

**UNIVERSITY OF MARYLAND, BALTIMORE**  
**SPRING 2023 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT**  
**APRIL 10, 2023**

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

1. SUMMARY OF UMB'S PLAN TO IMPROVE CULTURAL DIVERSITY

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the [Core Values](#) and the [UMB 2022-2026 Strategic Plan](#). Two of University of Maryland, Baltimore's eight Core Values, Equity and Justice, and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) is used to store all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reporting for each school or unit. There are currently eighty-eight strategic goals in SPIMS that include equity, inclusion, diversity, or social justice. Progress of goals are submitted to and evaluated bi-annually by Institutional Effectiveness, Strategic Planning, and Assessment (IESPA).

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recently recognized by both Forbes magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. The policy requires a diversity

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statement submission for upper-level management, leadership, and specialized positions, which will assist search committees to identify candidates who could potentially advance diversity, equity, and inclusion at UMB. Another example is the recent development of an institutional data dashboard that maps and tracks the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard provides deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities and develop change and implementation strategies.

Progress is also being achieved through planning and assessment efforts such as the creation of UMB's first-ever diversity strategic plan (DSP), beginning in Fall 2022. This plan will serve as a roadmap and framework to advance DEI at UMB. The committee has adopted a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. The committee extensively reviewed surveys, climate studies, the UMB strategic plan and core values, university-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. The review uncovered major themes to guide this work, categorized as Climate/Experience; Recruitment/Retention; Professional Development/Career Advancement; and Education, Scholarship, and Service. The Committee is leading listening sessions by positional and personal identities, supplemented by an interactive website through the platform Konveio for the UMB community to provide input. Feedback from these sources will be reviewed by the Committee and considered in the creation of the DSP. The Committee's goal is to finalize the DSP by Fall 2023.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, and the creation of the Contributions to Diversity Statement policy are all important steps towards further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court is considering rolling back affirmative action in college admissions, coupled with organizational cultural challenges, impact our progress and ongoing work.

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2. EFFORTS TO INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS

*UNIVERSITY-WIDE:*

- The interactive online Institutional Data Dashboard and data reports tailored to individual schools, as well as key programs that enhance diversity across our various populations (See Appendix 6).
- HRS prepares a yearly Affirmative Action Plan that focuses on our effectiveness to achieve a workforce that is more diverse, and highlights areas we need to emphasize (See Appendix 5).
- DEI leadership at the campus level and designated DEI leadership at each of the schools that provide learning opportunities for students, faculty, and staff (See Appendix 3).

**2.A. Initiatives designed to recruit and retain traditionally underrepresented students.**

- The Office of Admissions in the University of Maryland School of Dentistry (SOD) recruits underrepresented students locally by engaging the pre-health advising offices of Bowie State University, Coppin State University, Morgan State University, University of Maryland Eastern Shore, and Hampton University.
- The SOD has active student affinity groups: the Student National Dental Association is an award-winning organization that supports Black dental students, while the Student Hispanic Dental Association supports Hispanic dental students.
- The University of Maryland School of Medicine (SOM) has been using a multi-pronged approach with various strategic initiatives resulting in near tripling of the proportion of underrepresented students in each first-year class since 2020.
- The SOM's retention efforts include, but are not limited to, unconscious bias, allyship and social determinants of health education incorporated into the medical education curriculum for all students; and unconscious bias education required for all SOM faculty. The SOM appointed an Assistant Dean for Student Diversity and Inclusion who engages and advises the Student Diversity Council; and there are multiple active student affinity groups.
- The School of Social Work (SSW) EDI office developed a Book Lending Program that provides free, easily accessible textbooks and other materials to SSW students.
- The Graduate School promoted syllabus focused on Equity and Justice and collaborated with Faculty Center for Teaching and Learning (FCLT) on Inclusive Pedagogy professional

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development. Co-curricular student programming includes a weekly professional development newsletter offering a wide array of JEDI (Justice, Equity, Diversity, and Inclusion) topics and monthly meetings addressing social identities.

- At the 2022 Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), UMB provided opportunities that catered to students interested in continuing their education pathways into graduate school. The Graduate School provided academic opportunities for those interested (See Appendix 5).

**2.B. Initiatives designed to recruit and retain traditionally underrepresented faculty.**

- The Faculty of Color Network was launched in the Fall of 2022 with goals including strengthening overall faculty diversity and development and supporting the recruitment, retention, and overall success of faculty from underrepresented groups (See Appendix 2).
- In 2022, OEDI cosponsored with the schools eleven faculty from underrepresented groups, to participate in the National Center for Faculty Development and Diversity's (NCFDD) twelve-week on-line Faculty Success Program.
- The SOM Diversity Advisory Council developed the SOM Equitable Faculty Search Guidelines, recommending diverse gender, racial, and ethnic representation on and requiring implicit bias training for search committees; regulating broad strategic posting and advertisement of available positions to enhance diversity of the applicant pool; and mandating consistent evaluation metrics for candidates. In addition, the University of Maryland School of Medicine was one of only 5 academic medical institutions in the country to be awarded the prestigious NIH (National Institutes of Health) FIRST Award, which provides funding to recruit a diverse cohort of underrepresented early career faculty to the SOM.
- Faculty retention efforts at the SOM include multiple invited DEI-focused lectures open to all faculty and staff and the appointment of an Associate Dean for Faculty Diversity and Inclusion (See Appendix 4).
- SSW expanded the Faculty Annual review to include a section specifically on DEI Efforts.
- The University of Maryland School of Pharmacy (SOP) developed the first diversity plan for M-CERSI Competitive renewal to increase participation of Black and Hispanic faculty who are underrepresented in regulatory science as principal investigators.

**2.B. Initiatives designed to recruit and retain traditionally underrepresented staff.**

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- Recruitment efforts for traditionally underrepresented staff such as veterans, women, minorities, and disabled people includes HR (Human Resources) regularly attending job fairs such as the Maryland National Guard, Baltimore Port Alliance Hiring & Career Expo, the Historically Black Colleges and Universities Career Development Marketplace (HBCU CDM), and communicating open UMB positions to the Maryland Workforce Exchange to various Departments of Labor and Rehabilitation (DOL and DOR) and DOR constituents. Other HRS efforts include the monthly Workforce Wednesday, a career-focused open house at the Community Engagement Center (CEC) where community members can receive assistance with online job searches, résumé review, interview skills, explanation of the application process and understanding job descriptions; and Project Search, a model in workforce and career development for adults and students with disabilities (See Appendix 5).
- The SOP integrated Commitment to Diversity Statements into position descriptions and postings.

*3. INCREASE NUMERICAL REPRESENTATION OF TRADITIONALLY UNDERREPRESENTED GROUPS*

**3.A. Curricular initiatives that promote cultural diversity in the classroom.**

- The Intercultural Center, under UMB Student Affairs, provides cultural heritage month events, intergroup dialogue opportunities, training and development experiences (e.g., poverty simulation), identity-based advisory boards (e.g., students who are parents/caregivers), a podcast, as well as additional resources and programming. The Intercultural Center regularly collaborates with student organizations, staff, faculty, and community groups to offer initiatives such as Portraits of East Baltimore’s Reservation, First-Generation Celebration Week, Black Professionals on the Rise, and Transgender Empowerment & Advocacy Week (See Appendix 3).
- UMB received the 2022-2023 First-gen Forward Designation (See Appendix 3)
- The School of Dentistry (SOD), regularly communicates through announcements and social media posts about UMB recognition week information and programming specific to all cultural diversity programming, resourcing, etc. Some examples include [Safe Space Training; Intercultural Center Events, Programming, and Resourcing; Black History Month Programming, Events, and Resourcing.](#)

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- The [Learning Institute](#) sponsored by Intercultural Leadership and Engagement within UMB Student Affairs offers online and in-person experiences designed to foster the professional development of the UMB community regarding a variety of DEI topics, for which they can earn a digital badge or micro-credential (See Appendix 3).
- Co-curricular programming at University of Maryland Francis King Carey School of Law (SOL) includes orientation training to help SOL students develop cultural competency.
- Co-curricular programming for students in the SOM includes access to multiple student-run organizations that support cultural diversity and identity. Many of these affinity groups provide programming that addresses elements of social support, workforce diversity, social justice, and inclusion (See Appendix 3).
- [MSW \(Master of Social Work\) Leading for Equity, Anti-Racism, and Diversity](#) is offered through the Leading for Equity, Anti-Racism, and Diversity (LEAD) Institute at SSW.
- The SOP developed and integrated new antiracism and anti-oppression terminal performance outcomes for the PharmD Curriculum.

**3.B. Faculty Training Programs**

- The Faculty Center for Teaching and Learning (FCTL) co-sponsored twenty-three faculty members who participated in [Lumen Circles](#); centered 7 inclusive teaching topics in their podcast; launched ALLY, a Blackboard tool that monitors the accessibility of online course documents, and supported the development of curriculum in the following new programs which are grounded in cultural diversity frameworks (See Appendix 4).
- The SSW Monthly 1-hour virtual learning communities focuses on social identities and thriving in the graduate school and a weekly newsletter offering professional development on a wide array of JEDI topics.
- Annual SOD faculty and staff retreat has focused on cultural training.
- SOL host faculty gatherings focused on ways to infuse cultural competency throughout the curriculum. A recently formed reading group focuses on understanding how to view the first-year curriculum through a critical race theory lens.
- SOP piloted the first Implicit Bias Training for faculty on the PharmD Admissions Committee December 2022.

**3.B. Staff Training Programs**

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- HRS provides many staff training opportunities including career development consultations and the Cultural Proficiency module, offered three times per year; and Diversity related content (See Appendix 5).
- The SOM has multiple invited DEI-focused lectures and departmental DEI lecture series open to all faculty and staff.
- Cultural Competence is integrated into the [Emerging Leaders](#) Program.
- The EDI Office in SSW offers training and coaching series designed to increase participant's understanding of their own bias, systemic oppression, and making change through concrete action steps.
- Administration and Finance (A&F) hired an Executive Director of Diversity in 2022. The Executive Director's focus for the *first year is creating and rolling out a holistic organizational DEI approach (See Appendix 5).*

**4. CURRENT EMERGING POPULATIONS UNDERREPRESENTED IN HIGHER EDUCATION**

Underrepresented populations vary in higher education depending on discipline. For example, males, not traditionally categorized as underrepresented, are underrepresented in Nursing education and profession. Black, Hispanic and Latinx, Native American, Asian, Pacific Islander, and people of two or more races, people with disabilities, women, people from lower socioeconomics, and people from the LGBTQ+ community are underrepresented in higher education as students, faculty, staff, and leadership.

**5. OTHER INITIATIVES THAT ARE CENTRAL TO THE CULTURAL DIVERSITY PLAN**

A new Diversity Advisory Council (DAC) model was implemented in Spring of 2023. The purpose of the new DAC is to advise and provide comprehensive feedback to the UMB VP/CDO on University goals, initiatives, and other priorities to advance diversity, equity, inclusion, justice, anti-racism, and anti-oppression at UMB.

OEDI launched a DEI focused innovations grant in 2023 for innovation projects and initiatives that advance Belonging (Be) and Justice, Equity, Diversity, and Inclusion (JEDI) at UMB with a particular focus on UMB's Strategic Plan University Culture, Engagement, and Belonging theme. (See Appendix 2).