancement opportunities.

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

RECRUITMENT AND RETENTION					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core values set of Equity and Justice.</p> <p><i>(UMB 2022-2026 Strategic Plan Theme 3, Strategic Outcome 2)</i></p>	<p>Expand career development programs for staff, including developing a strong career ladder system</p>	<p><i>Number of career development programs created and expanded</i></p> <p><i>Presence of career ladder</i></p> <p><i>Increased presence of women, non-binary, underrepresented minority (URM) and minoritized people, particularly at intersections of these identities, in upper management and leadership roles</i></p>	E, C	Mid	Chief Human Resources Officer (CHRO), Provost, Deans and VPs
	<p>Standardize across all schools and units the structures, policies, and practices (including bias training and monitoring) for faculty and staff searches, hiring, selection, evaluation, retention, and promotion</p>	<p><i>Increased presence of URM and minoritized faculty, staff, and students to reflect demographic spread across all schools and units measured through EDI data dashboards</i></p> <p><i>Recording and reporting demographics of hiring committees; candidate pools; hired employees; retention and promotion committees; and increased rates of underrepresented and minoritized employee tenure, retention, and promotion as measured through EDI dashboards by school</i></p>	E, C	Mid	Provost, Deans, and Chief Equity, Diversity, and Inclusion Officer and Vice President (CEDIO/VP); Faculty Senate

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

RECRUITMENT AND RETENTION					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core values set of Equity and Justice.</p> <p><i>(UMB 2022-2026 Strategic Plan Theme 3, Strategic Outcome 2)</i></p>	<p>Commit resources to recruit and retain diverse faculty (emphasizing tenure track) and students across all schools with a focus on women and under-represented and minoritized groups, and people with social identities negatively impacted by structural inequities</p>	<p><i>Number of recruitment and retention efforts, plans, and packages instituted</i></p> <p><i>Funds committed to recruitment and retention</i></p> <p><i>Number and percentage of faculty and students from URM and minoritized groups recruited, hired/admitted, and retained/graduated</i></p>	E	Short	Provost, Deans, CEDIO/VP
	<p>Recruit and retain diverse leaders at senior staff levels</p>	<p><i>Increased diversity among senior staff and upper leadership as measured through EDI data dashboards</i></p>	E, C, I	Cont.	President, Deans and VPs
	<p>Develop and implement reward and recognition programs and initiatives that celebrate diverse staff, faculty, and students</p>	<p><i>Document reward and recognition programs and measure their positive impact, as evidenced through EDI data dashboards, on retention of URM and minoritized staff, faculty, and students</i></p> <p><i>Assess employee and student experience levels of satisfaction, belonging, and decrease of negative and increase of positive interpersonal behaviors, and increased reporting of core values being demonstrated as measured on experience surveys</i></p> <p><i>Number of reward and recognition programs and initiatives formalized that celebrate diverse staff, faculty, and students</i></p>	E, C, I	Short	President, Provost, Deans and VPs, CEDIO/VP

Experience and Climate

UMB promotes and advances a welcoming and inclusive culture of care.

Climate refers to people’s perception or feeling about the organizational culture — norms, values, practices, and processes. Climate and experience can be affected by many factors and can be improved by consistent and transparent efforts. The No. 1 way we can achieve this strong feeling of belonging — according to participants in listening sessions, the online platform, experience surveys, the working groups, a review of relevant scholarship, and through a survey of industry and peer institutions’ best practices — is through UMB having representation reflective of Maryland’s and Baltimore’s demographics distributed at all levels and statuses within the institution. The working group for this theme noted that anti-Blackness is an issue at UMB, although all minoritized groups expressed in experience surveys having less feelings of inclusion and belonging

in varying degrees. Latine people also experience less feelings of belonging at UMB, as evidenced by a decline in the presence of Latine staff and faculty over the decade from 2013 to 2023 and as seen in the results of experience surveys. Further, this working group notes that doing justice, equity, diversity, and inclusion work without adequate recognition can lead to burnout.

The climate of UMB can be enhanced through a commitment to UMB’s core values set of Respect and Integrity, showing that we value each other and “hold ourselves accountable for acting ethically and transparently using compassion and empathy,” and through the core values set of Equity and Justice, which demonstrates that we “oppose racism and oppression in all their forms.”

Ultimately, as one listening session participant put it, “UMB was not founded with marginalized people in mind; in 10 years, I would like UMB to feel like it was made with those people in mind.”

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

EXPERIENCE AND CLIMATE					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB promotes and advances a welcoming and inclusive culture of care. (UMB 2022-2026 Strategic Plan Theme 3)</p>	<p>Develop, expand, and institutionalize employee resource groups (ERGs) for faculty and staff and affinity groups for students to increase feelings of belonging and inclusion, particularly for those who experience identity-based exclusion, particularly Black people and especially Black women</p>	<p><i>Number of ERGs and affinity groups; resources on OEDI website</i></p> <p><i>Percentage increase in employee and student participation in ERGs and student affinity groups</i></p> <p><i>Increased retention of those belonging to groups that experience identity-based exclusion, especially Black and Latine employees and students</i></p>	E, C, I	Short, Mid	CEDIO/VP, Deans and VPs
	<p>Implement accountability measures to ensure that all ranks of faculty and staff actively advance equity, diversity, and inclusion initiatives</p>	<p><i>Increased professional development opportunities related to equity, diversity, and inclusion initiatives for all ranks of faculty and staff</i></p> <p><i>Number of policies and practices that integrate EDI</i></p> <p><i>Improved employee and student experience as measured through experience survey reports of increased satisfaction and belonging and improved experiences of interpersonal behaviors</i></p>	E	Long, Cont.	CEDIO/VP, Deans and VPs, Faculty Senate
	<p>Review and update all policies periodically to ensure that they integrate equity, diversity, and inclusion best practices</p>	<p><i>Number of institutional policies and practices reviewed</i></p> <p><i>Number of institutional policies and practices revised with EDI</i></p>	E, I	Cont.	CEDIO/VP, Deans and VPs

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

EXPERIENCE AND CLIMATE					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB promotes and advances a welcoming and inclusive culture of care. (UMB 2022-2026 Strategic Plan Theme 3)</p>	<p>Address microaggressions through advocacy, training, and reporting</p>	<p><i>Increase in number of resources and trainings on microaggressions</i></p> <p><i>Decrease in number of bias reports</i></p> <p><i>Improved employee and student experience as measured through decrease in number of microaggressions and bias incidents and increased reporting, in experience surveys, of core values demonstrated</i></p> <p><i>Improved career advancement for women, non-binary, URM, and minoritized faculty and staff</i></p>	I, E&D	Mid, Long, Cont.	CHRO, VP of Accountability and Compliance, Deans and VPs
	<p>Implement consistent and transparent climate assessments and demographic data reporting in order to inform ongoing improvements</p>	<p><i>Frequency of climate assessment and experience surveys; increased communication of results</i></p> <p><i>Improve EDI data dashboards and institutional research to better reflect students' and employees' complex and intersecting identities</i></p> <p><i>Improved employee and student experience as measured through increased satisfaction and belonging and improved experiences of interpersonal behaviors and decreased # of microaggressions and bias incidents and increased reporting of Core Values demonstrated</i></p>	C, I	Short, Cont.	Provost, CHRO, CEDIO/VP

Professional Development and Career Advancement

UMB supports and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect.

Investing in the people of UMB is the core of the “Weaving University **REPS**: Diversity Action and Accountability Plan,” and this aligns with Theme 3’s commitment to develop our people, build capacity, and ensure success for our employees and students. This investment exemplifies UMB’s core values set of Equity and Justice, which calls for UMB to prioritize and integrate equity, including equitable practices in teaching and working, and for an investment in justice, particularly for UMB “stakeholders from marginalized populations” to guide and serve as leaders. UMB is one of only three institutions in the nation providing leadership development through a Master’s of Science in Diversity,

Equity and Inclusion Leadership. The University also offers numerous micro-credentials that support employee capacity building and development in equity, diversity, and inclusion. Further, the Office of Equity, Diversity, and Inclusion works with University leadership to track participation in and the impact of professional leadership development programs and opportunities, both internal and external.

The working group for this theme offers these definitions:

Professional development includes assurance that everyone has equitable opportunities to achieve their definition of excellence and success at UMB, as well as moving the institution toward the achievement of UMB’s core values, and a commitment to the principles and practices of diversity, equity, and inclusion.

Career advancement means that UMB helps everyone identify pathways for new opportunities and there is an equitable representation of diversity at all ranks of the University.

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB supports and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect.</p> <p><i>(UMB 2022-2026 Strategic Plan Theme 3, Strategic Outcome 3)</i></p>	<p>Increase representation of — and positive measurable impact for — minoritized and underrepresented groups in professional development opportunities</p>	<p><i>Number and percentage of women, non-binary, URM, and minoritized participants in professional development opportunities</i></p> <p><i>Increased promotion and retention rates of program participants</i></p> <p><i>Audit experience surveys for improved employee and student success (e.g., employee promotion and student graduation rates), well-being, and demonstration of core values</i></p>	I	Short	Provost, CHRO, CEDIO/VP
	<p>Create and develop mechanisms to track and assess the effectiveness and impact of professional development programs</p>	<p><i>Pre- and post-participation surveys indicating positive impact of programs</i></p> <p><i>Improved retention and promotion rates of women, non-binary, URM, and minoritized participants compared to that of men and non-URM employees</i></p>	E	Mid	Provost, CHRO, CEDIO/VP
	<p>Embed diversity and inclusion concepts in employee and supervisor trainings</p>	<p><i>100 percent of training programs reviewed and revised to include EDI concepts</i></p>	I, E&D	Mid	CHRO, CEDIO/VP

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect.</p> <p><i>(UMB 2022-2026 Strategic Plan Theme 3, Strategic Outcome 3)</i></p>	<p>Create sustainable programs and pathways, including mentoring networks and sponsorship programs, with clear and accessible guidance to ensure everyone’s success</p>	<p><i>Number of mentoring networks</i></p> <p><i>Number of sustainable pathways and programs</i></p> <p><i>Number of women, non-binary, URM, and minoritized student, faculty, and staff participants in mentoring and sponsorship networks and programs</i></p> <p><i>Surveys showing satisfaction of participants in mentoring networks and sponsorship programs</i></p> <p><i>Tracking participants’ successful career advancement</i></p>	E, C, I, E&D	Mid, Long	Deans, VPs, Provost, CHRO

Scholarship, Service, and Education

UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service.

Moving forward, UMB will be an institution known for the full integration of equity, diversity, and inclusion throughout the research, scholarship, teaching, and service its members provide. UMB's core values set of Innovation and Discovery aligns with this focus through its imperative to promote ingenuity through thinking "that challenges constraints and inertia" and explores "creative ideas and collective talents." This core values set also calls for collaboration through "interdisciplinary and multidisciplinary teamwork."

There are many curricular and co-curricular offerings across the seven UMB schools that address EDI issues; there is an opportunity for the schools and other units to borrow best practices from within and across the institution. There

also is an opportunity to increase consistency across the schools in terms of faculty advancement, promotion, and tenure (APT) policies, particularly to allow the valuing of the equity, diversity, and inclusion-informed teaching, research, and service — i.e., the scholarship of teaching and learning (SOTL), and community-engaged, applied, and interdisciplinary scholarship, teaching, and service. These shifts in APT policies and practices could improve the valuing of belonging, justice, equity, diversity, and inclusion work by faculty and also would address how implicit biases affect decisions regarding tenure and promotion. Similar adjustments to policies and practices for the review, retention, and promotion of staff and administrative leadership could further improve the full integration of belonging, justice, equity, diversity, and inclusion in the scholarship, service, and education offered at UMB.

WEAVING UNIVERSITY REPS: DIVERSITY ACTION AND ACCOUNTABILITY PLAN

SCHOLARSHIP, SERVICE, AND EDUCATION					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
<p>UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service.</p> <p>(UMB 2022-2026 Strategic Plan Themes 2, 5, and 6)</p>	<p>Develop mandatory courses across the curriculum focused on equity, diversity, and inclusion</p>	<p><i>Increased student awareness of and ability to engage with people from backgrounds and identities different from their own (measured in experience survey)</i></p> <p><i>Improved student experience as measured through experience survey reports of increased satisfaction and belonging and improved experiences of interpersonal behaviors, decreased occurrences of micro-aggressions and bias incidents, and increased reporting of core values demonstrated</i></p>	E	Mid	Provost, VP of EDI, AVP for Faculty Affairs, Faculty Task Force?
	<p>Review and revise course content across the curriculum to ensure the inclusion of equity, diversity, and inclusion principles</p>	<p><i>Percentage of curriculum reviewed and revised to ensure inclusion of equity, diversity, and inclusion principles</i></p> <p><i>Reduced drop, fail, withdraw (DFW) rates overall</i></p>	I, E	Long, Cont.	AVP for Faculty Affairs, CEDIO/VP
	<p>Provide and promote programs and initiatives on inclusive education, pedagogy, and practice</p>	<p><i>Number and percentage of faculty participating in inclusive education, pedagogy, and practice development</i></p> <p><i>Number of EDI programs and initiatives reviewed and revised</i></p> <p><i>Reduced Drop, Fail Withdraw (DFW) rates overall</i></p>	E	Short, Mid	Deans, Provost, AVP for Faculty Affairs, CEDIO/VP

SCHOLARSHIP, SERVICE, AND EDUCATION					
GOAL What We Want to Achieve	OBJECTIVES How We Will Achieve Our Goals	METRICS How We Will Know We Have Succeeded	CURRENT PROGRESS	NEXT PHASE	ACCOUNTABILITY Who Is Responsible
UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service. (UMB 2022-2026 Strategic Plan Themes 2, 5, and 6)	Revise faculty workload and appointment, promotion, and tenure (APT) policies to reward scholarship, teaching, and service that integrate equity, diversity, and inclusion	<i>Number and percentage of APT policies reviewed and revised in consideration and valuation of justice, equity, diversity, and inclusion</i>	E	Mid	Provost, AVP for Faculty Affairs, CEDIO/VP, Faculty Senate
	Implement and measure the impact of bias training for faculty promotion and tenure committees	<i>Rates and speed of tenure and promotion of women, non-binary, URM, and minoritized faculty equal to those of men and non-URM faculty, with consideration for intersectional identities, reported by chairs of promotion and tenure committees and measured by EDI data dashboards</i> <i>Pre- and post-surveys of participants in training indicating improvement in implicit bias awareness</i>	E	Mid	CEDIO/VP, Provost, Department Chairs, Faculty Senate

A diversity strategic plan is not accomplished in one push; it requires sustained effort, management, and revision. Belonging, justice, equity, diversity, and inclusion work is ever-evolving; the tapestry always needs to be revisited even as it is being woven. As one listening session participant put it, this work needs to “not be static, it needs to be dynamic. The world changes, so should we. ... [EDI work needs] constant feedback and ongoing review.”

Infrastructure for Continuous Development

This plan is a framework meant to guide UMB’s collaborative efforts, which will transform and evolve over time as new priorities are revealed and as understanding deepens. “Weaving University **REPS**” reflects best practices in higher education and industry, as well as scholarly and community-engaged research on social justice, equity, diversity, and inclusion. As these develop, so will UMB’s plan to better achieve institutional belonging, justice, equity, diversity, and inclusion.

Each school and major unit at UMB will review and report on their progress toward these diversity strategic plan goals, objectives, and metrics following the framework provided in the **REPS** tables. Their plans and progress will be reported to the central Office of Equity, Diversity, and Inclusion in a transparent and iterative process beginning in spring, 2024.



“

Belonging is a feeling folks have when they have been intentionally included into a safe space. No judgment. Belonging at UMB helps to create a sense of community. In community, there is trust, shared identity and relationship building.?”

”

Yvette Conyers, DNP, MSN, RN, FNP-C, CTN-B, CFCN, CFCS, CNE
Associate Dean for Equity, Diversity, and Inclusion and Assistant Professor, School of Nursing



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APPENDICES

- A. All Members of Diversity Strategic Planning (DSP) Committee
- B. All Members of Diversity Advisory Council
- C. All Members of each Theme Working Group
- D. All Listening Session Discussion Leads and Note Takers
- E. List of Partners for Each Project Leading into DSP
- F. List of Resources for Best Practices In DSP (e.g., National Association of Diversity Officers in Higher Education)
- G. Executive Summary of Theme Working Group reports
- H. Listening Sessions Final Report
- I. Faculty Experience Survey, 2023
- J. Staff Experience Survey, 2022
- K. Student Climate Surveys, 2019, 2022
- L. University of Maryland, Baltimore: “Accelerating Faculty DEI & Improving the Institutional Climate of Inclusion: A High-Level Strategic Review,” Nov. 2, 2021, Damon Williams, PhD, and Katie Schwartz, PhD
- M. UMB 2022-2026 Strategic Plan
- N. “Developing a Practice of Equity Minded Indicators,” Center for Urban Education
- O. UMB Office of Accountability and Compliance Bias and Discrimination Reports, Oct. 14, 2022
- P. President’s Symposium and White Paper Project, “The State of Equity, Diversity, and Inclusion at UMB: Leveraging Inclusive Leadership to Develop and Implement EDI-Informed Curriculum,” 2021-2022
- Q. List of Referenced Diversity Strategic Plans:
 - a. Emory University
 - b. Indiana State University System
 - c. Lehigh University
 - d. Massachusetts Institute of Technology
 - e. Ohio University
 - f. University of California, Berkeley
 - g. University of California, San Diego
 - h. University of Iowa
 - i. University of Michigan
 - j. University of Washington, Seattle



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