THE STATE OF EQUITY, DIVERSITY, & INCLUSION AT UMB

Leveraging Inclusive Leadership to Develop and Implement EDI-Informed Curriculum
Why a White Paper?

According to the Stanford Law School, “a white paper is an authoritative report or guide that often addresses issues and how to solve them. The term originated when government papers were coded by color to indicate distribution, with white designated for public access.”


Land Acknowledgement

Just like the UMB Writing Center, the Presidents’ Fellows acknowledge Indigenous peoples’ past, present, and future as the rightful and traditional protectors and caretakers of their native lands in what is known today as the United States. We recognize the University of Maryland, Baltimore participates in the historical, ongoing, and violent legacy of land theft initiated by white, colonialist settlers who first invaded the Chesapeake region in the 17th century. Specifically, UMB operates on the ancestral lands of Iroquoian-speaking Susquehannock peoples and Algonquian-speaking peoples of the Cedarville Band of the Piscataway Conoy, the Piscataway Indian Nation, and the Piscataway Conoy Tribe, all of whom shared this area through their relations and whose descendants are thriving and resisting settler occupation.

We also acknowledge our complicity in the historical, deliberate, and ongoing attempts by settlers and their systems of oppression to appropriate Indigenous cultures, ignore or break treaties with sovereign Native Nations, and perpetrate and obfuscate racist and violent acts of political, social, economic, and ecological white supremacy. We further acknowledge the fundamental role that these colonialist acts have and continue to play in the historical and contemporary disenfranchisement, surveillance, and harm of Black Americans. Recognizing these intertwining injustices, this land acknowledgment serves as an opening to contemplate the continuing resistance to colonial indoctrination through various Indigenous and Black movements for identity, freedom, and self-determination. We commit our sites of learning to end anti-Black racism, modern colonialism, and white supremacy and to creating equitable relations that honor and heal communities and the land. We further advocate for ecological, relational, social, and political restoration and healing through the return of Native and Indigenous lands to their sovereign, rightful stewards.

NOTE: An earlier version of this land acknowledgment was developed in 2019, as part of an event on Indigenous languages and cultures, affiliated with UNESCO’s designation of 2019 as the International Year of Indigenous Languages. That version was created in partnership between the University of Maryland, Baltimore, Writing Center and Mario Harley, Member of the Piscataway Tribal Council.

We ask that readers of this acknowledgment join us in supporting the following local organizations and projects:

- African American Department at the Enoch Pratt Free Library <https://www.prattlibrary.org/locations/central/african-american-department>
- Baltimore American Indian Center (BAIC) <https://baltimoreamericanindiancenter.org/>
- Baltimore Black Arts District <http://blackartsdistrict.org/welcome>
- Farm Alliance of Baltimore <https://farmalliancebaltimore.org/>
- Indigenous Strong <https://www.facebook.com/BaltimoreforIPD/>
• Maryland Commission on Indian Affairs <https://goci.maryland.gov/maryland-commission-on-indian-affairs/>
• Native American Lifelines <https://nativeamericannlifelines.org/>
• Reginald F. Lewis Museum of Maryland African American History and Culture <https://www.lewismuseum.org/>
• University of Maryland, Baltimore, Office of Community Engagement <https://www.umaryland.edu/oce/center/>

For more resources on local Baltimore and U.S. Indigenous communities’ lifeways and histories, along with materials explaining options for writing land acknowledgments, please visit the UMB Writing Center land acknowledgement page: https://www.umaryland.edu/writing/land-acknowledgement/.

Adapted from the Writing Center’s Land Acknowledgement written by James Wright and approved by James Wright & Isabell May

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This year, 2022, the United States of America will have been an independent nation for as long as slavery existed on its soil: 246 years.¹

The U.S. Census Bureau predicts that beginning in 2045, the non-Hispanic White population will no longer make up the majority of the United States population, a country that has never known another hierarchical configuration.²³ Public schools have been desegregated for only 68 years, since 1954.³

All Americans have had the right to vote for only 57 years, since 1965.⁴ These dates are within our parents’ lifetimes. There are staff, faculty, leaders, and students in our University of Maryland, Baltimore (UMB) community who experienced the violence of racism during the civil rights movement and the desegregation of public schools. This was not so long ago. (See timeline)

The inability to understand and tolerate difference in others is a learned trait that stems from societal and systemic pressures and beliefs, rather than inborn prejudice. As such, American society developed in such a way that separation based on race, color, and creed was the status quo. However, our society has evolved to become both more and less tolerant as we have grown more aware of the systems that breed hate, intolerance, and separation.

Institutional oppression and systemic racism pervade our daily lives from simple interactions at the grocery store to participation in higher education such as the University of Maryland, Baltimore. As college campuses are microcosms of society, it is important for higher education to understand how institutional oppression and systemic racism manifest so that the university community can be informed and educated about their impact in everyday life.

Incorporating practices from other centers for higher education that foster Equity, Diversity, and Inclusion (EDI) into daily work is one step UMB can take to dismantle these oppressive structures and beliefs that have lingered on for all too long.

Defining important terms allows us to start from a place of understanding and build our knowledge together. For the purposes of this White Paper, the terms we use are defined as follows:

1776 The United States of America becomes an independent nation
1807 University of Maryland School of Medicine founded
1822 Denmark Vesey slave revolt in Charleston, South Carolina
1824 University of Maryland Carey School of Law founded
1836 Wesleyan College founded; first women’s college in the world
1837 The Institute for Colored Youth founded; first higher education institution for African Americans (now called Cheyney University of Pennsylvania)
1840 University of Maryland School of Dentistry founded
**EQUITY**

*Equity* refers to the process of creating equivalent outcomes for members of historically underrepresented groups and oppressed individuals. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce or fail to eliminate differential outcomes by group identity/background, economic, educational, health, criminal justice, etc. Sometimes this is health equity, and equity in outcomes (data); Fairness, salaries, equal resources. (Adapted from p. 90, Box 2.2, Strategic Diversity Leadership by Damon A. Williams & The Intercultural Center Anti-Racism & Anti-Oppression Terminology)

**DIVERSITY**

*Diversity* refers to all the ways in which people differ. Examples of these differences include primary characteristics, such as age, race, gender, ethnicity, mental and physical abilities, and sexual orientation; and secondary characteristics, such as education, income, religion, work experience, language skills, geographic location, and family status. Put simply, *diversity* refers to all the characteristics that make individuals different from each other, and in its most basic form refers to heterogeneity. Representation of all people at all levels (students, faculty, staff, leadership). (Taken from p. 90, Box 2.2, Strategic Diversity Leadership by Damon A. Williams)

**INCLUSION**

*Inclusion* authentically brings the perspectives and contributions of all people to the table. *Inclusion* equitably distributes power, and incorporates needs, assets, and perspectives into the design and implementation of processes, policies, structures, activities, and decision-making. *Inclusion* exists when traditionally marginalized individuals and groups feel a sense of belonging and are empowered to participate in majority culture as full and valued members of the community, shaping and redefining that culture in different ways. In higher education institutions, an inclusive climate involves the transformation of institutional policies, structures, and activities in order to maximize the diverse talents, backgrounds and perspectives of all students, faculty, administrators, and staff. *Inclusion* asks the question: Is everyone here represented, and do they feel comfortable speaking up? (Adapted from p. 90, Box 2.2, Strategic Diversity Leadership by Damon A. Williams & The Intercultural Center Anti-Racism & Anti-Oppression Terminology & Inclusive Leadership in Higher Education (p. 95). Taylor and Francis.)

**INCLUSIVE LEADERSHIP**

*Inclusive Leaders* are aware of their own explicit and implicit biases and preferences and actively work against them by seeking out and considering different perspectives to inform decision-making. *Inclusive Leaders* make a significant contribution to enhancing not only diversity but also the performance of individuals and institutions. *Inclusive Leadership* improves innovation and competitiveness, attracts and retains diverse talents and creates an inclusive culture within an institution. (Adapted from Inclusive Leadership in Higher Education (pp. 92-93). Taylor and Francis. Kindle Edition & Inclusive Leadership in Higher Education (p. 95). Taylor and Francis.)

**EQUITY, DIVERSITY, AND INCLUSION (EDI)-INFORMED CURRICULUM**

*EDI-informed curriculum* aims to address the harms and barriers that marginalized and/or underrepresented students have traditionally faced in classrooms of higher education. These barriers often result in a lack of sense of belonging, poorer academic performance, and decreased educational access. (Adapted from Strategies & Techniques for Integrating Diversity, Equity, and Inclusion into the Core Law Curriculum Ed. Teri A. McMurty-Chubb)

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**1841**
University of Maryland School of Pharmacy founded

**1849**
Elizabeth Blackwell becomes the first woman to graduate medical school

**1851**
Indian Appropriations Act passed, creating Indian Reservations

**1857**
Dred Scott lost his case to the Supreme Court for his freedom

**1861**
Hampton University founded. Civil War began
It is the responsibility of an anchor institution like UMB to address structural oppression head-on and to act on issues of EDI from an anti-racism and anti-oppression perspective.

In this spirit, we the President’s Fellows embarked on a journey of research and interviews to determine the state of EDI at UMB, and best practices that can be integrated on the student, faculty, and staff levels to demonstrate the institution’s commitment to EDI-informed curriculum, and inclusive leadership.

We acknowledge the work that has been done up to this point at UMB, and we provide strategies for UMB to implement for the future.

- **Access & Equity**
- **Multicultural & Inclusive Campus Climate**
- **Preparing Students for a Diverse and Global World**
- **Domestic & International Diversity Research & Scholarship**

- **1873**
  First African American Congressman elected to office (also was the first Native American man elected to US House of Representatives): Richard Harvey Cain

- **1875**
  Civil Rights Law of 1875: designed to “protect all citizens in their civil and legal rights”

- **1876**
  University of Maryland School of Nursing founded

- **1881**
  Spelman University founded (called Atlanta Baptist Female Seminary at first). Tuskegee University founded

- **1889**
  University of Maryland School of Nursing founded

- **1896**
  May: Plessy v Ferguson established federal precedent that African Americans are “separate but equal” from Whites

- **1909**
  National Association for the Advancement of Colored People (NAACP) founded. First man to reach the North Pole is Matthew Henson, an African American from Maryland
Seven Schools: Leadership Through an EDI Lens

Leadership permeates numerous aspects of higher education and can have multiple implications with respect to EDI. We evaluated the leadership at UMB with respect to its overall structure and implementation under six subcategories: Access, Accountability, Leadership Groups, Starting Young, Training, and University Engagement.

After reviewing a variety of strategic plans from universities across the United States, we noticed a general framework regarding their approach to the creation of goals and action plans.

Access

Accessibility is a key determinant of success within an institutional setting. Access refers to the tangible and intangible means required to effectively engage and succeed as a member of the UMB community. Traditionally, access has been used to describe the varying needs of the dis/abled population as compared to abled individuals. However, access also encompasses other barriers to success, such as financial means, internet access, mental and physical health barriers, time, transportation, availability of childcare, etc.

Barriers to access can compound one another, making personal and university life much more complicated for members of the UMB community including staff, faculty and students. It is important for the leadership at UMB to examine the population that they serve and take note of such barriers to access. The leadership at UMB is responsible for finding ways to combat barriers to access or help individuals struggling to thrive. Without meeting members of the community where
they are, it can be quite difficult to get an appropriate understanding of the strengths and weaknesses of the university.

The UMB Strategic Plan for 2022-2026 highlights access as a key component and tenant necessary for student growth and success. Currently, there are very few student access groups that address EDI at the university, despite the need persisting for many years. Starting this past year, the newly formed Disability Student Advisory Group through UMB’s Office of Education Support and Disability Services (ESDS) has held multiple listening sessions and provided a survey to dis/abled students about what they would like to see the program become. Students in the University of Maryland Francis King Carey School of Law recently created a new student organization: the University of Maryland Disabled Law Students Association, a chapter under the National Disabled Law Students Association (NDLSA). Students from the University of Maryland School of Social Work (SSW) started DREAM: Disability Justice Group (DREAM). DREAM was started by former SSW students in 2019 and reactivated in 2020.

Barriers to access are not limited to the student’s experience. Faculty and staff can also fall victim to lack of access to EDI materials and training, especially if not incorporated into their scheduled duties. The Psychiatry Consult Liaison Service at the University of Maryland Medical Center (UMMC) provides a great example of how EDI can be infused into resident and faculty didactics with their weekly health equity rounds. The health equity rounds are attended by all medical students, residents, fellows, and attendings currently on the consult liaison service; they occur every Wednesday where cases from the past week are discussed from a health equity standpoint. For example, whether a patient’s substance abuse history may have impacted their care or how the dynamic between the health care team and family changes with whether the patient’s family has a physician in their family or not. The conversations include the case itself, what health equity issue is present, how it was handled, what were the benefits or consequences, and how it can be approached differently in the future.

Another strategy requires that all physicians undergo continued medical education (CME) in order to maintain their certification, including EDI lectures during conferences or rounds that meet the criteria for CME. Providing a list of online resources is an effective way to tackle both elements.

One access initiative that UMB could emulate is the University of California San Diego’s (UCSD) Halıcıoğlu Data Science Institute Diversity and Inclusion Startup fund, which supports outreach activities conducted by faculty. By emulating the Halıcıoğlu Data Science Institute UMB could promote and develop an environment where faculty and staff can reach out to students and provide specific interest groups, fostering a greater sense of belonging.

Another successful example that increases access and creates an inclusive environment is the Dean’s Diversity Fund at University of California San Francisco (UCSF), which aids in the recruitment and retention of faculty. The Dean’s Diversity Fund at UCSF program provides multi-year financial aid to faculty that ties back to the core values of the university. As UMB has recently re-evaluated our core values, initiatives that apply financial aid using an EDI perspective would help support our alignment and achievement of such core values as equity and diversity would be an excellent method to drive the initiatives surrounding these values.

1941
Franklin Delano Roosevelt Executive Order: outlawed discrimination based on race, color, creed, and national origin in the federal government and defense industries. Tuskegee Airmen, first African American pilots in the military, established. American Red Cross Blood Bank founded based on the research of Charles Drew, and African American who died because the white doctors refused to give him the blood-transfusion he needed to survive

1943
Equal Rights Act was re-proposed and introduced to Congress every year until 1972

1944
Rosewood Massacre in Sumner, Florida. First Jews liberated from Nazi camps

1945
September: World War II ends

1946
March: Last Japanese internment camp closes
Accountability

UMB’s 2022-2026 Strategic Plan additionally prioritizes accountability, offering a variety of events and programs in line with this value. Institutions can achieve accountability by implementing incentives to create buy-in, clearly communicating plans and progress to stakeholders, and performing regular evaluations to reflect changes in the campus climate or accommodate process variations. It is necessary for leadership at UMB to consistently re-evaluate the state of the university as a whole and its individual initiatives to continue progressing their mission, as well as show evidence of their work to maintain and promote transparency with the community.

UMB engages in several strategies to increase transparency within the community. In the wake of the murder of George Floyd Jr. by police officers, University of Maryland, Baltimore President, Bruce E. Jarrell, MD, FACS, holds public, bi-weekly virtual Face-to-Face sessions that are open to the community. These sessions allow President Jarrell to explore issues of interest to the UMB community with experts, and have covered topics such as student mental health, the opioid crisis, and the murder of Breonna Taylor. President Jarrell’s office also sends out a weekly letter to the UMB community with updates on recent changes and announcements.

The University of Maryland School of Medicine (UMSOM) at UMB has demonstrated commitment to the value of transparency through their Diversity Dashboard and Live Interactive Culture Transformation Report, which was put together by the Culture Transformation Advisory Committee (CTAC). The purpose of this committee is to ensure the UMSOM’s commitment to a safe, respectful, and inclusive environment for everyone. The diversity dashboard makes a multi-year report of the Gender and Race counts at UMSOM publicly available, while the Live Culture Transformation Report shows the demographics of full-time faculty at UMSOM and is filterable by department, division, title, tenure, gender, and race. These resources serve as a great model and could be replicated in all seven schools at UMB.

The School of Social Work (SSW) manages the Pulse Survey and the Pulse Survey Teach-In. The annual EDI Pulse survey asks the SSW community (students, faculty, staff, and alumni) to take a quick and confidential survey that allows the Office of Diversity, Equity, and Inclusion (ODEI) to do a pulse check on Diversity, Equity, and Inclusion at the SSW. The intention of the survey is to get an understanding of people’s feelings surrounding EDI topics and the overall EDI environment in the SSW.

The survey’s data helps inform and shape policies and practices as well as launch programs and initiatives that promote a more safe, equitable, and inclusive SSW community. The Pulse Teach-In makes the survey data accessible to the SSW Community so that members of the UMB community can see the data, trends, and potential areas of improvement. This is another model that can be replicated and implemented in all seven schools at UMB.

Many universities have demonstrated their commitment to the value of accountability using reports, assessments, and communication plans with examples following. Their frameworks serve as excellent models that can be implemented at UMB. For example, the University of Virginia outlines Self-Assessments in their Inclusive Excellence Plan which outlines the goals, actions, and outcomes that the UVA
strives to achieve within the next five years as they relate to their core values. These plans serve as self-assessment tools in that they clearly identify metrics of success. The University of Virginia also distributes the Inclusive Excellence Plan publicly and allows for feedback, building transparency between themselves and the community. Their frameworks serve as excellent models that can be implemented at UMB.

Another excellent example is the Strategic Plan for Inclusive Excellence - Strategic Planning Toolkit from UCSD. The strategic plan toolkit provides a framework that defines the university’s goals and aspirations for sustainable excellence and campus unification. The toolkit was developed by the Vice Chancellor of Equity, Diversity, and Inclusion (VC-EDI) to assist with the creation of individual plans, ensuring that goals and strategies are best suited for the unit for which they are intended, while also aligning with the overall campus goals. To ensure that the goals are met, the VC-EDI holds an annual accountability meeting where the individual Chancellors present their unit self-assessments to the EDI Advisory Council, the Chancellor, Executive Vice Chancellor, and Vice Chancellor for Equity, Diversity, and Inclusion along with plans for continued improvements.

Leadership Groups

In the process of implementing a strategic plan, the creation and sustainability of leadership roles and groups can play a vital role in the attainment of goals. Having dedicated positions ensures progress and oversight is maintained for EDI goals, while lifting the burden from those already in other leadership positions. UCSD has a multitude of positions, including divisional diversity officers and divisional task forces to focus on certain subsections related to EDI.

UMB is attempting to create organizational change through school-specific as well as university-wide efforts. One leadership based UMB initiative that speaks to creating organizational change is The Diversity Advisory Council (DAC). The DAC is a coalition of students, staff, and faculty representing the seven schools that provides recommendations to President Jarrell that promote the University’s commitment to equity, diversity, and inclusion while also developing programming related to the University’s strategic plan. The DAC has various committees and affinity groups focused on various aspects of EDI. One of the initiatives achieved by the DAC includes the participation in EDI activities for promotion and performance criteria in reviews of institutional leaders (recommendation 1). Incorporation of EDI into promotion criteria was then further adapted by the specific schools. For example, the School of Medicine (UMSOM) has an initiative to include EDI as a performance criterion for all faculty and leadership and include EDI as a criterion in their search for faculty.

The Diversity, Equity, and Inclusion Committee (DEIC) at the SSW is housed under the Office of Diversity, Equity, and Inclusion (ODEI). The DEIC is a convening body comprised of diverse stakeholders from across the SSW, including staff, faculty, students, and administration as well as alumni and community representatives. The committee aims to strategize, make recommendations, and act towards creating a sense of belonging in the SSW community that is inclusive, anti-racist, anti-oppressive. Subcommittees within the DEIC include Training & Resources, Equity & Accessibility, Policy & Advocacy, and Documentation and Communication.

1957
September: Little Rock Nine attempt to integrate formerly white school

1961
University of Maryland School of Social Work founded. John F. Kennedy Executive Order: enforces equal opportunity and affirmative action without regard to their race, creed, color, or national origin. May: Freedom Riders take bus trip through the South

1963
April: Martin Luther King Jr. is arrested and writes “Letters from a Birmingham Jail. June: Medgar Evers is murdered. August: March on Washington and MLK Jr’s "I Have a Dream" speech. September: Four girls are killed in the bombing of a Black church

1964
July: President Lyndon B. Johnson signs the Civil Rights Act of 1964. August: Bodies of three civil rights workers who had been murdered by the KKK were found
Starting Young

A significant disparity in representation exists among racial, ethnic, and gender groups among students, faculty, and staff in all disciplines at UMB. According to the Institutional Research Information System (IRIS) for the University System of Maryland (USM) online data visualization tool, the majority of all graduate students over the past 5 years (n= 6,314) at UMB in 2021 were white (n= 3,161; 50.1%). Similarly, the majority of all faculty over the past 5 years (n=3,431) at UMB in 2021 were white (n=2,015; 58.7%). For the first time this year, the majority of all staff (n=3,955) at UMB were non-white by a slim margin (n=1,993; 50.5%), while the majority of all undergraduate students (n=930) at UMB in 2021 were non-white (n=593; 63.8%). For the past five years, undergraduate students at UMB have been majority non-white. While the factors contributing to these disparities are complex and multi-faceted, there are some actionable initiatives which may help increase diversity and equity at UMB. Among these is the development of early-career pipeline programs for underrepresented and underserved groups and individuals.

Critical to the development of successful comprehensive pipeline programs for inclusive and diverse students, faculty, and staff involves identification and retention of motivated, passionate individuals from an early stage. Whether they be students, prospective staff, or faculty members, active recruitment, engagement, and development of early-stage individuals within the UMB community and beyond is crucial, as is a focus on individual needs and goals.

One powerful example of an EDI-driven, actionable program initiative within our UMB community is the Continuing Umbrella of Research Experiences (CURE) Scholars Program. This program seeks to empower middle school and high school students in West Baltimore to enter competitive and rewarding research, health care, and STEM-related careers. Active since 2015, the UMB CURE Scholars Program is the only program of its kind in the country that has mentored and supported students from middle school all the way to entering college. Among these scholars, 76% show improvement in math, 60% show improvement in reading, and the program boasts a 91% retention rate, all possible in part due to a growing support system of mentors in research, health care, and other STEM-related fields.

As we look to the future development and growth of starting young in the recruitment, retention, and development in our community of students and faculty at UMB, we strongly advocate for additional programs like the UMB CURE Scholars Program that target incoming graduate trainees, as well as directed mentorship programs for early-career faculty members.

Another option that Maryland and UMB are uniquely positioned to incorporate are pipeline programs and partnerships with Historically Black Colleges and Universities (HBCUs) within the state. We acknowledge that historically the relationship between the State of Maryland and Maryland HBCUs has been fraught with inequity. What better way to begin to repair this relationship than by partnering together? Many of Maryland’s HBCUs have nursing and business programs. Pipeline programs would create opportunities for students from HBCUs to explore graduate nursing programs offered at UMB, as well as innovation and entrepreneurship opportunities offered through the University of Maryland Graduate School.

1966
October: The Black Panthers are founded by Huey Newton and Bobby Seale

1967

1968
MLK Jr is assassinated. First Federal Hate Crimes Statue signed into law. Special Olympics is founded

1969
Stonewall Riots

1965
August: Voting Rights Act of 1965. September: Delano Grape strike in California with Cesar Chavez. Watts Riots in Los Angeles; lasted 6 days
These are not the only partnerships we can create. UMB can develop partnerships with HBCUs for pathways into programs such as the Graduate Program in Life Sciences (GPILS) for biology, chemistry, neurobiology, and other related programs.

**Figure 1. UMB demographic data from USM's Institutional Research Information System (IRIS)**

**UMB Faculty by Ethnicity**

<table>
<thead>
<tr>
<th>Year</th>
<th>White</th>
<th>Unknown</th>
<th>Foreign</th>
<th>Other Minority</th>
<th>Underrepresented Minority</th>
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<tr>
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<td></td>
<td></td>
<td>63.5%</td>
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<tr>
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<tr>
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<td></td>
<td></td>
<td>59.9%</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>3,363</td>
<td></td>
<td></td>
<td>59.9%</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>3,431</td>
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<td></td>
<td>58.7%</td>
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**UMB Staff by Ethnicity**

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<th>Year</th>
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<th>Unknown</th>
<th>Foreign</th>
<th>Other Minority</th>
<th>Underrepresented Minority</th>
</tr>
</thead>
<tbody>
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<td>3,773</td>
<td></td>
<td></td>
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<td>3,914</td>
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</tr>
<tr>
<td>2021</td>
<td>3,955</td>
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<td></td>
<td>49.5%</td>
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**UMB Undergraduate Students by Ethnicity**

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<th>Year</th>
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<th>Underrepresented Minority</th>
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<td>2017</td>
<td>929</td>
<td></td>
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</tr>
<tr>
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<tr>
<td>2019</td>
<td>878</td>
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<td>43.8%</td>
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<tr>
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<td>39.1%</td>
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<td>2021</td>
<td>930</td>
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<td>36.2%</td>
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**UMB Graduate Students by Ethnicity**

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<th>Year</th>
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<th>Foreign</th>
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<th>Underrepresented Minority</th>
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</thead>
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<tr>
<td>2017</td>
<td>5,774</td>
<td></td>
<td></td>
<td>51.1%</td>
<td></td>
</tr>
<tr>
<td>2018</td>
<td>5,868</td>
<td></td>
<td></td>
<td>51.0%</td>
<td></td>
</tr>
<tr>
<td>2019</td>
<td>5,949</td>
<td></td>
<td></td>
<td>50.6%</td>
<td></td>
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<tr>
<td>2020</td>
<td>6,239</td>
<td></td>
<td></td>
<td>50.2%</td>
<td></td>
</tr>
<tr>
<td>2021</td>
<td>6,314</td>
<td></td>
<td></td>
<td>50.1%</td>
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</tr>
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</table>

**1971**  
Last living former slave dies: Sylvester Magee

**1972**  
Equal Rights Act is passed by both Houses of Congress and the Senate, but was not ratified by 3/4s of the 50 States and did not become a law

**1973**  
First gay US representative elected: Gerry Stuuds; he was outed in 1983. Roe v Wade decision legalizing abortion

**1976**  
First group of women admitted to a US military academy

**1978**  
Harvey Milk is assassinated

**1981**  
First female Supreme Court Justice appointed: Sandra Day O’Connor; served until 2006. June: AIDS epidemic begins

**1985**  
Bombing of a building by Philadelphia police which was occupied by a communal organization that advocated for the laws of nature and natural living
Training

Training is a crucial component of leadership growth at any institution. As public speaking is a learned skill, methods to effectively address situations dealing with EDI need to be taught and practiced. The seven schools at UMB have begun to incorporate more intentional training by adding some required components to UMB faculty, staff and leadership orientations and offering adjunct courses.

Several examples of intentional EDI training currently exist at UMB. The UMSOM requires unconscious bias training as part of the orientation curriculum for all faculty and staff. The Graduate School (GS) has both a certificate program for intercultural leadership and a Master of Science in EDI Leadership, which faculty members are encouraged to take. The SSW’s Office of Diversity, Equity, and Inclusion created the Leading for Equity, Anti-Racism, and Diversity (L.E.A.D.) Institute for its staff and faculty. L.E.A.D. is a “four-part training and coaching series that focuses on cultivating an anti-racist mindset, promoting equity, and dismantling structural racism and oppression. This is done through several modules designed to increase participants’ understanding of individual bias, systemic oppression, and develop concrete action steps to make a change”.

Examples from other universities who have chosen to institute EDI training in several ways include initiatives from UCSD and University of Michigan. At UCSD, there are a multitude of training programs for faculty such as Faculty Search Training for Inclusive Hiring. UCSD also engages in diverse dialogues and hosts faculty lunches for EDI groups. At the University of Michigan, they have developed an online “Toolkit” which represents their model of EDI Strategic Planning and Implementation. This toolkit has been made public to allow other institutions of higher learning to reference when creating their own Strategic Plans.

While different EDI-focused training is available, there is concern regarding retention of the skills learned. Mandated singular strategies have demonstrated inconsistency in their ability to produce enduring change, and some psychological dual-process theories suggest that skills learned in this manner are both short-lived and contextual. Alternate approaches to implicit bias training that focus on individuation, diversity dimensions, and natural champions demonstrate improved long-term efficacy and retention of skills. The habit-breaking intervention created by Devine is one such approach, which states that implicit or unintentional bias is a “habit that can be broken with sufficient motivation, awareness, and effort”. There have also been efforts to reframe approaches, pivoting away from “changing implicit bias,” which isolates the issue, to contextualizing it as just one component of a larger personal dilemma. This approach contends that people are well-intentioned, but vulnerable to bias despite holding personal values that trend away from prejudice. Using this, the emphasis of training would be aligned with participants’ individual motivations and values.

Training does not just pertain to how individuals become more aware of biases and how to operate within the UMB community to create an inclusive environment. Training also speaks to how faculty deliver content and educate UMB students. Students today are more socially conscious and responsible, courageous, diverse, and empowered. Students demand equity, diversity, and inclusion. UMB has made meeting student demands regarding EDI a priority, and it is UMB’s duty to deliver EDI to students. To achieve this, leadership and faculty need to adapt their curriculum, teaching methods, and communication skills to a more diverse student body while delivering a more culturally aware curriculum. In order to facilitate this process, UMB must set our faculty up for success by giving them the training and resources needed to adapt their skills. The creation of a center for EDI, anti-racism and anti-oppression teaching would provide UMB faculty with a resource to aid in adapting inclusive leadership skills and EDI-informed curriculum, learn different teaching modalities, and support faculty success throughout the transition.
University Engagement

University engagement not only fosters a sense of belonging, but also allows for the growth of interprofessional and interdisciplinary efforts. The active partnership of UMB with its faculty, staff, students, and the surrounding Baltimore community establishes the foundation of university engagement. Some ways that UMB builds university engagement on campus is through hosting interprofessional days between nursing and physical therapy students, creating both the Intercultural Center and the Community Engagement Center, and by supporting university-wide student organizations. However, there is a growing concern among students that the seven schools within the university remain siloed and that an effort to promote interconnectedness is much needed. Results from the 2020 UMB Student Campus Climate for Diversity Survey demonstrated statistically significant differences based on identity. These identities included race/ethnicity, being a parent, military affiliation, mental health conditions, being a first-generation college student, gender, sexual orientation, and citizenship. Differences were also identified depending on students' affiliation by school, with students reporting how they rank their schools regarding commitment to diversity, respect for diverse identities, inclusion, personal engagement, and efficacy in reporting discrimination.

According to a study from Deloitte, feelings of inclusion are linked with better performance, greater motivation to achieve, and greater employee engagement and retention. Research also shows that when we hear dissent from someone who is different from us, it provokes more thought than when it comes from someone who looks like us.

The measures for university engagement are not easily quantifiable, but by making efforts to address university engagement and climate, the experience of the workplace, professorships, and the professional educational experiences of students can be enhanced for all. Though it is desperately wanted and needed, change in campus climate as it relates to university engagement is hard to operationalize. In particular, the ways in which university engagement shapes student, faculty, and staff experiences are difficult to understand without a solid, foundational knowledge of where we stand now and where we would need and want to be.

| Table 1. Select data from the 2020 UMB Student Campus Climate for Diversity Survey |

<table>
<thead>
<tr>
<th>Finding</th>
<th>Applicable Identity Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt less comfortable having close relationships with people of identities different from their own</td>
<td>Black and Asian students (compared to White students), students who are parents (compared to students who didn't identify as parents), students with military service (compared to students without), students with a mental health condition (compared to students who didn't identify with having a mental health condition), cisgender students (compared to transgender students), heterosexual students (compared to LGBQI+ students)</td>
</tr>
<tr>
<td>Felt that UMB was less committed to diversity</td>
<td>Black students (compared to White students), first-generation college students (compared to non-first-generation students), U.S. citizens and permanent residents (compared to international students)</td>
</tr>
<tr>
<td>View UMB's climate as less respectful of diverse identities</td>
<td>Black students (compared to White students), students who are parents (compared to students who don't identify as parents), students with military service (compared to students without), students with a mental health condition (compared to students who didn't identify with having a mental health condition), students who are not involved (compared to students who are)</td>
</tr>
</tbody>
</table>
Seven Schools Curriculum Through an EDI Lens

The Impact of Curriculum

Colleges and universities across the country have seen increased demand for making equity, diversity, and inclusion an essential focus on campuses. Most campuses claim that diversity in their faculty, staff, and student body is crucial to them fulfilling their fundamental mission: to provide high-quality education that will have a positive impact both domestically and globally. Most institutions of higher education share the belief that diversity enriches the educational experience by challenging perspectives and values, and by strengthening communities. By focusing on EDI, college campuses prepare the next generation of professionals to work in a global society. According to Moody in U.S. News & World Report, “...by experiencing diversity in college, you are laying the groundwork to be comfortable working and interacting with a variety of individuals of all nationalities.” This approach may not impact every facet of the educational experience. While improving campus climate is usually at the heart of most EDI work, there are calls to ensure that higher education curricula reflect diverse student bodies.

Curriculum not only plays a significant role in shaping a school’s academic reputation, but it also provides a glance into the concepts and ideas the school prioritizes. Calls for diverse and inclusive curricula only continue to increase across the country. Critical Race Theory pedagogy, the theory of Hidden Curriculum, and the Decolonize the Curriculum movement have arisen in the national conversation and play an important role in improving a sense of belonging on campus by teaching the diverse histories of those that have influenced our approaches to various professions. UMB can benefit from an understanding of these theories, movements and pedagogies as it strives to create EDI-informed curriculum.
Decolonize the Curriculum

Most higher education curriculum content lacks the representation of its diverse school community. Historically, institutions have used curriculum content as a tool to further indoctrinate students into a white intellectual tradition, in a practice known as “colonization of the curriculum”. Conceived at Keele’s University in England, the Decolonize the Curriculum movement was established to fight traditional, colonial concepts and practices within the classroom. Decolonizing the Curriculum focuses on, “…creating spaces and resources for a dialogue among all members of the university on how to imagine and envision all cultures and knowledge systems in the curriculum, and with respect to what is being taught and how it frames the world”. 28

Eurocentricity, or the practice of championing white narratives and accomplishments at the expense of others, often drives the development of higher education curriculum. This is not to say that curriculum lacks diversity; while the intellectual work of marginalized thinkers appears regularly in higher education curricula, it is rarely the focus. Marginalized perspectives are usually, “…presented as offering a response to ‘mainstream’ (i.e., White) thought rather than as thinkers who themselves demand response” 28 Marginalized students, staff, and faculty are not merely asking for institutions to add more Black, Indigenous, and people of color writers and academics, or cover more LGBTQ+ topics; they suggest we completely restructure what and how we learn. The Decolonize the Curriculum movement challenges us to expand how we view the world and work with each other. When we use more inclusive frameworks, we can more significantly impact the communities we serve. 28

Critical Race Theory (CRT)

Similar to the Decolonize the Curriculum movement, Critical Race Theory (CRT) is a pedagogy that examines the way race and racism impact law and society, and the efforts needed to transform that society. CRT is unique due to its “…broader perspective that includes economics, history, context, group- and self-interest, and even feelings and the unconscious”. 29 Beginning at Harvard Law School in the 1970s as an offshoot of Critical Legal Theory, CRT emerged when Harvard Law professor Derrick Bell, along with other lawyers and activists, wanted to evaluate how and why the Civil Rights Movement’s gains were regressing and not progressing. From their research, they created five tenets that lay out how racism is embedded in every facet of American life, rather than a result of individual behaviors. The five central tenants of CRT are: Centrality of Race and Racism in Society, Challenge to Dominant Ideology, Centrality of Experiential Knowledge, Interdisciplinary Perspective, and Commitment to Social Justice. From this foundation, Bell and others created subsequent theories to combat racism and racial inequality. CRT asks us to question how society’s most vulnerable can receive justice without evaluating our nation’s relationship with race.

Recently, CRT has appeared in the headlines as people debate whether it should be banned in the classroom. It is important to note that CRT is not a curriculum, but a pedagogy. It is an “…approach or lens through which an educator can help students examine the role of race and racism in American society”. 30
Hidden Curriculum

The Glossary of Education Reform defines Hidden Curriculum as the, “...unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.” These lessons can include rules and expectations, cultural messages, and norms, all of which guide students toward a “right” way to engage in their classroom or who to listen to. Hidden Curriculum tends to offer a better chance of success to those who “know” than to those who do not know these unwritten rules and expectations, further perpetuating exclusivity and inequity. These lessons are also linked to larger national expectations, meaning that the characteristics of are usually reinforced in educational spaces. Because Hidden Curriculum informs the student experience and, therefore, the school’s overall climate and reputation, it must appear in more extensive discussions centered around reframing and restructuring higher education's curriculum.

Curriculum is the foundation of education: it informs not only what and how individuals learn but what is deemed valuable knowledge. It informs how we think and engage with the world around us, greatly impacting how we decide who and which communities are important. While all the seven schools have adopted some aspects of EDI into their curriculum, we still have a lot of room to grow regarding EDI-informed curricula across all classes taught at UMB.

What does EDI-Informed Curriculum look like at UMB?

UMB is unique in higher education as it is a collection of seven graduate schools and few undergraduate programs. Six of the seven schools that make up UMB are professional schools, beholden to certifying bodies and must be accredited institutions. These six schools’ curricula must prepare their students to pass state and/or national board exams. Some of these certifying bodies have statements and recommendations regarding EDI, although not all of them include recommendations for curricula.

Within UMB, each school has a different structure with regards to curriculum. For instance, some schools have Deans of Curriculum, where others assign the responsibility to faculty curriculum revision committees. Across all schools, faculty are primarily responsible for curriculum creation and revision, because they are the ones who deliver it. Leadership at each school, then, is also responsible for curriculum, as leadership is responsible for faculty. Here is an intersection of EDI. Curriculum is the responsibility of both faculty and leadership at each school. To create EDI-informed curriculum, faculty must be diverse, with an awareness of and sensitivity to EDI. Subsequently, school leadership must hold faculty accountable for creating curriculum that teaches from an EDI lens.

What follows is a summary of key initiatives and efforts that schools are currently doing to incorporate EDI into their curriculum.

(Information about individual schools is taken from interviews with Deans, EDI Deans and Officers, faculty on curriculum committees, and student knowledge.)

The University of Maryland School of Dentistry (SOD) has tailored its curriculum throughout the four years of the Doctor of Dental Surgery (DDS) program to include a longitudinal series of professionalism and bioethics lectures and discussions. The sessions are designed to include topics such as

- Freddie Gray dies after being transported in a police vehicle. Charleston church shooting. US Supreme Court legalizes same-sex marriage
- Charlottesville “Unite the Right” rally and protest and Heather Heyer killed. Executive Order signed: “Muslim Ban”
- First COVID-19 cases in Wuhan, China
- Afghanistan War ends
- Last school in the US to desegregates in Mississippi. National Museum of African American History and Culture opens to the public. Pulse nightclub shooting
- First female Native American Congresspeople elected to the US House: Sharice Davids, Kansas; Deb Haaland, New Mexico. April: National Memorial for Peace and Justice opened. Shooting at Pittsburgh synagogue
social issues contributing to common world diseases, cultural competency, domestic violence, oral health disparities, and inequities, as well as experiential learning electives in the greater Baltimore community. A substantial component of EDI-driven curricula is centered on service in the community, as the SOD recognizes the needs of marginalized and underserved patients in our corridor of the state. As such, the SOD participates and co-sponsors several community health clinics and humanitarian efforts, both domestically and internationally, where students directly serve those communities most in need. The SOD’s senior leadership also recognizes the need to constantly evolve and adapt to changing needs in its patient population and student body. One criticism of the SOD curriculum is that it is very technical in nature and reflects the academic hierarchy, which is not necessarily a student-centered approach. One opportunity identified within SOD curriculum was to teach students more about the Social Determinants of Health (SDH), helping students better understand and address the barriers and challenges patients face regarding access to oral health. In doing so, the SOD will create more effective, empathetic health care leaders.

"With the establishment of the SOD Office of Equity, Diversity and Inclusion (EDI), we are positioned to advance data-driven approaches to EDI and capture outcomes over time.Aligning our initiatives with both the Campus EDI strategic plan and Core Values will deepen our collective impact on accelerating a culture of inclusivity that we are all dedicated to achieving." - Mark A. Reynolds, DDS, PhD, MA, Dean of the University of Maryland School of Dentistry

"It’s not clear to me that there is a true equity theme in the curriculum, nor that there is any type of dedicated focus to anti-racism as either a pedagogy or something that we are instilling in students to see as a part of their practice." - Anonymous

2020

March: Breonna Taylor murdered by police; COVID-19 pandemic declared. May: George Floyd murdered by a police officer. November: First Female, African American, and Asian American elected as Vice-President: Kamala Harris

2021

Mississippi changes its state flag and gets rid of the confederate flag. Indigenous Peoples Day becomes a Federal Holiday and replaced the name “Columbus Day”. Juneteenth becomes a Federal holiday. Increase in Asian hate crimes

2022

Colleyville, TX synagogue shooting. Amir Locke murdered by police. Murder of Patrick Lyoya by police
The Graduate School (GS) has two programs related to EDI. The GS has a certificate program for intercultural leadership and a Master of Science (MS) in DEI Leadership. Faculty from all schools are encouraged to take the certificate program, as it is financed by UMB. This certificate program evolved into the MS in DEI Leadership, another program that faculty are also encouraged to complete. Creating the certificate and MS programs gave the GS an internal tool for integrating EDI into other portions of their curriculum. The GS is also developing a curriculum review committee to examine bias and anti-racism in curriculum and programming. The GS aims to be more explicit in student course evaluations regarding whether the course created an inclusive environment, and whether the course incorporated anti-oppression themes and pedagogy.

The Francis King Carey School of Law (SOL) offers two courses related to EDI: Critical Race Theory, and Race, Law, and Technology. Additionally, every clinical law program requires each student to participate in a program that assists groups that typically struggle to access lawyers and achieve equitable treatment within the justice system. These aforementioned SOL courses involve cultural competency training to best serve the populations they reach.

The School of Medicine (UMSOM) employs an embedded content lead for healthcare disparities, Laundette Jones, PhD, MPH, assistant professor in the department of Epidemiology & Public Health and deputy director of the program in Health Equity and Population Health. The UMSOM also uses an educational content review committee to review what material faculty expose their students to in class. This committee reviews content from a pedagogical perspective, and through the lens of EDI. Most suggested edits are “low-hanging fruit”, such as ensuring there are different skin tones represented in dermatology lectures. The UMSOM hopes that this committee will also identify areas where content can focus more heavily on EDI, such as why some diseases or health outcomes are more prevalent in certain populations. Sandra Quezada, MD, MS, associate dean for Medical School Admissions and assistant dean for Academic and Multicultural Affairs in the UMSOM, created inclusive curricular guidelines for all faculty which teach about biased or outdated terms to avoid, and how to incorporate healthcare disparities into their curriculum. These measures set faculty and students up for success by promoting more EDI-informed content.

The School of Nursing (SON) is currently undergoing a curriculum revision to align it with the newest Essentials from the American Association of Colleges of Nursing (AACN). The AACN recently published their new Essentials, which serve as recommendations for core competencies in professional nursing education and includes a statement about EDI. Included in the contextual statements for the sections ‘discussing person-centered care’, ‘population health’, ‘interprofessional partnerships’, ‘professionalism’, and ‘personal, professional, and leadership development,’ EDI is cited as an integral aspect of nursing care at the entry and advanced practice levels. By revising curriculum to align with the new AANC Essentials, the SON will incorporate new baccalaureate and graduate level materials with an emphasis on health equity, Social Determinants of Health, and content that explores how patient outcomes reflect the care they receive.

The School of Social Work has integrated a pre-requisite course for all new students to take prior to beginning their studies. “A Brief History of Oppression and Resistance: An Introduction” is an online course. Using the city of Baltimore as a model for other cites, communities, and populations that experience oppression, this course introduces students to learn about the concept of structural oppression, as well as the past and present work being done to resist its impact. Anecdotally, the SSW notes that faculty have observed an overall positive shift in their students demand for increased anti-racist and anti-oppressive teaching, demonstrating an increased awareness of social and political responsibility.
Conclusions

To become a more EDI-informed community, we must seek out opportunities for development, growth, and access to resources. A major way that this can begin within the UMB community is to start with recruitment, training, and development of the incoming and current staff, leadership, students, and faculty. The first step to creating change is humility and the willingness to participate in self-assessment. If UMB is not willing to engage in self-assessment, it will be difficult to plan for more EDI-informed education, leadership, and a well-developed community.

Engagement, or lack thereof, affects the overall experience of UMB community members across multiple areas. When making the effort to listen, educate oneself and others, and be open to implementing and modifying changes, the overall climate can begin to shift to one that is safer and more trusting. By implementing initiatives to make everyone feel heard and create safe spaces, trust, and cohesiveness in the community increases.

Despite the initiatives in place, we have a long way to go to create an EDI-informed culture and sense of belonging within UMB. Initiatives that lack sustainability and scope and are only enacted in one of the seven schools are insufficient. First, we need to replicate and expand projects and programs that are currently successful and make these programs sustainable. Then, we need to set our EDI Deans, Officers, and departments up for success by giving them the resources they need to focus on EDI initiatives. Finally, we need to set our faculty up for success by giving them training resources to create and update curriculum and teach from an EDI-informed perspective.

It is not a question of why EDI is important. We feel strongly that UMB leadership understands the importance of EDI, but this is not enough. We must take the next step and incorporate EDI into every aspect of higher education, and our UMB community to ensure the pervasive impact of EDI. We need to work on it together.

By providing the following recommendations, we, the President’s Fellows, believe that the UMB community can work together towards creating an EDI-informed campus environment that fosters a greater sense of belonging, engagement, and success.
Recommendations

1. Incorporate into UMB’s Diversity strategic plan specific objectives regarding collaboration and partnership with other USM schools, specifically Maryland’s HBCUs, and create shared goals around equity, diversity, and inclusion.

2. Mandate effective training for all students related to unconscious/implicit bias, anti-racism, and anti-oppression.

3. Create a center for EDI and anti-oppression teaching to be a resource for faculty to learn how to better deliver and develop curriculum for a more diverse student body and create an inclusive classroom climate.

4. Require equity in resources received by individual school EDI Deans/EDI departments to achieve EDI programming/goals/initiatives in their schools.

5. Hire an equity team to work with both the Office of Education Support and Disability Services (ESDS) and with the UMB Chief Diversity Officer’s department to evaluate, research, explore, and advise UMB as an institution regarding its accessibility to all students.
Notes
References


Meet the Fellows

**GRACE LEE**
She/Her/Hers  
University of Maryland  
School of Medicine

“I was interested in this year’s topic because the focus is on Diversity, Equity, and Inclusion. It is an opportunity to not only advocate for marginalized populations but an opportunity to enact change at UMB. In June of 2020, the fact that social determinants of health including systemic racism and personal bias are public health crises was highlighted nationally and at UMB. As an institution that produces graduate professionals, embodying DEI into the foundation of the university is necessary in order for its students to thrive and continue to advance DEI in the future. This year’s topic is an opportunity to be a part of an initiative that will affect me, the community, and will hopefully carry down to positively affect our patients.”

**JEREMIE OLIVER**
He/His/Him  
University of Maryland  
School of Dentistry

“My name is Jeremie Oliver and I am a Doctor of Dental Surgery (D.D.S.) candidate at the University of Maryland School of Dentistry. The topic of this year’s White Paper Project really struck home for me, as one of my personal professional goals is to empower and implement targeted initiatives to create novel pipelines of higher education access to marginalized individuals in our communities. I hope to learn, grow, and contribute in meaningful ways to this important work as part of the President’s Fellows team.”
JULIA SCOTT
She/Her/Hers
University of Maryland School of Social Work

“My name is Julia Scott and I am a Social Work student at the University of Maryland School of Social Work. This year’s topic interested me for multiple reasons, mainly because we are in a critical moment in our country. The past two years have proven that diversity, equity, and inclusion topics are not going away any time soon. Moreover, these issues are not just impacting our families and neighborhoods but also our educational and professional spheres. By focusing on diversity, we are saying that we don’t just want people to learn and work here, but that we want them to bring their whole selves to better the work that we do and to build our community. We are saying that we want our community to reflect the diverse people we serve! The UMB mission is “to improve the human condition and serve the public of Maryland and society at large through education, research, clinical care, and service,” which means we must prioritize building a healthy environment where diversity, equity, and inclusion are uplifted and valued.”

KAILA NOLAND
She/Her/Hers
University of Maryland Graduate School

“I was interested in this year’s topic as it is difficult to articulate all the areas in which campus climate on diversity plays into the overall experience of UMB students, staff and faculty at a time in which change in campus climate for diversity is necessary and desperately wanted.”

MARCELLA LEATH
She/Her/Hers
University of Maryland School of Nursing

“I pursue the difficult questions. I feel a duty to participate because inaction is passive agreement. Intentional blindness enables the oppressor. I am interested in this year’s topic of Diversity, Equity, and Inclusion because I aim to learn from, lead, and encourage others in acknowledging and exploring the uncomfortable truths of our current society. As a nurse, I have witnessed first-hand the effects of inequity in healthcare on individuals and communities. I believe that we must know our past to shape a different, more equitable future. I am honored this year to be a President’s Fellow and represent the School of Nursing, which was first desegregated in 1950 by the unassailable Esther McCready.”