

# GIVING

IN THIS ISSUE

Scholarship Matching Program Results

Inspiring Young Alumna Establishes Endowed Scholarship to Continue a 'Circle of Generosity'

School of Social Work Is Making a World Of Difference

▼ Chris Tolmie examining a patient in Africa.



Chris Tolmie, of the University of Maryland School of Dentistry's Class of 2016, with the assistance of his classmates, is laying the groundwork to have a dental health component added to a school in Africa for physically handicapped children.

Begun in 1999 by Tolmie's grandparents Don and Joanne Tolmie, the Faraja Primary School for Physically Handicapped Children has a goal of "bringing hope through education and physical therapy to disabled children."

As Chris Tolmie explains:  
"Faraja in Swahili means hope."

## THE PREP WORK

In the northern Tanzanian city of Arusha, near Mount Kilimanjaro, hope isn't a given for physically handicapped children. Though the children served by the Faraja School have average or above average cognitive abilities, the tradition in that part of the world has been to

see permanent physical disabilities as punishment from on high.

The school, which has evolved into a mission involving participation from three generations of the Tolmie family, has been helping its students to learn skills so they can thrive in their community – or anywhere in the world.

"When I first entered dental school, I asked my grandfather about what was needed," Tolmie says of how he began organizing a way to bring oral health to the students served by the school and their families. "They were all very willing to help," he recalls.

In his first year at the School of Dentistry, he enlisted the support of his fellow first-year dental students to make the Faraja School oral health mission the class project. In that first year, a goal was set of raising \$2,000 to fund initial dental visits and securing donations of basic oral health toiletries like toothbrushes, toothpaste, and floss. Through efforts that included a sale of T-shirts,

the class raised \$5,000, and also secured donations of oral hygiene products from several manufacturers.

That effort paid for work to establish a baseline of what kind of care would be needed in the community being served.

During Tolmie's second and third years of dental school, he worked to establish an externship through the School of Dentistry and also coordinated a fundraising effort with Under Armour through which another \$9,000 was raised.

## INTO AFRICA

Then, in the summer of 2015, he and three fellow students from the Class of 2016 – Jack Hyson, T.J. Thewes, and Cara Seidner – traveled to Tanzania and spent three weeks bringing the project to the next level.

In the first week, basic screenings were done at the school, which was no small feat as the institution serves 90 kindergarten through sixth-grade students plus faculty and staff.

*Continued on page 2*

# Scholarship Matching Program

The UMBF Scholarship Matching Program officially closed on Dec. 31, 2015. The chart outlines results of the program, including the establishment of 158 new scholarship funds totaling \$9.7 million. Thank you to the donors and UMBF for making possible this new financial support of UMB students.

TOTAL AMOUNT RAISED  
FOR NEW SCHOLARSHIPS:  
**\$9,726,063**

## ▼ UMBF SCHOLARSHIP MATCHING PROGRAM RESULTS (AS OF 12/31/15)

SCHOOL	# OF ENDOWMENTS IMPACTED	DONOR COMMITMENTS	UMBF MATCHING
DENTISTRY	27	\$749,286	\$374,637
LAW	16	\$1,342,261	\$672,610
MEDICINE	30	\$1,604,243	\$807,123
NURSING	38	\$1,366,774	\$683,388
PHARMACY	12	\$481,125	\$240,560
SOCIAL WORK	35	\$936,037	\$468,018
	<b>158</b>	<b>\$6,479,726</b>	<b>\$3,246,337</b>

### Continued from cover page

Those identified as in need of urgent and more elaborate dental care were taken care of during the second week, but that part of the project would require more elaborate facilities than were available at the Faraja School.

Tolmie contacted Francis Roman, DDS, at Kibosho Hospital in the city of Kibosho about 45 miles from the school and secured the use of professional dental facilities for six days. Securing the facility addressed one major issue in the effort to treat those in need of urgent care, but there remained the hurdle of getting students to the hospital. In addition to the \$9,000 raised for the project, Tolmie and his group also transported dental supplies with a value of \$6,000 to donate to the Kibosho dental clinic – everything from motorized dental hand pieces and composite curing lights to restorative and endodontic material.

“It was 45 miles over logs and rocks for students in wheelchairs and on crutches,” Tolmie recalls. Transport, however, was arranged and the Faraja students were treated.

The geology of Mount Kilimanjaro would turn out to be a factor in limiting the kinds of conditions that had developed in the Faraja School community. The nature of the mountain – which Tolmie points out is the highest free-standing volcanic mountain in the world in addition to being Africa’s highest peak – is such that the surrounding water supplies have high levels of fluoride. As a result, teeth are particularly strong.

Periodontal health is another story. In the children who needed treatment, the major issue was periodontal disease/gingivitis. The same issues were afflicting adults, only the passage of time resulted in more chronic cases.

Tolmie and his colleagues from Maryland completed 75 fillings, 32 extractions, 10 root canals, 12 esthetic composite fillings, and 22 periodontal cleanings.

Kilimanjaro would figure prominently in the third week of the dental school contingent’s trip to Tanzania as they would find out firsthand that it lives up to its legendary status. Tolmie

relates that that the climb began in a tropical rainforest and ended on glaciers just below the level where atmospheric conditions would make carrying oxygen bottles necessary.

### THE SCHOOL’S MISSION

After Don Tolmie, Chris Tolmie’s grandfather, retired from his post as attorney for the Norfolk Southern Railroad, he and his wife traveled and would eventually make a trip to Tanzania with a Lutheran mission during which the need for a school for the physically handicapped would be identified.

Don and Joanne Tolmie, Chris explains, wanted to use their resources and energy to provide physically disabled Tanzanian children a primary school experience that properly positions them to continue on to secondary school or additional vocational training. Their goal was that this project would allow the students to realize that they can live productive, self-sufficient, and meaningful lives despite their physical limitations.

“The whole family embraced the idea, creating a multi-generational mission

united through social change and soul purpose,” Chris recalls, noting that his parents, John and Lynn Tolmie, also are active in the Faraja School foundation, as are the other children and grandchildren of Don and Joanne Tolmie.

To characterize Faraja as a school for special needs children, however, would present an incomplete picture.

Students attend classes for 10 months per year, and receive the same educational instruction as they would if attending a typical public school in Tanzania, but during the rest of the year – and when classes aren’t in session during the academic year – students and their families work together to maintain the 175 acres of the school grounds as self-sustaining community. Incorporated into the operation are agricultural fields, a chicken coop, a facility for raising tilapia fish, bee hives and other amenities. Additionally, the Faraja School provides boarding and medical services to fulfill needs of the children, including surgery when possible, occupational and physical therapy to strengthen weak bodies, and prostheses to enhance the individual lives of each student.

Chris Tolmie explains that the children find ways to work together to overcome individual physical limitations to accomplish the physical labors needed to raise animals, cultivate crops and take care of other chores associated with farm life.

In addition to developing physical skills beyond what might have been considered impossible, the students also develop high-end cognitive abilities. The pass rate on required tests in Tanzania is higher for children who attend the Faraja School than for students attending public schools and Faraja students are successful in securing a range of jobs.

While some end up taking technical and computer related positions, others prefer to find work close to home in the



▲ Dental students Cara Seidner, Chris Tolmie, and T.J. Thewes, with Francis Roman, DDS.

Arusha region and have found success as farmers, seamstresses, and carpenters. All of the children have aspirations of what they want to be, from accountants or doctors to carpenters, and the focus of the Faraja School is to move them in that direction.

The success of these students has begun to break down the prejudices that had been in place with regard to people born with physical maladies, Tolmie says, adding, “Cultural change is happening.”

The communal approach of the Faraja School means the addition of an oral health care component fits into the mix.

#### GETTING INTO DENTISTRY

At 30, Chris Tolmie is a bit older than many of his fellow fourth-year dental students, though he first thought of pursuing a career in the field years ago when he was in middle school.

A native of Lutherville, Md., a suburban area north of Baltimore, he would graduate from Loyola Blakefield High School in Towson, Md., and then move on to Dickinson College in Carlisle, Pa., before starting medical school in Philadelphia.

At first, it seemed medicine wasn’t for him. He returned to Loyola Blakefield

as a teacher and worked as a personal trainer at a private gym. His brother, meanwhile, was there as a student. Though that experience was a positive one for Tolmie, he says he was prompted to revisit the middle school idea of becoming a dentist after much self-reflection. That’s when he applied to, and was accepted by, the University of Maryland School of Dentistry.

#### MOVING FORWARD

Tolmie notes that the efforts over the summer of 2015 extended beyond the clinical care into raising awareness about oral health among the students over a span of several evenings.

“It was interesting to see how the older students began to teach the younger ones,” he remembers of how the sessions progressed.

He anticipates building on the successes achieved to date, and would like to see the relationship with Faraja School, the Class of 2016, and the School of Dentistry continue.

One way or another, however, he anticipates continuing his personal involvement with the Faraja organization to include making trips there at least every other year.



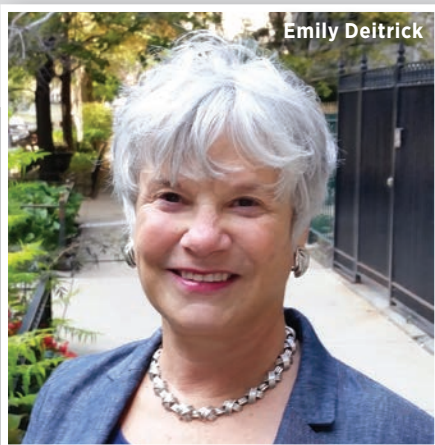
## Health Care Runs in the Family for Deitrick

By Nancy Menefee Jackson

Emily Deitrick, BSN '68, came from a medical family – her father, grandfather, and great-grandfather all earned medical degrees at the University of Maryland. Her interest in nursing was inspired by a children's classic biography of Florence Nightingale.

"The book made a big impression on me – here was a woman who had courage and the strength of her convictions," she says. For nursing school, Deitrick chose the same university that had educated her family. But urban Baltimore in the 1960s was a bit of shock to the young woman from Lancaster, Pa., although she quickly embraced a city full of new and different ideas and people.

"I want others to have the same opportunities I had," she says. That's why she has endowed the Emily Posey Deitrick Community Health Nursing Scholarship, which will provide support for students enrolled in the Community Health Nursing specialty at the School of Nursing. "I really do view this as an investment – it benefits nurses and it benefits communities. I think my nursing education prepared me for real life. For example, I've had experiences many of my friends have never had. I've done CPR on an airplane and the Heimlich maneuver at a benefit gala. My quick responses resulted in two lives saved."



While at the School of Nursing, Emily met her future husband, a Johns Hopkins University student, and, after time as a public health nurse in Virginia, she moved with him to Chicago, where she earned a master's in medical-surgical nursing from Loyola University. Her career included many kinds of nursing, from pediatrics to geriatrics, from critical care to public health nursing, while raising three children "who are all now respected middle-aged adults."

But it was public health nursing and teaching that really caught her heart. As a student, she was fascinated by the ideas of Lillian Wald, the founder of public health nursing in the 1890s in New York City. She also enjoyed studying the science of epidemiology.

"I've always been fascinated by communities – how they work and how they're built." She taught public health nursing at Loyola of Chicago and the University of Illinois at Chicago. "I really love teaching," she says, "I always learn more than I teach."

She believes that many public health problems are still prevalent today, and that it will take clever minds and nurses with conviction to solve them. This is why she's endowing the scholarship. "I would like to think there are nursing students who have some new and creative ideas," she says, and then adds, "I will be excited to meet them."



### About the Peace Corps Master's Program

The University of Maryland School of Social Work (UM SSW) has established a Peace Corps Master's Program that offers an opportunity to pair graduate studies with volunteer services abroad. Students who are accepted into the program will complete their first year on campus before traveling to their country of service. After finishing their Peace Corps service, students return to the UM SSW, where they complete any remaining requirements for their MSW degree.

**"I want others to have the same opportunities I had." That's why Deitrick has endowed the Emily Posey Deitrick Community Health Nursing Scholarship.**

## School of Social Work Is Making a World of Difference

The University of Maryland School of Social Work (UM SSW) is a top school of social work in the country for returning Peace Corps students. The school's academic and community service reputation, coupled with Baltimore's central location on the I-95 corridor, attract students who have been living around the world.



▲ Jody Olsen, Elizabeth Gosselin, and Dean Richard Barth

Offering financial assistance to returned Peace Corps volunteers, the Peace Corps Fellowship Program gives students the opportunity to complete internships in underserved American communities, allowing them to bring home and expand upon the skills they learned as volunteers. Since its inception, more than 50 returned volunteers have participated in the Fellowship Program at UM SSW. Including the Fellows, in the last 10 years, more than 100 Returning Peace Corps Volunteers (RPCV) have chosen to attend UM SSW, and have gone on to make a difference in Maryland and across the country.

One advocate of this program is Sue Wolman, MSW '82, who provided initial funding for a scholarship for RPCVs. Wolman noted: "I have long been a strong advocate for engaging students in the community, and I have found our RPCVs do exceptional work in every community they serve."

Another advocate of this program is Jody Olsen, MSW '72, PhD. A faculty member of the UM SSW, Olsen is the former acting director of the Peace Corps.

As a college senior at the University of Utah, Olsen was captivated by a new program begun by President Kennedy, one that would take her to an unknown country to volunteer for two years. "I didn't know where I would go, what I would do, nor had I been on an airplane, and yet I had to join the Peace Corps. Two years, 10,000 miles, two languages, and hundreds of couscous meals later, I returned from Tunisia having taught English to teenage boys and family planning to young women. I came back a much changed person," she says. Her subsequent master's degree in social work from UM SSW was a critical next step toward turning her Peace Corps experience into a career of service both locally and throughout the world.


After graduating from UM SSW, Olsen approached community organizing in Baltimore City by listening and observing, two key survival skills she had acquired as a Peace Corps Volunteer. Her subsequent international positions, most of which were with Peace Corps, required patience, understanding, and respect for very different points of view. "Eight years of being Peace Corps deputy director and acting director [2001-2009] also offered an opportunity to continue to create opportunities for thousands of new Volunteers to serve in a more complex world and to bring those experiences back home for continued service," she elaborates.

Olsen has now been on UMB's campus, and in the School of Social Work, for six years, committing to offering global education opportunities to students from all the schools through the UMB Center for Global Education Initiatives. International and local issues are increasingly fused and possible solutions are enhanced by both the local and global experiences learned as students and brought to teams as professionals.

To honor her commitment to the School, a Jody Olsen Scholarship for deserving RPCVs has been created. "Offering endowed scholarships for Returning Peace Corps Volunteers entering the UM School of Social Work is a wonderful way to say 'thank you' to the school that enabled my professional career, to returning Volunteers who committed two years of service, and to the importance of social work as a profession giving social service support for individuals, families, and communities using skills learned in serving globally," she says.

At UM SSW, the Peace Corp Fellowship Program is one that can help change a student's life. Please consider a gift to help Peace Corps Volunteers follow in Olsen's footsteps. To learn more, contact David Flinchbaugh, associate dean, at [dflinchbaugh@ssw.umaryland.edu](mailto:dflinchbaugh@ssw.umaryland.edu).





# Inspiring Young Alumna Establishes Endowed Scholarship to Continue a 'CIRCLE OF GENEROSITY'

Anyone who hears her life story — escaping to America from her native Vietnam as a teen, attending and graduating from college and medical school with a limited understanding of English, managing a successful 20-year career as a gastroenterologist — would agree that Tuanh “Ann” Tonnu, MD ’90, is an inspiration.

But Tonnu believes that the help and guidance she received from her uncle, at a critical time in her life, is the real inspirational story. And that is why she decided to establish the Ton That Chieu, MD Endowed Scholarship in 2015 in his name. The scholarship will support medical students at Maryland who have demonstrated academic achievement and financial need.

“He supported and encouraged me to become a doctor, which was a dream I wanted to achieve when I came to the United States,” Tonnu says.

“Creating this scholarship is my way of continuing the circle of generosity.”

## COMING TO AMERICA

When Tonnu fled Vietnam, shortly after the Communist takeover of Saigon, she was 14. Without their parents, who were forced to stay behind, Tonnu and her two siblings first reached Hong Kong,

where they were placed in a refugee camp and worked in a local factory. Eventually, when the U.S. government recognized Vietnamese boat people as political refugees, they made their way to America to live with an uncle, Dr. Chieu, who was finishing his residency for pathology at the University of Oklahoma. In 1979, he took his newly extended family to live in Maryland.

Despite having to adjust to her new surroundings, including learning a new language, Tonnu excelled. Upon graduation from Largo High School, where she delivered the salutary address, Tonnu attended the nearby University of Maryland at College Park, majoring in chemistry and graduating magna cum laude. She then became the first of several family members to attend the University of Maryland School of Medicine in Baltimore; her brother and three cousins also are graduates.

Tonnu says that, although she applied to other medical schools, continuing her studies at her alma mater was a natural fit.

## 'IT WAS HOME'

“I chose the University of Maryland because it was home to me,” she recalls. “Living in an urban environment was challenging, but I had a very positive experience overall.”

She also admits that medical school itself presented some additional challenges.

“I had to learn a new language,” she says. “Although my English was pretty good by the time I got to college, I discovered in med school that medicine is another language altogether.”

After earning her degree in gastroenterology in 1990, Tonnu went on to complete her fellowship and residency at George Washington University. She settled in the Gaithersburg, Md., area and launched her private practice in 1997.

## AN 'INVALUABLE' INSPIRATION

Tonnu says her uncle’s life story is equally as extraordinary as her own. A graduate of Saigon Medical School, Dr. Ton That Chieu served as a surgeon for Vietnam’s military hospital and a professor at the Hue Medical School in Vietnam. He was a visiting fellow for the Department of Pathology at the University of Oklahoma, in 1975, when the fall of South Vietnam occurred. He chose to remain in Oklahoma City, completed his residency, and helped his extended family settle in the U.S. Eventually he moved to Maryland to provide medical services as a family practitioner to a large Vietnamese refugee community.

Tonnu says that the selflessness and generosity shown by her uncle, who performs charity work to help end poverty and illiteracy in Vietnam, in addition to offering his medical services, has served as a lifelong inspiration to her and others.

“His guidance throughout my medical training, when I started my practice, and beyond have been invaluable to me,” says Tonnu, whose own charitable work includes supporting such organizations as Doctors Without Borders and initiating a scholarship fund for nursing students in Central Vietnam.

#### **TIME TO GIVE BACK**

The establishment of named endowments, like the one started by Tonnu, which are designed to help reduce the overall economic burden of medical education, are welcome news to both students and residents, who are often influenced in their career choice by the amount of debt they carry. Tonnu says she has reached a point in her career where she feels “financially stable,” so the timing was right to support the future of medicine in Maryland. She hopes the Ton That Chieu, MD Endowed Scholarship will inspire others in the way her uncle once inspired her.

“I got a lot of support to become who I am today, and it is time for me to give back and help others in the same way,” she says. “The amount I’m donating might not be significant, but I hope whoever gets it will make a big impact.”

Tuanh “Ann”  
Tonnu



Julia Slejko



## **Newcomer Gives Great Example**

*By Christine Stutz*

When an academic institution seeks support from foundations and corporate donors, one of the key questions in the potential funder’s assessment is often, what is the level of donor participation from faculty and alumni?

Like many graduate schools, the University of Maryland School of Pharmacy is seeking to increase those numbers. One faculty member who recently has committed her philanthropic support is Julia Slejko, PhD, an assistant professor in the school’s Department of Pharmaceutical Health Services Research (PHSR). As a new member of the David Stewart Associates (DSA), she has agreed to make a minimum \$1,000 annual gift to the school — a commitment she made less than a year after joining the school’s faculty.

Established in the 1980s, the DSA is named for David Stewart, the nation’s first professor of pharmacy and a founder of the School of Pharmacy. Members of this prestigious group make an annual gift of \$1,000 or more to an unrestricted or restricted gift designation. They recognize the importance of sustained, leadership giving to provide a solid base of private support and to ensure the School’s continued prominence.

Slejko, who joined the faculty in 2014, designated her donation to support scholarship assistance for students in her department’s PhD program, which provides graduates with the theory, practical experience, and decision-making skills needed to address a wide range of pharmacy-related problems.

“Not very long ago I was a student myself,” says Slejko, who earned her PhD from the University of Colorado in 2012 and studies pharmacoeconomics, with a focus on how variations in disease treatment affect patient outcomes. “I know it’s a real sacrifice to pursue a PharmD or a PhD. Not only do students have tuition to pay, but there is also the factor of lost income while in school. I think that funds to help mitigate some of that student debt are really important,” she says.

More than half of students at the school receive some form of scholarship support. “Many of our faculty members believe they should do what they can to help address the challenging demands our students face,” says Ken Boyden, JD, EdD, associate dean for development and alumni affairs at the school. “Many of them were beneficiaries of scholarships when they were students, so they appreciate the importance of supporting our scholarship programs.”

*Continued on page 8*

*Continued from page 7*

Faculty participation is not only desired, it is expected, Boyden says. “One hundred percent participation is a goal that I bring and it is a response that would really serve us well. The size of the gift is less important than the percentage of participation,” he says.

Slejko’s commitment reflects her enthusiasm about being on the school faculty. She chose the University of Maryland School of Pharmacy following a postdoctoral fellowship at the University of Washington in Seattle she says, because PHSR has “such a great reputation in the field.”

“When I came to visit, I was really impressed with the quality of the programs, how engaged everyone was, and the amount of interaction between the PharmD students and the PhD students,” she says.

“The fact that Dr. Slejko has done this while in her first year on the faculty is extraordinary,” says Boyden. “She is a wonderful example for other faculty members.”

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## Building the Future Through Planned Giving

Planned giving is an essential component of the University’s fundraising strategy. Many people are still uncertain about the meaning of the term “planned giving.” What exactly is planned giving, and why does the University rely on it?

Planned gifts include a spectrum of philanthropic opportunities such as gifts of appreciated stock (yes, there are still appreciated stocks out there!), real estate, life insurance, retirement plan assets, gifts-in-kind, and bequests. Planned gifts also can be structured to pay donors or their designees an income (usually for life) with the remaining value of the gift passing to the donor’s school after the donor’s death. Referred to as “life-income gifts,” these planned gifts are designed to pay income to one or more beneficiaries, and are generally available as charitable gift annuities, deferred gift annuities, and charitable remainder trusts.

What is the one thing all these gifts have in common? Planning: because of the charitable, financial, and tax consequences involved, they require thoughtful and sometime creative planning. Thus the term “planned gifts.”

Over the years, our donors have discovered that planned gifts can complement their personal financial planning, estate planning, and business planning while enabling them to make meaningful gifts to support the schools, students, and faculty of the University of Maryland, Baltimore (UMB).

Planned gifts have been used by our alumni and friends for a variety of purposes. They have been used to support building projects, scholarships, professorships, department chairs, lectureships, faculty enrichment, research, and clinics, as well as being designated as “unrestricted,” that is, unfettered by donor restriction. They have been structured as perpetual endowments (funds that last forever), term endowments (funds that last for a period of years), and even current use funds, depending upon the donor’s desires and the needs of the schools.

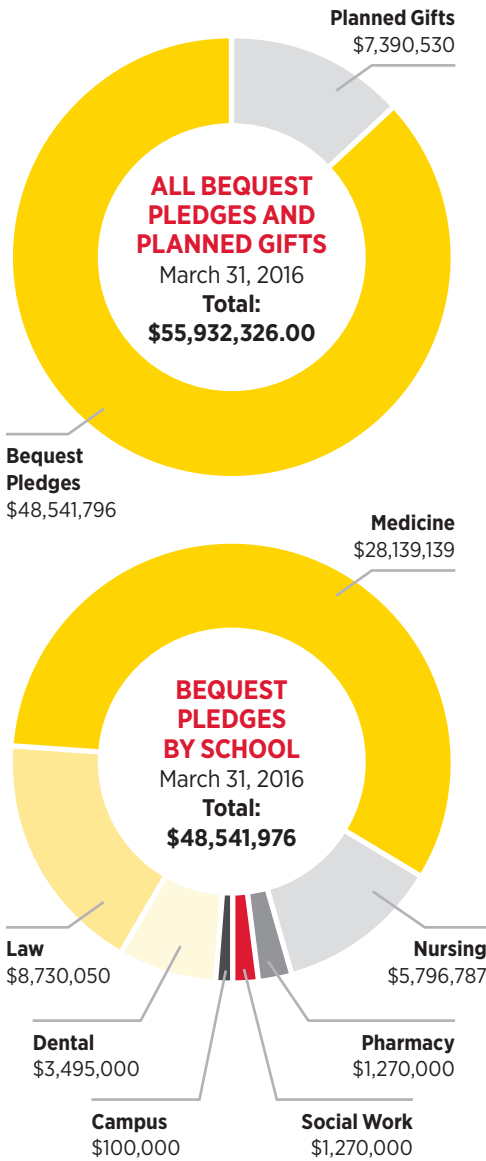
From a utilitarian perspective, planned gifts can generate lifelong income by converting low-yielding appreciated stock or real estate into a higher income stream through the use of a

charitable gift annuity or charitable trust. They can reduce or eliminate taxes attributable to long-term capital gains; produce significant federal income tax deductions; and minimize or eliminate federal estate taxes. From a philanthropic perspective, they often allow donors to maximize their giving and thus achieve results they thought were beyond their means.

Perhaps the most attractive feature of a planned gift is its flexibility. It can be customized to provide financial support for the donor, as well as for the donor’s spouse, family, extended family, and even others who might require the donor’s financial assistance. Gifts that pay income for life, such as charitable gift annuities or charitable remainder trusts, may be established during the donor’s lifetime or even through a carefully crafted will or estate plan. Assets can also be placed in trust to pay the University income for a period of years, with the original assets (having hopefully appreciated) ultimately returning to the donor or the donor’s heirs or other beneficiaries with very desirable wealth transfer results.



## ABOUT THE FOUNDATION



Founded in 2000, the University of Maryland Baltimore Foundation, Inc. (UMBF) serves as the primary repository for private gifts to the University and its schools of dentistry, law, medicine, nursing, pharmacy, social work, and the Graduate School. Working with its UMB campus partners the Foundation works to inspire and steward philanthropy all across the University. It currently administers more than \$275 million in restricted, unrestricted, operating, and endowment assets.

The Foundation is governed by a volunteer Board of Directors, who serve as advocates for and ambassadors to UMBF. The Foundation's daily operations are administered by UMB's Office of Development and Alumni Relations in collaboration with UMB school-based advancement offices, which is responsible for garnering private support and fostering communication and campus outreach efforts to UMB donors, alumni, and other constituents.

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To learn more ways about the variety of planned giving options available, please visit our website: [www.umbfplannedgiving.org](http://www.umbfplannedgiving.org)

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# GIVING



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For full descriptions, visit our website

*[www.umaryland.edu/development/why-give/](http://www.umaryland.edu/development/why-give/)*

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