

GRADUATING STUDENTS



PROSPECTIVE STUDENTS

Implementing
COREVALUES

Value Statement

Accountability, civility, collaboration, diversity, excellence, leadership, and knowledge are the core values that guide all policies, practices, and procedures within the University of Maryland, Baltimore (UMB). UMB is unique in that it consists of seven schools functioning as one university. When we came together, seven students representing each of the schools within UMB, our charge was to evaluate how our respective schools, and the university at large, institutionalize all seven of the established core values. Drawing on each of our unique backgrounds, we examined how UMB integrates the core values across each of the seven schools to embody its motto of “Seven schools, one university”. As a result of this assessment, we were asked to provide actionable recommendations that continue to prioritize UMB’s core values. Like a machine with many mechanisms working as a whole, UMB’s seven schools cooperate as one institution to champion “global enhancement and social progress¹”. Within the machine, the core values act as gears connecting these mechanisms, allowing it to more smoothly accomplish this goal. As the 2019-2020 President’s Fellows, we acted as mechanics, evaluating the commonalities between our individual schools and determining which practices and policies work and allow our machine to function. We also identified potential adjustments to allow for a more focused approach at achieving goals by fostering a more cohesive environment at our institution. As the final group of President’s Fellows commissioned by former University President Jay A. Perman, MD, recently named Chancellor of the University System of Maryland (USM), we were enlisted to ensure that the legacy of the core values persists at UMB.

We took an informed and interdisciplinary view on UMB’s performance by interviewing faculty and staff from each school and the University as a whole, conducting independent research, and collaborating as a team. The observations

and recommendations to follow represent the perspective of students. As a result, while some of our assertions may reflect the experience of faculty and staff, we cannot accurately express the needs of these communities.

We understand that each core value is demonstrated differently in each of our disciplines. UMB has provided definitions of the core values and has positioned itself as an institution known for a culture built on those values. Although the leadership at UMB have made great efforts to institutionalize our core values, we have identified areas where UMB has the opportunity to better integrate them consistently across the University.

While the University of Maryland, Baltimore remains a pioneer institution in leadership and excellence, there still lies a profound disconnection between the institution as a whole and the seven schools. Time and again^{2,3,4}, University administrators have made efforts to engage students from different professions to encourage collaboration across fields. However, each school seems to stand on its own, espousing values, mottos and mission statements that may or may not align with UMB’s. As students representing each of the schools, we aim to closely dissect the underlying framework that has promoted disparate cultures within each school, using the core values, to guide our evaluation, and attempt to bridge the gap between the schools.

This fellowship’s role in creating campus culture will be an asset in uniting our institution. We feel that UMB has a responsibility to provide its students with high quality education and train us to compete in our chosen disciplines. As a more united institution, UMB’s students will have unique opportunities to learn from talented faculty from a variety of academic traditions and from each other, ultimately emerging as more competent interprofessional scholars.

Acknowledgements

There are a number of people that we would like to send immense gratitude to, those who have helped us tremendously throughout the course of this project. We would like to especially thank both Chancellor Jay Perman, MD, Interim President Bruce Jarrell, MD, FACS, and their respective teams. Next, we would like to thank Gregory Brightbill, MBA, MEd, Courtney Jones-Carney, MBA, and the rest of the Interprofessional Student Learning & Service Initiatives team in the Division of Student Affairs/Campus Life Services. We would also like to express our gratitude to this year’s President’s Symposium speakers: Norman R. Augustine, MSE, Angel Nix, Sharon Glazer, PhD, Ashley Finley, PhD, Kristy Novak, MS, and Oksana Mishler, RDH, MS. Thank you for sharing your experience and perspective with us. From the School of Nursing, we would like to thank Dean Jane Kirshling, PhD, RN, Mary Mills, ScD, RN, and Dean of Diversity, Jeffrey Ash, EdD, for all of your efforts, time, kindness, and guidance. From the School of Dentistry, we would like to thank Dean Mark Reynolds, DDS, PhD, MA, Karen Faraone, DDS, MA, and Kate Noonan, PhD, MsEd, for their tremendous help, support, and availability. From the School of Pharmacy, we would like to thank the Associate Dean for Student Affairs, Cherokee Layson-Wolf, PharmD. From the School of Medicine, we would like to thank Dean Albert Reece, MD, PhD, MBA, Donna Parker, MD, Sandra Quezada, MD, and Diane Hoffman, JD, MS, for your insight, candor, and support for this project. Dean Richard Barth, PhD, MSW and Amanda Lehning, PhD, MSS, thank you for sharing the amazing work and progress at the School of Social Work. From the UM Carey School of Law, we would like to thank Dean Donald Tobin, JD, and Russell McClain, JD. We would also like to thank Mary-Beth Gallico and the staff at the Health Sciences and Human Services Library for your guidance through our research process.

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¹*Living our Core Values*, University of Maryland, Baltimore, Office of Communications and Public Affairs, UMB Core Values Booklet (2019).

²<https://www.umaryland.edu/global/for-umb-students/interdisciplinary-course-with-trip-to-botswana/>

³<https://www.umaryland.edu/ipe/student-activities/ipe-day/>

⁴<https://www.baltimoresun.com/health/bs-md-perman-clinic-20160407-story.html>

Background

Core values represent the culture of an institution and expectations for individuals leading, learning, and serving in their roles within that institution. In the November 2019 President's Symposium, Sharon Glazer, PhD, professor and chair of the Division of Applied Behavioral Sciences at the University of Baltimore, discussed the importance of sustaining an organization's core values through culture and climate. Dr. Glazer suggested that core values should facilitate the vision and mission of the University, empowering the University's constituents to act on one accord. UMB's seven core values (Figure 1) help to define our campus culture and contribute to a positive and healthy experience for our community members. We also rely on these values as a strong guiding force to point us in the right direction when making difficult choices. Institutionalizing core values essentially standardizes the decision-making process and emphasizes our university mission in all that we do.

From the student perspective, the goal of UMB is to produce professionals that can enter their chosen disciplines, compete confidently for job placements, rely on the reputation of their institution to set the tone for their competency, and make a global impact. When put into action, UMB's core values can achieve this and more. Ultimately, UMB's core values directly reflect the fulfillment of the school's mission, "[t]o improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service."

While UMB's leadership has defined its core values commendably, institutionalizing them has proven difficult. Bridging the gaps between the seven schools has posed a similar challenge for us, as President's Fellows. We recognize that attempting to merge the culture, practices, and resources of seven schools is not an easy task. Issues of funding and labor often present obstacles in UMB's interprofessional curricula and programming. In an institution as large as UMB, it will be difficult to enact an institutionalized set of values consistently throughout each school. As we investigated how each of our schools embody the core values, we discovered that UMB does not operate as a single

institution in a number of ways. The core values cannot be "institutionalized" — established as an organizational or culture standard — when UMB does not have a consistent culture as an institution. While some schools and programs epitomize our core values, not all of UMB's seven schools are operating at the same level.

In this white paper, we will present each school's best practices for institutionalizing one of UMB's core values and offer our recommendations to expand those efforts across the University. We will highlight effective examples of how each of the core values are being implemented across the institution, with the purpose of showing clear examples of a school embracing and implementing a core value in a way that could be replicated. Finally, we will conclude with ways to facilitate improvements in the implementation of UMB's core values across all seven schools. Many of the shortfalls described later in this paper reflect our initial observation — UMB's seven schools do not currently act as an institution. Building stronger ties between UMB's seven schools will better prepare our students for the fields that we will enter and better serve the communities with whom we work.

ACCOUNTABILITY

The University is committed to being responsible and transparent.

CIVILITY

The University expects interactions to be professional, ethical, respectful, and courteous.

COLLABORATION

The University promotes teamwork that fosters insightful and excellent solutions and advancement.

DIVERSITY

The University is committed to a culture that is enriched by diversity and inclusion, in the broadest sense, in its thoughts, actions, and leadership.

EXCELLENCE

The University is guided by a constant pursuit of excellence.

KNOWLEDGE

The University's industry is to create, disseminate, and apply knowledge.

LEADERSHIP

The University strives continuously to be a leader and to develop leaders.

Figure 1. UMB Core Values.

Current Practices

At the institutional level, UMB has put in place several campus-wide core values initiatives with strong support from the President's Office. These include a focus on accountability through the Quarterly Q&A and the State of the University Address; the UMB CURE Scholars Program, which focuses on excellence; and the President's Student Leadership Institute, which focuses on developing leadership skills. In addition to the initiatives established by the President's Office, each of the schools within UMB instituted policies and programs that also reflect the core values. In the following section we will present initiatives offered by each of the seven schools that best exemplify UMB's core values.

ACCOUNTABILITY

UMB offers numerous events and programming in line with the value of accountability. Emphasizing transparency, the President gives an annual State of the University address, where UMB's successes and challenges are presented to students, faculty, and staff. There are also monthly and quarterly Q&A sessions with the President, which are open to the University. Finally, town hall sessions are held to discuss changes and strategies that community members may want to see implemented at UMB.

In the 2019 State of the University Address, Dr. Perman addressed several issues, including ones raised by the 2015 President's Fellows. He discussed the Fellows' concern about the diversity of faculty and staff. He took ownership of the issue by saying: "In their paper, the fellows said that despite UMB's attempts to hire diverse faculty, students are nonetheless faced with a population of faculty and mentors who don't represent their background and culture. We know this has been a problem, and we're doing something about it."⁵ Throughout the address, Dr. Perman listed numerous initiatives, programs, and policies that

supported the value of accountability: not shying away from challenges and shortcomings, but owning them and initiating change.

All of these programs demonstrate the university's commitment to accountability by opening channels of direct communication between the UMB community and the administration. By listening to the concerns of the campus community, administration can more consistently meet their needs and address their shortcomings.



Recently, the University of Maryland School of Medicine (UMSOM) has demonstrated exceptional commitment to the value of accountability in their practices. In response to allegations of sexual harassment, disparities in faculty promotions and compensation, and overall climate^{6,7}, UMSOM Dean E. Albert Reece, MD, PhD, MBA, who is also the executive vice president for medical affairs, UMB, and the John Z. and Akiko K. Bowers Distinguished Professor, formed a committee to investigate the practices of UMSOM, collaborating with the University of Maryland Medical Center (UMMC), and UMB. The goals of this committee were to eliminate disruptive behaviors, ensure equity in opportunities, promotions, and compensation, and align policies governing the behavior of

faculty and staff with UMB⁸. With this tremendous commitment to change at the core of their efforts, the committee has investigated various aspects of UMSOM's operation. The first aspect is equity in compensation. A committee has been formed to analyze compensation based on time in position, time at the institution, contributions, and other performance metrics to identify potential disparities between men and women. The findings will be used to ensure that pay is equitable among all faculty.⁹

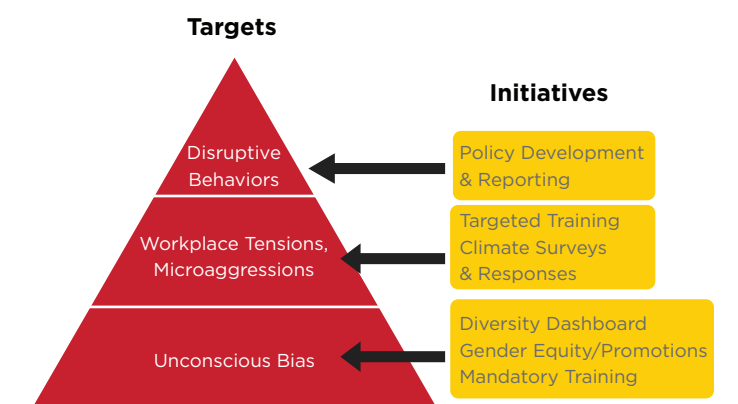
Further investigation was done in the area of promotion equity. A panel was formed to determine if there are gender disparities in promotions. While there was no difference among basic scientists and researchers, there was a significant finding among clinician educators. This is currently being investigated to ensure that the positions and roles that women take are equally valued for what they bring to the institution and are reflected in their career progression. It has already been determined that faculty will be given an annual report, listing the number of years before they are eligible for promotion. This report will allow faculty and their department chairs to collaborate and best execute professional development in order to prepare for their next promotion.¹⁰

In completing this assessment, promotion into and within the tenure track has been identified as a barrier to equity. For scientists who are often collaborators, i.e. biostatisticians, physicists, and veterinarians, they often cannot meet the criteria to enter into the tenure track. To remedy this, an additional path into the tenure track has been created, which includes teaching, furthering education, service, and total number of quality papers. The goal is to contemporize the contributions that scientists make to the institution and their disciplines. The newly formed Appointments, Promotions & Tenure (APT) Guidelines Committee will continue the effort to address promotion issues.¹¹

Finally, UMSOM wants to create a change in culture. The Culture Transformation Initiative (CTI) has been tasked with addressing the culture of UMSOM and UMMC, and ensuring that the culture aligns with the core values of the school and UMB. Created in 2018, the CTI investigates variables from overarching institution policies to individual personnel interactions to affect change throughout the School of Medicine. The initiative has the overall goal of "creating a diverse, inclusive, respectful, and professional environment; ensure there is a diverse, effective and accountable leadership that is unambiguous about its commitment to reducing and eliminating harassment, discrimination and retaliation; and improve transparency and accountability."¹² Documentation provided by CTI outlines several goals already accomplished, such as the formation of the Women in Medicine and Science group, climate surveys and analysis, and the initiation of several professional development and scholarship opportunities. There is also transparency regarding future goals for the initiative.

UMSOM has shown accountability in action. Mirroring the example of the University, the School of Medicine was responsible and transparent in the problems found, the need for change, and how these changes are to occur. The value of accountability was selected for instances like this: so that the institution can move forward in excellence while dealing with adversity.

Figure 2. UMSOM CTI Framework for Designing Initiatives to Meet Targeted Needs



⁵<https://www.umaryland.edu/media/umb/president/sotu-2019/2019-SOTU-Speech-Transcript-v4.pdf>

⁶<https://www.umaryland.edu/president/letters-to-the-umb-community/report-of-sexual-misconduct-in-todays-baltimore-sun.php>

⁷<https://www.baltimoresun.com/education/bs-md-maryland-sexual-harassment-20181114-story.html>

⁸<https://www.medschool.umaryland.edu/CTI/>

⁹<https://www.medschool.umaryland.edu/CTI/Equity-in-Faculty-Promotions-and-Compensation/>

¹⁰<https://www.medschool.umaryland.edu/CTI/Equity-in-Faculty-Promotions-and-Compensation/>

¹¹<https://www.medschool.umaryland.edu/CTI/Equity-in-Faculty-Promotions-and-Compensation/>

¹²<https://www.medschool.umaryland.edu/CTI/>

CIVILITY

As Chair of the Civility Campaign sponsored by UMB's Staff Senate, Mary Beth Gallico, has led the campus wide effort to create a culture built upon civility. This civility effort was founded in 2016 after a series of complaints among UMB's employee, student, and patient populations. As a result of these complaints, Ms. Gallico and a number of senior leaders suggested that it would be helpful if UMB employees received a refresher on how to exhibit civility in the workplace. This effort was established for all employees, regardless of their status, to receive training in hopes of ensuring a positive and nurturing environment for all members of UMB's community. The civility campaign is evidence-based, rooted in the teachings of P.M. Forni as written in his book *Choosing Civility*. Chancellor Perman and the current Interim President, Bruce Jarrell, MD, FACS, have been dedicated to the mission of the civility campaign. They fully support the program which allows an opportunity for faculty, staff, and students to pledge to the mission of civility and spreading it throughout campus and the community¹³. Interim President Jarrell continues Chancellor Perman's dedication to the civility campaign by spreading the campaign efforts to the seven specific schools. The Civility Committee is working toward meeting with leadership in each of the seven schools to promote the campaign, align our goals for campus culture, and to offer support through civility training.

According to Mary Etta C. Mills, ScD, RN, NEA-BC, FAAN, senior leader in the University of Maryland School of Nursing (UMSON), as the UMSON revisited their strategic plan under the leadership of UMSON Dean Jane M. Kirschling, PhD, RN, FAAN, the school's leadership focused on the core values that Chancellor Perman established as President. Dr. Mills believes that civility, along with the other core values, are embedded within the UMSON curriculum and acts as the framework in the school's mission and vision statement. Dean Kirshling supports this perspective, emphasizing that the School of Nursing has been a leader in

the core value of civility for UMB; the UMSON and was the first school of the seven to institute civility as a core value. Since adopting civility as a core value, UMSON staff and faculty are actively trained on civility. In addition to dedicated seminars and civility training, civility is embedded within all other training subject areas, which occur quarterly. Both Dr. Mills and Dean Kirshling stated that civility is embedded in the curriculum for all of the courses that the School of Nursing offers. As a result, students engage in civility inside of the classroom, learning cultural tolerance, racially unbiased care, and pronoun usage to ensure they can appropriately care for any patient population. Dean Kirshling and Jeffrey Ash, EdD, dean of Inclusion and Diversity at UMSON, are actively developing a one unit required course for all incoming entry level nursing students that covers inclusion, diversity, and civility. In an interview, Dean Kirshling reiterated the importance of civility in the context of professionalism and nursing and expressed support for its reinforcement throughout the interactions at the School of Nursing.

Along with training students to embody civility in patient care, Dean Kirshling has made a point that civility is demonstrated amongst members of the UMSON community. UMSON leadership works hard to create a safe space for everyone by encouraging honest, empathetic, and transparent relationships regardless of title. UMSON strategic planning and budget meeting minutes are public to the students, students are invited to be active members of curriculum committees. There are committees that work on addressing all inappropriate interactions that may occur in the UMSON, using the foundations of civility to institute restorative justice practices. The School of Nursing advertises civility as a strong point of its climate; its motto "everyday interactions = lifelong impact" reminds students, staff, and faculty that how we treat others matters.

Paralleling the work done in UMSON, UMSOM is dedicated to producing physicians that are able to communicate effectively but also with empathy and compassion. Embedded in the curriculum, students have various opportunities to interact

with patients, faculty, and staff with the intention of practicing their communication skills. First, there are standardized patients. In small and large groups, students are exposed to actors trained specifically to portray patients. Students are taught to not only take a patient history and perform a physical exam, but also how to do it in a manner that respects patient's autonomy, culture, and beliefs. At the end of the first and second years of medical school, students are evaluated on their ability to perform these tasks.

Another means for student physicians to learn to engage with patients is Intro to Clinical Medicine (ICM). ICM is a course that is taken in all four years of medical school. In the first two years, students are assigned to physicians in small groups and are taken to see patients with direct observation of a physician preceptor. Starting in one group, then pairs, then individually, students are able to gain confidence in interacting with their patients while having the guidance and advice from an attending physician. They are also able to see appropriate, professional behavior modeled by their peers. In this course, students are also exposed to hospital staff, highlighting the interprofessional nature of medicine and allowing for civil interaction.

Finally, students receive additional training in cultural competence, unconscious bias, and multicultural affairs. Sandra Quezada, MD, MS is a leader in the School of Medicine, championing the values of civility and diversity. In addition to serving as the Course Director for Medical Spanish, Dr. Quezada is currently Assistant Dean for Admissions and the Assistant Dean for Academic and Multicultural Affairs. Dr. Quezada implemented the Medical Spanish elective course to improve care for Spanish-speaking patients and established LGBTQIA+ education into the core curriculum for all medical students. Dr. Quezada challenges students to investigate themselves, their backgrounds, and their values to ensure that their decision making is research based through unconscious bias training, emphasizing how unconscious bias can negatively impact patient care. Students receive this training annually to

ensure that they are providing patients with the most professional care. Dr. Quezada's efforts have been so pervasive that the unconscious bias training that she initiated is now required for faculty as well. With the work of Dr. Quezada and other leaders like her, civility is instilled in future physicians as a matter of practice.

The students of the School of Nursing and the School of Medicine require civility as a core value because their interactions with patients can dictate patient outcomes¹⁴. The example set by these schools can be implemented across the UMB campus to improve the standard of care and practice for patients and clients throughout the community supported by UMB. Including specific core values in student education and training faculty on those same values is the foundation for a culturally sustainable pedagogy that will sustain UMB's culture.

COLLABORATION

The core value of collaboration is invaluable to UMB's ability to produce innovative solutions in healthcare and human services. Forging mutually beneficial partnerships with community organizations, businesses, elected officials, and other groups at the local, regional, national, and international levels allows students, staff, and faculty to benefit from a diversity of perspectives in their work toward enhancing the human condition.

One shining example of institutional collaboration is the University of Maryland Strategic Partnership: MPowering the State (MPower), a partnership between UMB and the University of Maryland, College Park (UMCP), aimed at leveraging each institutions' assets to serve the public good. Since its inception in 2012, MPower has facilitated hundreds of collaborations within its 25 programs, initiatives, and centers. These partnerships have produced approximately 595 joint research proposals, 163 of which have been awarded totaling over \$200,000,000 in research funds — a massive increase from just one joint

¹³<https://www.umaryland.edu/ssenate/civility/>

¹⁴Oppel, E.-M., & Mohr, D. C. (2018). "Paying it forward": The link between providers' civility climate, civility toward patients and patient experience outcomes. *Health Care Management Review*. <https://doi.org/10.1097/HMR.0000000000000209>

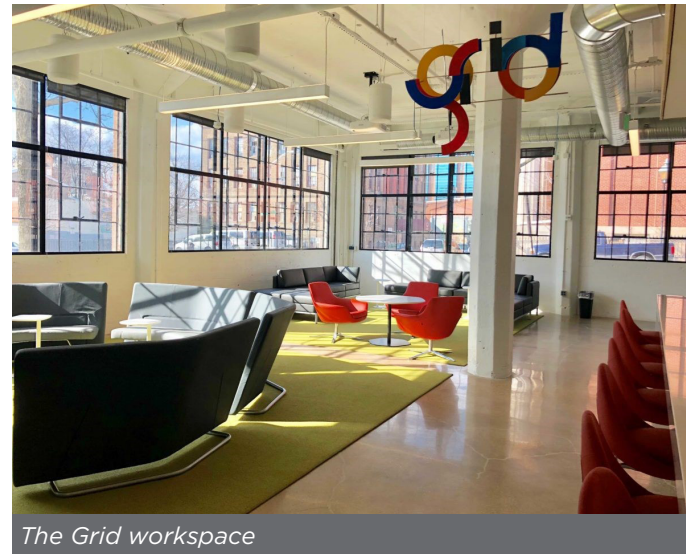
¹⁵https://mpower.maryland.edu/wp-content/uploads/sites/2/2020/01/UM-SP-MPower_Booklet-2020_FINAL-V2-WEB6_sm_compressed.pdf

research award in fiscal year 2012¹⁵. Later, the University of Maryland Strategic Partnership Act of 2016 served to officially institutionalize a formal working relationship between UMB and UMCP¹⁶. MPower has aided in creating a center to address the global problem of human trafficking, funding to commercialize a new HIV therapeutic¹⁷, and launching a new Master of Professional Studies in Public Safety Leadership and Administration to “target law enforcement, first response, social services, and other agencies that coordinate with the judicial system”¹⁸. The program launches in the fall of 2020. These initiatives cover a wide range of professional and academic fields and ultimately have the potential to impact policy, research, and private enterprises far beyond Maryland. UMB’s involvement in MPower exemplifies how collaboration as a core value improves not only the quality of education students are able to receive, but when practiced in the context of our locale, serves to better the condition of our community.

At UMB, collaborative efforts between faculty and national research institutes such as the National Institutes of Health, the National Science Foundation, and the Institutes for Human Virology among others, increase the caliber of education and research conducted through UMB’s graduate programs. In addition to working with government and private funding agencies, efforts to develop relationships across campus and with UMB’s off-site neighbors have produced unparalleled collaborative ventures.

A new addition to campus, the Graduate Research Innovation District (GRID), provides the unique opportunity for students, entrepreneurs, faculty, and staff to work together to launch new companies in an effort to “bring innovative health and social impact ideas to life through education, early-stage funding, and programming”¹⁹. The University of Maryland Graduate School’s crowning jewel of student collaboration, the GRID came about as a result of the 2016-2017 President’s Fellows’ proposal to create an incubator and co-working space to support entrepreneurial endeavors at UMB. The 2016-2017 Fellow’s

group drew inspiration from the University of Maryland School of Pharmacy’s (UMSOP) “Pharmapreneurship” program to build the framework and determine effective programming for the GRID. Upon the completion of their Fellowship responsibilities, a select group of students stayed onboard to assist in bringing their vision for a collaborative entrepreneurship space to life in the Graduate School.



The Grid workspace

The GRID leverages Baltimore’s position as a growing tech hub²⁰, resources at UMB, and the skillsets of our community members to establish social innovation as a strength of our University. Within this innovation hub students can enroll in entrepreneurial courses, launch companies through UM Ventures, and even receive legal advice regarding startup proposals. The GRID houses a partnership with the University of Maryland Francis King Carey School of Law; here, the University of Maryland Business and Intellectual Property Law Clinic (IPEC) provides services available to students and the public through the Small Business Development Center counseling office at the GRID. In the IPEC, student attorneys working under clinical faculty advisors provide pro bono guidance to aid clients in navigating business law. This relationship allows law students to receive legal training in authentic scenarios, working with clients who are often graduate students at UMB.

Ultimately, the GRID is unique in that it empowers students to be at the forefront of collaborative efforts and innovation rather than being guided by faculty to contribute to the collaborative efforts they have forged. In addition to creating space for interprofessional collaboration across campus, the GRID embodies the core value of collaboration because it makes resources available on our campus accessible to our Baltimore City neighbors. Programs run at the GRID and entrepreneurial coursework offered through the Graduate School are a profound example of what it looks like to build collaborative efforts into the education and training process. The fact that the GRID’s creation was a student-led effort allows it to serve as an example outside of the Graduate School of what can be accomplished when student’s voices are amplified in our education.

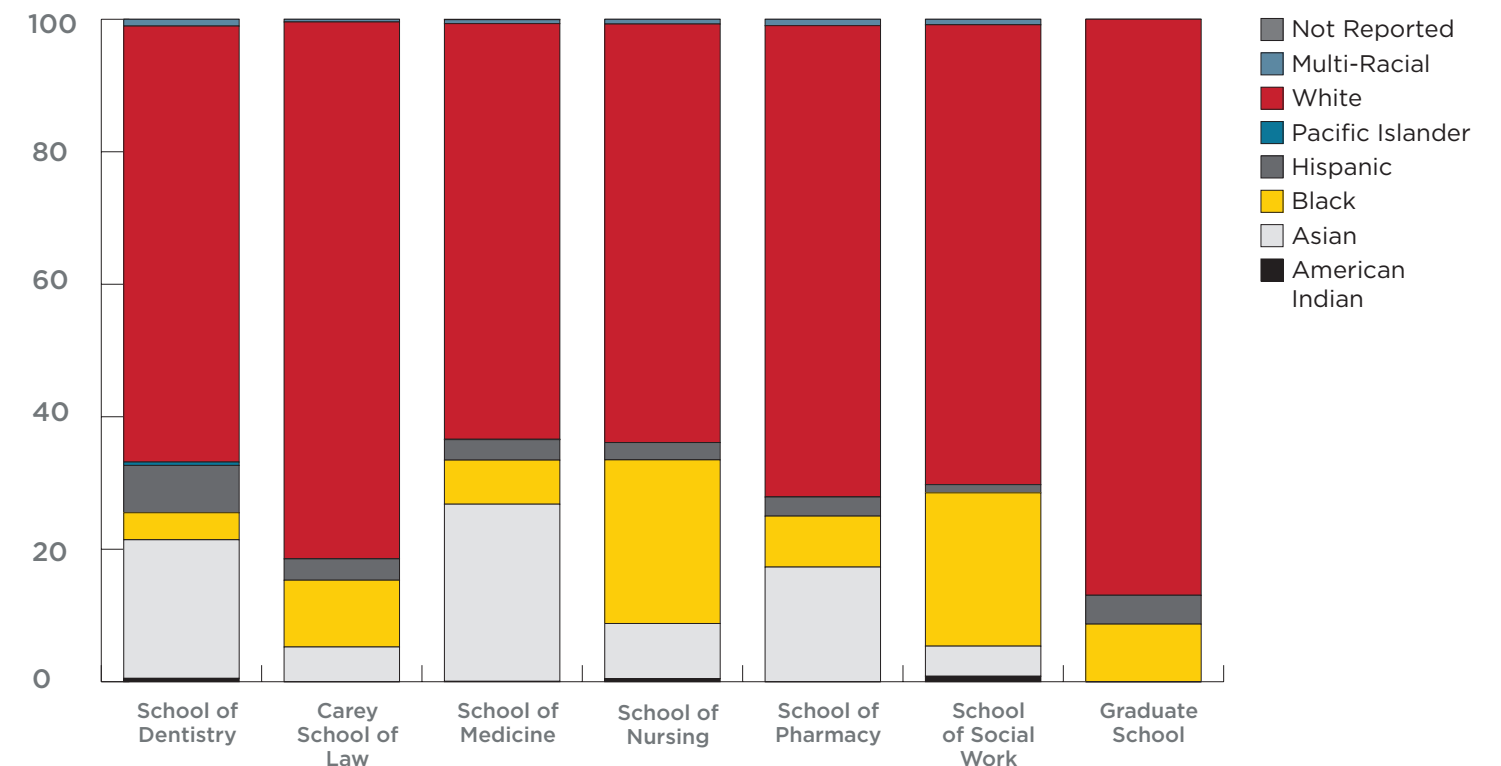
DIVERSITY

To evaluate if UMB is upholding the core value of diversity, the definition of diversity that we are

looking to achieve must be evaluated. According to UMB’s Diversity Advisory Council (DAC), “[d]iversity embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in equity. It includes all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age, among other characteristics”²¹. Diversity is seen differently in each of the seven schools based on the differences inherent in each program and the makeup of each student body. What could be argued to be more important than having an array of demographics present is what is referenced in the first part of the definition of diversity, inclusion. DAC defines inclusion as, “a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community”²².

How the University is collectively fostering a climate of inclusion can be seen through the efforts of the DAC and the programming it creates.

Figure 3. UMB Faculty by School and Race.



¹⁶<https://mpower.maryland.edu/#overview>

¹⁷<https://mpower.maryland.edu/ibbr-receives-grant-to-explore-next-generation-multi-specific-antibody-therapeutic-next-step-towards-a-cure-for-hiv/>

¹⁸<https://mpower.maryland.edu/#news>

¹⁹<https://graduate.umb.edu/grid/Get-Involved/Become-an-Innovation-Fellow/>

²⁰<https://www.bizjournals.com/baltimore/news/2017/06/19/baltimore-ranks-among-20-hottest-cities-for-tech.html>

²¹University of Maryland, Baltimore’s Diversity Advisory Council’s Glossary, citing Nivet, Marc A., Castillo-Page, Laura, Schoolcraft Conrad, Sarah. *A Diversity and Inclusion Framework for Medical Education*. Academic Medicine: Volume 91, Issue 1. July 2016.

²²Insight into Diversity. About the HEED Award. Retrieved from <https://www.insightintodiversity.com/about-the-heed-award/>

²³Diversity Advisory Council Bylaws, Article 2, Mission.

The DAC is a group of administrators, faculty, staff, and students from the seven schools as well as the Central Administration that provide recommendations to the president that are focused on promoting the University's commitment to diversity, inclusion, and equity²². The DAC has three committees all focused on different aspects of diversity and inclusion. The committees include: communication and marketing, education and awareness, and evaluation and assessment. More broadly, these committees represent the University's commitment to attracting a diverse community, better educating the diverse community, and reflecting on what aspects of both of these efforts are working or need to be improved. In addition to making recommendations to the President, the DAC also organizes programming for the campus. For example, DAC highlights different students, faculty, and staff members who are exemplifying diversity on the UMB campus. This type of recognition is a way that the university promotes excellence in diversity and demonstrates that diversity is important to University leadership. Further, the DAC sponsors the Diversity Speaker Series, which gives a platform on campus to leaders in diversity and gives those within the university community the opportunity to learn from diverse leaders and apply that knowledge in their schools and careers. Beyond what the University is doing as a whole to promote the core value of diversity, examples of embracing diversity are present within the individual schools.

After interviewing different administrators from each school within the University there are a few schools that have diversity practices worth noting. First, several schools have administrators who are tasked specifically with promoting the diversity within their school. Russell McClain, JD, is the associate dean of Diversity and Inclusion at the the UM Carey School of Law. He additionally serves as the director of the Academic Achievement Program. Dean McClain speaks to all students at orientation and where he emphasizes the school's commitment to diversity and inclusion, sets the expectation, and informs incoming students of

programs that strengthen the school's commitment to diversity.

The UM Carey School of Law's commitment to diversity is shown through established school programming as well as a culture curated by the school administration, faculty and staff, as well as the students. The UM Carey School of Law's Diversity Scholars Program provides benefits to the school and to the students²³. The Diversity Scholars Program is a partnership between diverse students and local law firms. Law firms will recruit students out of this program and offer them a scholarship in return. This promotes diversity in the UM Carey School of Law because it can be attractive to incoming students. Further, it promotes the success of the diverse students within the school because it offers an employment opportunity to these students. Dean McClain also noted that this program has a mentoring aspect, where students can work with attorneys at local firms creating a network in their field.

The UM Carey School of Law has also worked recently to increase the availability of training opportunities for faculty, staff and administrators to further their knowledge of different aspects of diversity. An implicit bias training has been conducted as well as pronouns programming. Education of the faculty and setting the expectations of faculty is a great concern of the administration at the UM Carey School of Law. Dean McClain mentioned that if professors misspeak in class that the UM Carey School of Law works to come up with a way to rectify the damage that may have been done by what was said.

Dean McClain has an open door policy, and students as well as faculty are able to take advantage of his expertise. Since Dean McClain is present and available at orientation, students know from the beginning of their time at school that he is a resource specializing in diversity that is available for them to speak to if they have any concerns or need assistance once starting at the UM Carey School of Law.

The administration led by UM Carey School of

Law Dean Donald Tobin, JD, regularly responds to student and faculty concerns. Notably, an all gender bathroom was created on the second floor hallway serving as the primary bathroom to be used in the classroom wing on that floor. That bathroom was created in response to student concerns. Students came to Dean Tobin requesting that there be an all gender bathroom near where the classrooms were located. The school responded by knocking down the wall between the gendered bathrooms to create one large bathroom that students all share. The administration took this request by students seriously and responded.

Additionally, increasing the school's commitment to diversity is shown in recruitment efforts of both students and faculty. Dean Tobin, emphasized the schools effort to recruit diverse faculty. Having faculty who are diverse allows the school to have many voices at the table when decisions are made. This also allows students to learn from those with many different experiences and who will present information in different ways. The school's admissions office has also expanded its recruiting efforts to include attending recruiting events that reach diverse students. Currently, 30% of the UM Carey School of Law's student body are students of color and of our 58 full-time faculty members, half are women and 12 are people of color.²⁴ Overall, the strength that the UM Carey School of Law has in diversity is built into the climate of the school. There is an expectation of inclusion and students have resources available to them to further foster inclusion. The opinions of students and faculty are important to the administration and changes are implemented within the school accordingly.

In addition to the UM Carey School of Law, the University of Maryland School of Social Work (UMSSW) has exhibited their commitment to diversity. The School of Social Work is currently in the process of responding to calls for increased diversity awareness from its faculty and students. In an 2019 Op Ed for *The Maryland Social Worker*, alumni of the UMSSW wanted an institution that trained students to "become adept at self-reflection and cultural humility, examining and

maintaining awareness of their positions within power structures, their biases, and their actions." The UMSSW has taken this challenge to address their curriculum and institutional practices. They have decided to move from an "infusion" model of learning, where students are expected to learn about cultural issues through imbedding the issues in the curriculum, to a new approach. The UMSSW is implementing major curricular changes creating specific courses in diversity, moving from the "infusion" model of learning to a model of "Explicit" curriculum. Teaching students how to work with diverse populations and understanding diversity will no longer just be worked into existing curriculum, but will be a curricular core required of all students. Through Diversity and Anti-Oppression Efforts, the School of Social Work is in the middle of a shift in climate based on major curricular and administrative changes.

To obtain a Masters in Social Work (MSW) degree from UMB, students must complete field placements where they intern in offices practicing social work. These placements are primarily in and around the Baltimore area since students are simultaneously completing coursework. Preparing students to work with many different populations effectively is a priority to UMSSW. In order to prepare students to work with diverse populations, UMSSW introduced The History of Oppression course as an elective in 2008. The course covered a wide range of disparate groups and oppression throughout history. In the effort of Explicit Curriculum, this course has been approved to be a required course for all students entering the UMSSW. The course will be focused on the experiences of African Americans in Baltimore and will prepare the students to best interact with their clients before they arrive in Baltimore. Students will complete this course online before they enter their first semester field placement.

Ensuring that this knowledge is synthesized and integrated into future practice, the students will take a full-length Structural Oppression course during their first semester. The course allows them to address what was learned in the online

²³<https://www.law.umaryland.edu/Alumni/Impact-Report/Diversity-Scholarship/>

²⁴"30 percent of our entering class is comprised of people of color. Of our 58 full-time faculty members, half are women and 12 are people of color". <https://www.law.umaryland.edu/About/>

course, investigate intersectionality and systemic issues, and examine the concept of oppression in various forms. Students will work in small sections to synthesize their understanding from what was learned in the class to what they are seeing in practice. Structural Oppression was beta tested with select faculty in the fall and spring of 2019, covering four modules. The three credit course will be officially added to the course catalog in fall 2020.

The UMSSW made additional improvements to continue to facilitate discussion and support student exploration. First, a series of courses have been made available for faculty to prepare them for the upcoming changes in curriculum. The courses cover topics such as Political Economy and the Social Construction of Difference and Power, Privilege & Oppression and will prepare the faculty, especially those who do not have structural oppression as their expertise, to be able to engage with students and reinforce these topics in their own courses. Second, a field seminar course was added to the curriculum. This course will have monthly facilitated discussion around challenges in the field, diversity, equity, and inclusion, and racial healing.

Finally, the changes in the School of Social Work will be reflected in leadership and administration. The school is currently searching for an Assistant Dean for Diversity, Equity, and Inclusion, with the goal of being an additional resource for students and faculty as they move through their programs. A new position was also created, Assistant Dean for Administration and Strategic Initiatives, in 2019. This position was filled by Cherita F. Adams, MBA, MS, who was the 2019 UMB MLK Diversity Award winner for staff.

Administrative focus on diversity is also seen in the School of Nursing. Dean Kirschling stated in an interview that when appointed to this position, it was her mission to leave not only the School of Nursing but UMB with a legacy that acknowledged, embraced, and supported inclusion and diversity. She championed the first dean of Inclusion and Diversity at UMB, Dr. Jeffrey Ash. It was her vision

that with the implementation of deans of diversity and inclusion that UMB would be a more holistic place to learn, teach, and serve.

Under Dean Kirschling and Dr. Ash's vision, the School of Nursing has engaged in diversity, inclusion, and equity training at least once a quarter. Dr. Ash estimates these training sessions occur about 3-4 times a year. It is during these programming days where faculty and staff train about the importance of diversity, inclusion, equity, and tools, for example, developing restorative justice skills, to ensure active participation. Staff and faculty are trained on effectively communicating with students, specifically how language, both direct and indirect, is perceived by students, how to create an inclusive, safe, and empowering learning environment and how to resolve harmful language, direct and non direct. Dr. Ash is working on diversity and inclusion programming for students and envisions that 2020-2021 will be the launch of many programs for students around this matter. The School of Nursing's diversity and inclusion efforts resulted in earning the prestigious Higher Education Excellence in Diversity (HEED) award for both 2018 and 2019²¹.

The practices observed throughout the University show strong commitment to the value of diversity. The examples from the UM Carey School of Law, School of Social Work, and School of Nursing are actions that are able to be replicated throughout the institution so that all schools are more in line with UMB's core values.

EXCELLENCE

At UMB excellence is a core value that is echoed throughout the institution. Through the dedication of UMB leadership, faculty and the student body, our nationally ranked graduate programs continue to rise. The University of Maryland School of Dentistry (UMSOD) is ranked 7th in total NIH funding, the School of Medicine is ranked 8th in receiving total grants and research expenditures, and the UM Carey School of Law has three

specialties recognized in the top 10 according to the U.S. News & World report. In addition, the U.S. News & World Report ranks the School of Nursing as 6th, the School of Pharmacy as 9th, and the School of Social Work as 17th overall in the nation²⁵. As the former president of UMB, Chancellor Perman worked to make UMB a renowned leader amongst its peers.

While UMB has many renowned schools, the School of Pharmacy is committed to ensuring the success of its students through the opportunities and programs it provides. The school pushes to encompass new pathways into the curriculum as the field of pharmacy continues to change. In recent months the institution made changes to the curriculum to keep up with ongoing changes in the profession. The school now offers interprofessional courses in integrative medicine. This allows students to understand the impact of lifestyle modifications and medication therapeutics for improved health. The pathways at the School of Pharmacy offer a focused course of elective study for students interested in a particular area, which are Geriatrics and Palliative Care, Pharmacotherapy, and Research²⁶. The school has recently introduced the Pharmapreneurship pathway to help students with a creative and entrepreneurial mindset to further cultivate their ideas. This pathway was launched this academic year with the purpose to give students the skills they need to solve problems and innovate new services and products. There are also established honor societies, such as Rho Chi, an academic honor society and Phi Lambda Sigma, a leadership honor society, that highlight student excellence at the school.

Along with various pathway programs, the School of Pharmacy has created a new masters program in Medical Cannabis Science and Therapeutics, the first of its kind in the country. After determining a need for this with new laws being passed regarding the use of cannabis as a therapeutic agent in the United States, this new program highlights the adaptability of The School of Pharmacy as it continues to evolve as therapeutic options expand. This Masters program will give students the knowledge they need to develop therapies, contribute to current research in the field, and help drive policy changes regarding medical cannabis.

KNOWLEDGE

The University of Maryland, Baltimore, comprised of seven separate entities, nurtures strong partnerships with the West Baltimore community in an effort to leverage resources to benefit campus outreach programs and university-wide initiatives. Priding itself on being a leading entity, UMB is grounded in the heart of Baltimore City and is a champion of strong public health initiatives within the community. The School of Pharmacy founded the Patients, Pharmacists, Partnerships (P3) Program that allows patients to be able to understand proper management of chronic diseases and identify potential medication-related problems by fostering strong patient-pharmacist relationships. "Just Advice" is a program initiated by the UM Carey School of Law that allows community members who are not financially equipped to hire lawyers to discuss their cases with professionals and students free of charge. The UMB Health Alliance is an interprofessional, student-run clinic that strives to improve the well-being of the West Baltimore community while providing excellent interprofessional clinical education in a collaborative environment. These initiatives as well as many others on campus define our culture as a university and shows how invested we are in sharing our knowledge with the community.

The School of Dentistry in particular is committed to the creation, dissemination and application of knowledge. It is a fundamental aspect of clinical care, teaching, research and service to our community. Within the school, we use knowledge intertwined with ethics to guide patients in their decision-making processes. Whilst boasting the motto "*Advancing Oral Health. Improving Lives*", our graduates and students work tirelessly with patients and in the community to bring that into fruition. The School of Dentistry is committed to a culture that encourages teamwork and shared knowledge in pursuit of excellence with hopes of fostering some of the most intelligent leaders in dentistry.

UMSOD focuses on educating not only the staff, faculty and students, but most importantly the patients. As healthcare providers, it is imperative that patients are educated on the various treatment plans that are available to them, the possible consequences of neglecting oral health, and steps they can take to reverse or stop oral

²⁵<https://www.umaryland.edu/about-umb/umb-fast-facts/>

²⁶<https://www.pharmacy.umaryland.edu/academics/pharmd/curriculum/>

health diseases from progressing. Thus, in order to properly educate patients, students must take it upon themselves to excel in their studies. They are expected to teach concepts such as “Oral Health Instructions” to patients in a way that they can understand, converting scientific terminology to layman terms. Typically, a patient’s treatment plan is broken down into five phases — systemic, acute, disease control, definitive and maintenance. Students must understand how to identify oral diseases, cavities, periodontal disease, trauma, oral cancer and unusual oral lesions as well as understand the patient’s health history and current medications to be able to accurately identify and prioritize the order of treatment. Dental students debunk many dental misconceptions by informing patients of their oral health statuses and preventative measures they can implement for improvement. It is especially important that patients maintain the definitive work they receive. Be it dentures, braces, crowns implants, or veneers, a costly procedure could go to waste without patients having proper knowledge on how to keep their teeth clean and healthy.

UMSOD, the first dental college in the world, has a long-standing reputation for being a top-tier university. The curriculum is unique in that students enroll in courses and mandatory lab sessions throughout their first two years in preparation to work directly with patients in the third and fourth years. Professors and clinical faculty have a very important role in not only educating students on the newest technologies and updated classification systems of periodontal disease, but showing them how to use these technologies in a clinical setting and how to detect periodontal disease and cavities on a live patient. At the end of D2 year, students transition from classroom settings to clinics, meaning that multiple choice examinations become patient competencies. Clinical faculty grade professionalism, technique and procedure fluency. This ensures that all students have a strong foundation of knowledge before they practice on patients. Licensing exams and board exams are offered by the American Dental Association to assess the education of the student before entering

the workforce.

To inform is to also be informed. Faculty are very involved in research. The majority of the faculty come from heavily research-oriented backgrounds with a large portion of them conducting research at their school. Also, student researchers working under faculty are exposed to premier innovation in the field of dentistry. The Office of Research Development provides programs and services designed to meet the needs of all student researchers. Many of these projects are selected to present across the country. UMSOD also provides summer research training for incoming D1 students. They are afforded the opportunity to participate in an intensive nine-week research training under the mentorship of faculty actively engaged in research. In 2018, UMSOD was ranked as the 23rd most funded university by the National Institute of Dental and Craniofacial Research. Many students are involved with NIDCR and NIH because of the close proximity and abundance of research opportunities.

A successful graduate institution should be characterized by its ability to serve the community that it surrounds. Each school can offer a measurable benefit to the community by making volunteer hours mandatory by each school, incentivizing volunteering, and offering more interprofessional opportunities. Community members can have a better understanding of how to manage chronic conditions by consulting with students in the nursing and medical schools. They can better manage medications and practice good oral hygiene by consulting with the pharmacy and dental students. They can ascertain whether or not they qualify for certain transportation or food benefits by consulting with a social work student. Moreover, they can figure out who to consult and how to go about the legal process if need be, by consulting a law student. The more we share our knowledge amongst the community, the more we can engage the community and become an invaluable source of education for them.

LEADERSHIP

UMB established itself as an institution with a reputation for educating leaders in biomedical sciences, healthcare, social services, and law. UMB has committed itself to “practic[ing] ethical and sound leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral and just society”²⁷. UMB is devoted to building a culture where its leaders have both aptitude and integrity. To establish leaders across a multitude of fields, each school employs unique training strategies to prepare its pupils for the professional realm. Here, we highlight various strategies implemented that continue in the tradition of producing leaders.

The School of Medicine defines its role in the community as “The School will assume a leadership role in issues of importance to the state of Maryland, the region, the nation and the world.” How is this reflected in undergraduate medical education? The pace of the School of Medicine is unrelenting but there is time to be developed into the future leaders of medicine. Each class has their own council responsible for representing and advocating for their classmates to the Office of Medical Education. Medical students also serve as interviewers and committee members for admission, shaping future School of Medicine classes.

One of the greatest lessons learned as a medical student is how to be an advocate for yourself and others. The School of Medicine listens to actionable feedback given by the students. One such concern was wellness and self-care, which caused students to lose focus on their training. Two changes have been seen as a result, at the institution and school level. First, the Student Counseling Center began to offer after hours and weekend support, which allowed students on rotations that prevented them from making appointments to still receive care. The second was the creation of the Stress and Decompress Wellness Program at UMSOM. Led by the UMSOM’s Office of Student Affairs, the committee emphasizes mental health, offering more programming and events each year. John Allen, MD, assistant dean in the School of Medicine’s Office of Student Affairs, directs wellness initiatives. He communicates directly with students, coordinating contests, sharing information, and encouraging the students to

engage in self-care. These examples show students that they are able to verbalize concerns that are logical and impactful and achieve change — a valuable skill for future leaders. Below are a few examples of how leadership is represented in each institution.

The School of Nursing prides itself in creating leaders. Similar to civility, leadership is embedded in the UMSON curriculum. Not only does UMSON faculty prepare their students to be innovative leaders, they also hold themselves as a prime example for students by holding leadership positions throughout our local community and the world. Katherine Fornili, DNP, MPH, RN, CARN, FIAAN, assistant professor at UMSON, serves as President of the International Nurses Society on Addiction and spearheaded efforts to address the global opioid epidemic; Barbara Resnick, PhD, RN, CRNP, FAAN, FAANP, professor at UMSON and former president of the American Geriatrics Society, is co-director for the Biology and Behavior Across the Lifespan Organized Research Center; Ann B. Mech, JD, MS, RN, assistant professor at UMSON is the former chair of CareFirst in Maryland; and Erika Friedmann, PhD, professor and associate dean of research at UMSON, served as president of the International Society of Anthrozoology. Learning under changemakers in our field, students have the opportunity to learn leadership skills in the classroom and through the prestigious nursing honor society, Sigma Theta Tau, to better position them as leaders outside of UMB. Lastly, students have the opportunity for leadership through advocacy by attending the American Association of Colleges of Nursing’s Student Policy Summit, a three- day conference in Washington D.C. where students have the opportunity to learn about policy making and speak to legislators about policy reform.

Similarly to the other schools at UMB, the UM Carey School of Law works to create leaders in the field that students from the UM Carey School of Law will be entering into. A lawyer can use their understanding of the law to be a political leader or to advise a company on how to conduct their business in compliance with the letter of the law. The Carey School of Law gives students many opportunities to develop as leaders. Dean Tobin and Roger J. Ward, EdD, JD, MSL, MPA, interim provost, executive vice president, and dean of the Graduate School instruct a course titled “Law &

²⁷<https://www.umaryland.edu/media/umb/president/core-values/UMB-CV-Booklet-WEB-2019-v1.pdf>

Leadership”, where students learn different types of leadership theories and about themselves as leaders.

The UM Carey School of Law also allows its students to be leaders in the field while still in school. The UM Carey School of Law has a comprehensive clinical program that allows students to practice under the license of professors who are leaders in their fields. For example, the Public Health clinic tracks proposed bills pertaining to public health during the legislative session each year and offer informed legal opinions on the public health ramifications of the bills as they move through the legislative process. Additionally, journals, trial teams, moot court teams, and student groups allow students to develop their leadership skills outside of the classroom by assuming positions within organizations.

Students in the Graduate School have opportunities to gain leadership experience through various student organizations and collaborative projects. In addition to extracurricular leadership training, the graduate school offers an interdisciplinary approach to leadership through its Intercultural Leadership certificate program. This 13-credit course focuses on equipping students with the knowledge and skills to be culturally competent leaders in today’s workforce. Historical and intercultural courses touch on UMB’s core value of diversity to train well-rounded leaders who are adept in cross-cultural communication. This certificate program is a formal approach to instilling students with strong leadership skills and represents the Graduate School’s overall commitment to remaining an institution with a reputation for producing professionals at the forefront of their field.

The School of Pharmacy is committed to creating leaders through various extracurricular programs, a rigorous curriculum, and community outreach activities. The school allows students to take on leadership roles in all aspects of pharmacy. Students are able to get involved by taking leadership electives, advocating for the profession on Legislative Day, or by being a leader in a professional organization. The school also makes sure to recognize student leaders through Phi Lambda Sigma, the national Pharmacy Leadership Society. This society helps develop programs that foster leadership development within the school

and in the community. The field of pharmacy needs strong leaders, and the school gives us numerous opportunities to practice our leadership skills under the mentorship of the faculty and fellow students.

UMB has undoubtedly proven its proficiency in creating leaders. Leadership opportunities and training across all seven schools prepare students for the problem solving and critical thinking we will all face as leaders in our fields. Here, we suggest that going beyond our individual training to forge more interprofessional connections between students has the potential to ensure that UMB’s leaders can also serve as impactful team players.



External Perception

Table 1.²⁸

National Rankings		
Dentistry	7th	NIH Funding (Publics) FY 2018
Medicine	8th	Total Grants and Research Expenditures (Publics) AAMC FY 2018
Law		Three specialties in top 10 in U.S. News & World Report, with Evening Program 4th, Health Law 6th, and Clinical Training 7th
Nursing	6th	U.S. News & World Report. Four specialties in top 10 with Nursing Informatics at No. 1
Pharmacy	9th	U.S. News & World Report
Social Work	17th	U.S. News & World Report

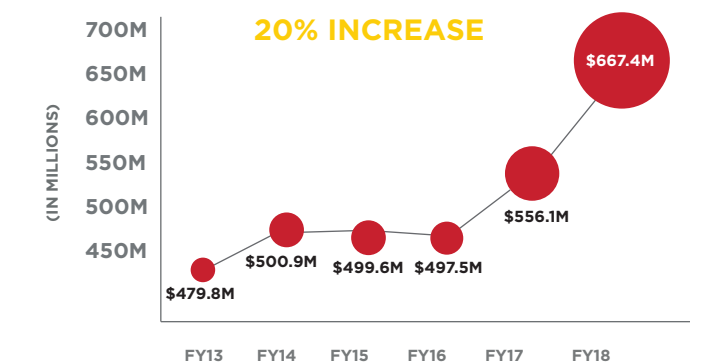
As a public educational institution, the University of Maryland, Baltimore receives external indicators of its performance through performance and reputation. This can be objectively observed in awards, funding, rankings, and news reporting. In November of 2019, the UMB Police Department received the Governor’s Crime Prevention Award for Outstanding Proactive Crime Prevention through its Community Outreach and Support Team (COAST)²⁹. COAST mentors students, engages the community in drug use education, and allows the community to engage with its police officers through the Community Engagement Academy. The award also highlights the work of Officer Yale Partlow and COAST’s outreach and crisis intervention programs. COAST is currently a national model for crisis intervention and outreach.

Vivek Thumbigere Math, BDS, PhD received the 2019 Sigmund Socransky Young Investigator Award at the American Association for Dental Research/ International Association for Dental Research Conference held in Vancouver, British Columbia. His work focuses on osteoimmunology and how genetic factors impact periodontal disease. Dr. Thumbigere Math brings innovation and excellence

to UMB to foster the growth of its students.

There are numerous examples^{30,31,32} of UMB being recognized by external entities for its dedication to science, education, community, and the environment. In line with awards, grant funds are objective indicators or external support and validation. In fiscal year 2018, UMB had a record breaking \$667.4 million awarded in grant funding³³. It was a reported 20% increase over 2017. It was succeeded by \$664.7 million awarded in fiscal year 2019.

Figure 4. UMB Grants and Contracts.



²⁸<https://www.umaryland.edu/about-umb/umb-fast-facts/>

²⁹<https://www.umaryland.edu/news/archived-news/november-2019/newspressreleaseshottopics/umbpd-earns-governors-award-for-outstanding-proactive-crime-prevention.php>

³⁰<https://www.umaryland.edu/news/archived-news/november-2019/newspressreleaseshottopics/umb-team-receives-grant-to-address-opioid-crisis.php>

³¹<https://www.umaryland.edu/news/archived-news/march-2019/newspressreleaseshottopics/hsrf-iii-wins-gold-lead-award.php>

³²<https://www.umaryland.edu/news/archived-news/april-2019/newspressreleaseshottopics/usm-honors-faculty-members-hears-of-global-reach.php>

³³<https://www.umaryland.edu/president/presidents-message/column-dec-2018/>

An associate professor at UMSON, Luana Colloca, MD, PhD, MS received a \$3.6M grant to study alternative methods to acute pain therapies, including video clips and virtual reality simulations.³⁴ The aim is to reduce pharmaceutical interventions to acute pain, reducing side effects and potential addiction due to opioid prescriptions. “Research in non-pharmacological pain management seeks to offer alternatives to pain treatments that carry severe side effects. This endeavor is of increasing importance as opioid addiction and deaths in the United States rise and as governmental agencies recommend health care practitioners and patients move away from opioid-based pain management,” Colloca said. The support of grant funding represents an investment in the success of UMBs researchers. It indicates that external benefactors believe in the science, the mission, and the impact of research occurring at UMB.

On February 13, 2020, a search of publically accessible news outlets was conducted. The term “University of Maryland, Baltimore” was used to search the indicated news source. The purpose of the search was to determine if our core values are reflected in our reputation, as reported by external entities. The results show a stark difference in local and national news reporting.

The local news outlets were more likely to feature UMB as its own entity, highlighting the impact that the institution has on Baltimore. From the Medical Center saving the lives of two Baltimore City Police officers to the expansion of the Community Engagement Center to the new scholarship in the UM Carey School of Law dedicated to Rep. Elijah Cummings, we are locally viewed as a leader in the community in numerous aspects. This underlines the importance of core values being institutionalized so that all members that represent the University of Maryland, Baltimore will add positively to its reputation.

Nationally, however, there is a combination of stories that support our core values and stories that are in disagreement. There were a number of stories associating the University of Maryland,

Baltimore with the “Healthy Holly” scandal with former mayor Catherine Pugh. While the initial allegations occurred in March 2019, as the story progresses, UMB will continue to be named in subsequent reporting. Because of the actions of one person, UMB’s core values will continue to be undermined on a large scale for the foreseeable future. While this does not involve the University of Maryland, Baltimore, the stories were produced as a result of searching for the name of the institution. This may be a result of an internal branding issue within the University System of Maryland. As prospective students and faculty search to learn about UMB, they may come across information inadvertently. We know that these stories that make national news may not involve UMB, but an external entity may not.

Table 2. News articles generated when searching for “University of Maryland, Baltimore” in the indicated news source.

News Outlet	Headline
Google Search	UMD dental students teach Baltimore youth the importance of caring for their teeth ³⁵
	Crime victims become survivors with support from UMB center ³⁶
	Bill Would Expand Maryland In Vitro Insurance To Cover Unwed Women ³⁷
CNN	Prosecutors propose nearly 5-year sentence for ex-Baltimore mayor in children’s book deal ³⁸
Fox News	Baltimore hospital says it ‘failed’ after shocking video emerges of patient being left on street ³⁹
	Med system chief linked to embattled Baltimore mayor resigns after group is subpoenaed for documents ⁴⁰
	Baltimore mayor’s \$500G deal for ‘Healthy Holly’ children’s books draws scrutiny ⁴¹
MSNBC	Baltimore mending: One year after Freddie Gray’s death (2016) ⁴²
Washington Post	2 officers injured, suspect dead in Baltimore shooting ⁴³
	Doctor-educator to become chancellor of University System of Maryland ⁴⁴
USA Today	Ex-mayor allegedly sold children’s books for political gain. Now she’s facing federal charges ⁴⁵
WBAL	New law school scholarship named in memory of Rep. Elijah Cummings ⁴⁶
	After Police-Involved Shooting, Shock Trauma Stresses Tourniquet Training ⁴⁷
	New community engagement center receives support from local leaders ⁴⁸
WMAR	University of Maryland Baltimore begins \$8M renovation to Community Engagement Center ⁴⁹
	Baltimore Fire Department teams up with University of Maryland for mobile health care ⁵⁰
Baltimore Sun	University of Maryland, Baltimore looking to create graduate program in marijuana ⁵¹
	University of Maryland, Baltimore to open student innovation center ⁵²
	Five minutes with Rana Quraishi, director of new ventures at University of Maryland, Baltimore ⁵³

³⁵<https://www.baltimoresun.com/maryland/baltimore-city/bs-md-ci-umd-cure-oral-health-20200215-axwmxubuzjxj3bf2puud6mx7om-story.html>
³⁶<https://technical.ly/baltimore/2020/02/17/52-execs-leadership-maryland-2020-class/>
³⁷<https://www.bizjournals.com/baltimore/news/2020/02/03/crime-victims-become-survivors-with-support-from.html>
³⁸<https://baltimore.cbslocal.com/2020/02/16/bill-would-expand-maryland-in-vitro-insurance-to-cover-unwed-women/>
³⁹<https://www.cnn.com/2020/02/13/politics/prosecutors-propose-sentence-former-baltimore-mayor/index.html>
⁴⁰<https://www.foxnews.com/us/baltimore-hospital-says-it-failed-after-shocking-video-emerges-of-patient-being-left-on-street>
⁴¹<https://www.foxnews.com/us/chief-of-maryland-medical-system-resigns-after-federal-agents-search-baltimore-mayors-office-home>
⁴²<https://www.foxnews.com/politics/baltimore-mayor-scrutinized-over-alleged-self-dealing-with-childrens-book-series>
⁴³<https://www.msnbc.com/msnbc/baltimore-mending-one-year-after-freddie-grays-death>
⁴⁴https://www.washingtonpost.com/national/2-officers-injured-suspect-dead-in-baltimore-shooting/2020/02/12/5d5182e0-4dc8-11ea-967b-e074d302c7d4_story.html
⁴⁵https://www.washingtonpost.com/local/education/doctor-educator-to-become-chancellor-of-university-system-of-maryland/2019/11/07/8dcca2ce-01bf-11ea-8501-2a7123a38c58_story.html
⁴⁶<https://www.usatoday.com/story/news/nation/2019/11/20/catherine-pugh-baltimore-mayor-healthy-holly-book-scheme-charged/4247238002/>
⁴⁷<https://www.wbal.com/article/elijah-cummings-university-of-maryland-law-school-scholarship/30646953#>
⁴⁸<https://www.wbal.com/article/436166/3/after-police-involved-shooting-shock-trauma-stresses-tourniquet-training>
⁴⁹<https://www.wmar2news.com/news/region/baltimore-city/university-of-maryland-baltimore-s-new-community-engagement-center/29592573>
⁵⁰<https://www.wmar2news.com/news/region/baltimore-city/university-of-maryland-baltimore-begins-8m-renovation-to-community-engagement-center>
⁵¹<https://www.baltimoresun.com/health/marijuana/bs-md-cannabis-graduate-program-20190508-story.html>
⁵²<https://www.baltimoresun.com/business/bs-bz-umb-biopark-incubator-20170309-story.html>
⁵³<https://www.baltimoresun.com/business/bs-bz-five-minutes-quraishi-20170310-story.html>

³⁴<https://www.umaryland.edu/news/archived-news/december-2019/newspressreleaseshottopics/nih-awards-umson-researcher-36m-grant-for-pain-study.php>

Shortfalls

UMB's commitment to its internal and external constituents is made clear through our administration's dedication to employing the core values. Throughout this paper we have presented practices from each of the seven schools that align with our core values. While it is true that there are far too many initiatives across UMB's campus to highlight each one, investigating how UMB implements each of its core values also made its shortfalls more apparent.

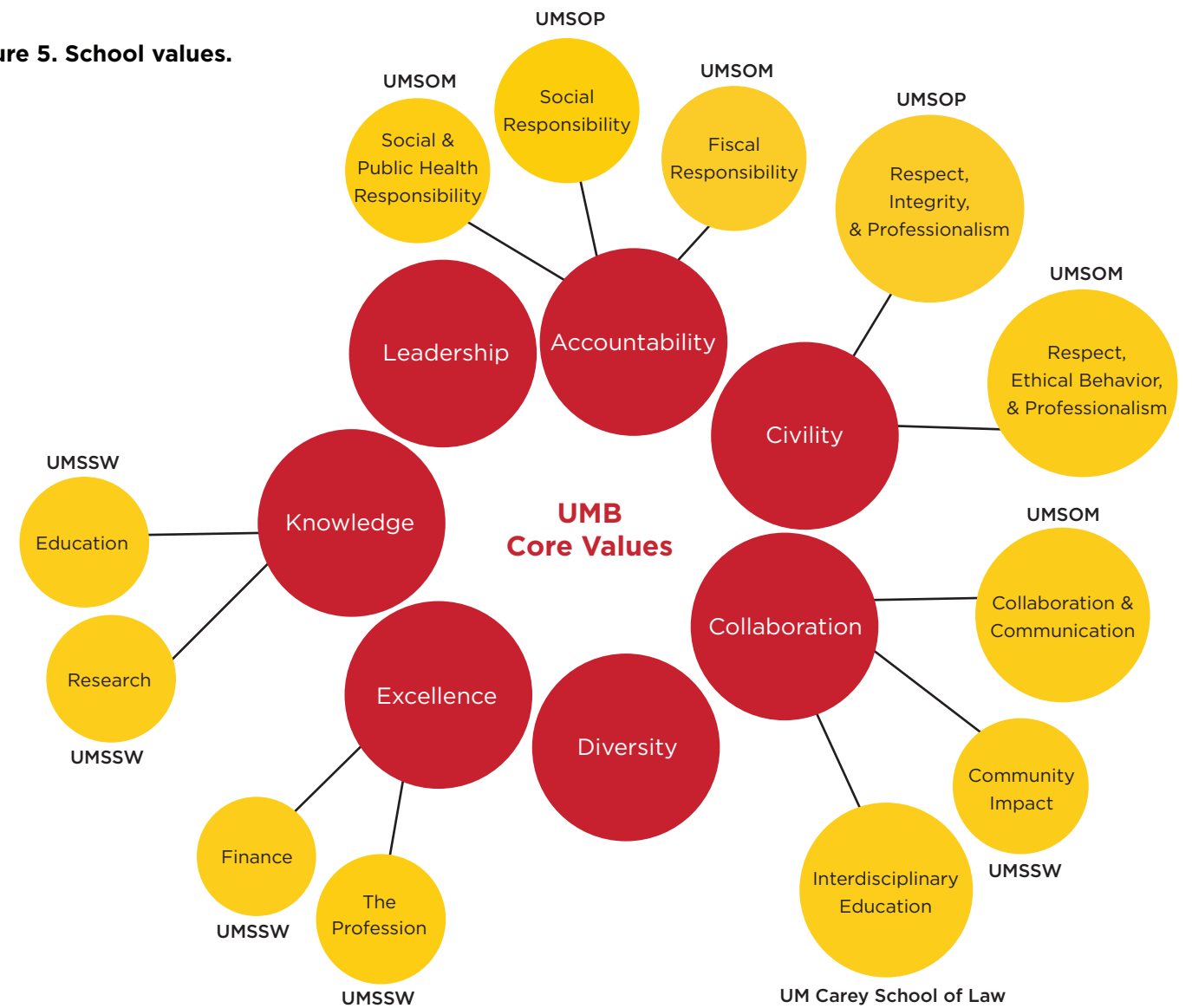
While we were each proud to present the policies and programs our schools have created in line with the core values, many of the current practices presented here represent standards that are the exception rather than the rule at UMB. We found that there is a problematic misalignment regarding the implementation of the core values across the schools. A review of the values, vision, and mission statements from each of UMB's seven schools revealed that the School of Nursing, School of Dentistry, and Graduate School endorse only UMB's core values while other schools have instituted their own values systems (Figure 5). Amongst the schools, these guiding principles are identified as "values", "core commitments", or even areas of central focus. Of course, the implementation of the core values will differ across professions; however, professional distinctions are no excuse for separate core values and disparate definitions amongst UMB's individual schools. While certain core values from UMB are maintained even in schools with separate value systems, often, definitions for values in practice are dissimilar. For example, UMB describes its core value of diversity with the statement "We strive for common identity and purpose. This requires respect, patience, understanding, courtesy, and civility. We value diversity and unique contributions, fostering a trusting, open, and inclusive environment and treating each member of our UMB community in a manner that incorporates all of our core values"¹. In contrast, the School of Medicine

merely states, "The School will ensure diversity of faculty, trainees, staff and students"⁵⁴; compared to UMB's affirmation of their commitment to diversity, the School of Medicine's value statement on diversity is quite insubstantial. This glaring inconsistency demonstrates the central issue this year's President's Fellows uncovered: we cannot institutionalize core values until we begin to act as an institution.

One important factor in institutionalizing the core values is the creation of a standard by which new programs, centers, and collaborations can be evaluated based on their alignment to the core values. We believe that UMB has taken steps toward recognizing commendable efforts in implementing the core values into everyday practice. In fact, this year the inaugural Core Values Awards will be presented to faculty, staff, students, and student interest groups who personify the core values. Of course, rewards policy and practice have their place in institutionalizing core values, but so does consequence. With accountability as the first core value, it is worth considering how members of the UMB community can be held accountable for violating esoterically defined values. During his talk at this year's first President's Symposium, Norm Augustine, MSE, retired chair and CEO of Lockheed Martin and UMB's inaugural President's Distinguished Scholar, suggested that to properly institutionalize core values there should be a system in place to evaluate how well the organization adheres to them. At an institution like UMB where many governing bodies coalesce as one university, we are especially vulnerable to dissonance. As it currently stands, there is no system in place to avoid desynchrony between individual school's practices or to evaluate effective policies in a single school to implement them across UMB's campus. If we want our institution to work as a well-oiled machine we must remember that one dyssynchronous component can threaten the integrity of the entire machine.

⁵⁴<https://www.medschool.umaryland.edu/mission/>

Figure 5. School values.



Ultimately, we feel as though the spirit and application of the core values has failed to effectively trickle down from the administrative level into the culture of everyday student life. As students at UMB we ask: how does this institution's values translate into its culture to impact our experience? We found that our experiences at UMB vary widely and that this variance lies primarily in our integration from our individual schools into the larger community of UMB. This stems from a variety of issues including, but not limited to, lack of awareness of the existing programs and opportunities available to students on campus. Our research revealed that in addition to some of the more niche opportunities available on campus, many students are completely oblivious to existing resources for personal and professional development — some students had never even set foot in the Campus Center.

Apart from lack of knowledge, accessibility can also be a deterrent for many of the educational opportunities on campus. Many of UMB's interprofessional programs are supported by fellowships and/or other extracurricular organizations on campus. While these represent exceptional learning opportunities, they require additional time and workload. As part of our inquiry into becoming a more cohesive institution, we began to ask what it would look like for UMB to incorporate interprofessional training as a standard of our education. What would it look like for the invited seminars we all attend through our schools to occasionally be hosted by professors across the institution?

As we evaluated the seven school's implementation of the core values, we became aware of a general reluctance to revisit the structure of student education through the lens of interprofessionalism.

Our interviews revealed that the dissimilar cultures across campus were, on occasion, the result of the active decision to isolate one's school from other aspects of campus culture. In this paper, we have suggested that each school has at least one core value it particularly embodies, and that this should serve as an example to other schools in implementing the core values to build a homogenous campus culture. While certain programs emphasize particular values, the decision not to champion particular core values must also be addressed. A common vision to unify campus culture through students' education will help us to prepare for the interprofessional interactions that we will inevitably encounter in our careers.

Currently, there are several initiatives in place to promote student collaboration. Ongoing programming must be refined to be more inclusive, or in some cases dissolved in favor of more beneficial forums. For example, this year's registration for UMB's annual Interprofessional Education (IPE) Day contained a multitude of questions that only pertained to students in healthcare (Table 3). To be a valuable contributor to a professional team, one must first feel that their perspective is valued. Events like IPE Day, advertised as beneficial to all, but clearly biased toward a particular group create a sense of indifference toward interprofessional programs altogether. **Our call to action here is not to create endless programming, it is not to force**

connections in curriculum for the sake of culture, but to assist UMB's students in learning at the intersections where our professions naturally overlap. At UMB we have the unique opportunity to learn from our peers and faculty across campus, to ask questions to in-house subject matter experts, yet we are rarely given this opportunity as a part of our regular course load. When watering a plant, one does not simply place the plant *near* running water, this would be a waste of effort and resources. How then, are students able to spend years on UMB's campus without drinking from the fountain of knowledge at hand? These shortfalls represent issues we believe can be addressed in a concerted effort to institutionalize UMB's core values by establishing standards for student affairs across its campus. We believe that an effort to institutionalize our core values must begin with an effort to unify students, faculty, and staff under each of the seven schools, as *one* institution.

Table 3. Perceived barriers to implementing IPE at Japanese medical schools (n=64).

Factor	n	(%)
Adjustment of academic calendar and schedule	53	(82.8)
Insufficient staff numbers	47	(73.4)
Lack of classroom space	33	(51.6)
Funding limitations	25	(39.1)
Insufficient understanding of educational methods by staff	24	(37.5)
Difficulty developing teaching materials	23	(35.9)
Lack of institutional understanding	18	(28.1)
Difficulty finding other disciplines for collaboration	18	(28.1)

Recommendations

Ashley Finley, PhD presented Balancing Culture and Strategy to UMB as a part of the Core Values Speaker Series. Dr. Finley shared a quote from Peter Drucker, "Culture eats strategy for breakfast." This quote resonated with the Fellows because it signifies our current situation and how we want to move forward. UMB has developed a strategic plan which dictates the direction of the University, however in our investigation we found that the culture of the University does not reflect the plan. Culture can be changed if the plan is reflected in policies, procedures, and practices.

Our recommendations come from the perspective of students, with the goal of making our educational experience feel more collaborative and interprofessional. We feel that the failure of the core values to reach the individual schools is due to the UMB operational structure. Each school operates individually under the UMB umbrella. We hope that these suggestions will change the culture of UMB and allow for a more solid foundation for the core values to thrive.

As an overall recommendation, as supported by Dr. Finley and other guest speakers, is an increase in branding and representation of the core values across campus. This ranges from images of people living the core values or quotes about how we embody the core values to increasing the presence of the core values at institution level events, such as Founders Week and I <3 UMB. A great example of this is the recently announced Core Values Awards, which will highlight individuals who embody UMB's core values⁵⁵.

ACCOUNTABILITY

Student/Faculty/Staff Climate Assessment

Currently, the university assesses the climate on an annual basis. The survey, however, is presented through a lens of diversity, assessing the university's environment of inclusiveness. As we are discovering, culture is a collection of all practices, policies, and procedures which guide behaviors, actions, attitudes, and experiences. While diversity is important, we cannot place all of our focus on one value. They are all equally important and all serve to help us complete our mission "to improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service."

Assess Core Value Implementation Annually

In order to ensure that the core values are implemented consistently in each school, the President's Office should assess each school annually in their programming and practices. The disconnect between the University and the individual schools would be diminished with a standardized appraisal. We understand that each school has autonomy in their practices, this may be a cause of the lack of institutionalizing the core values. Oversight of the implementation of the core values at the school level will ensure that each school is aligned with the core values in ways that are impactful within their disciplines. Angel M. Swindell-Nix, MA, BCC, agrees. In her President's Symposium discussing institutionalizing core values, she stated that in order to bring the core values to life there has to be communication, influencing and informing of communities, and measurements of success. We suggest that the frequency of these assessments be revisited after increments of observed success.

⁵⁵<https://www.umaryland.edu/president/core-values/award/>

“Accountability” vs “Integrity”

As a part of the 2011-2016 Strategic Plan, UMB selected and announced the seven core values which would act as the foundation of our institution. In practicing accountability, UMB suggests, “Conduct business in an ethical manner and adhere to our values, conduct guidelines, and policies and procedures,” and “Take responsibility for decisions, actions, and results.” In reviewing current practices by the individual schools and thinking about the institution in the future, we suggest a value that focuses on preventative behavior: integrity.

An organization whose profession thrives on quickly institutionalizing new values into a large number of people, the United States Army, defines integrity as “Do what’s right, legally and morally.” Utilizing “integrity” over “accountability” charges students, faculty, and staff with thinking about their behavior and actions **before** they are taken. “Accountability” is reactionary, taking responsibility for poor choices. While it is important to hold others accountable, we should strive to base our actions and responses in a shared understanding of integrity. A change in this value will foster a climate of responsibility and ethical behavior over one’s research, patient and client interactions, collaborations, and pursuit of excellence. It will also better prepare us to pursue excellence in our chosen professions.

CIVILITY

Standardized Orientation

When students arrive on campus to begin their individual programs, we have an opportunity to impress upon them the importance of acting as an institution. In order to do this, we recommend having a portion of each orientation be led by someone from the university, specifically someone from the Division of Student Affairs/Campus Life Services. This gives UMB the chance to outline what is expected from a University of Maryland, Baltimore student (Title IX, core values), what services are provided by the institution (Student Health, Student Counseling Center), and what opportunities are available campus-wide. Students from different schools have varying levels of knowledge about the services offered to them by UMB. Having a representative from UMB introduce

themselves to students during orientation would be a way to introduce students to UMB in addition to their individual schools.

This is an important piece of implementing our core values. Students who need mental health services, but are unaware of how to obtain them through UMB, may not be able to seek the knowledge that they are attempting to obtain. A student who is unaware of what the Grid is will not have the opportunity to collaborate with others in entrepreneurial efforts. We found several instances of programming that fell in line with the core values, but students were not aware of their existence. To implement our core values, it is imperative that students are better informed on all the ways that the University is already implementing these values. Highlighting this information to students as they matriculate will change the culture moving forward.

Accepted Student Welcome Video

We also suggest sending accepted students a video highlighting UMB: the campus, student life, and reinforcing the core values. Through our research, the schools that effectively demonstrated a core value had that value ingrained within the culture of the school. The expectation of that value was communicated to the students and upheld by faculty and administration. If the University wants to institutionalize our core values, the University must ingrain the core values in our culture.

Upon being admitted to the University, students are excited to learn more about their possible future school. By inserting our core values into the information that incoming students are looking for, the opportunity is present to begin shifting our culture towards institutionalizing our core values by setting the expectation before students even reach campus. Students will arrive at their individual schools excited and aware that we are a university first, made up of seven schools which work together to produce professionals in their chosen discipline. Introducing UMB to new students this way will translate into a culture shift as these students progress through their programs.

Convert “Campus Center” to “Student Center”

While we are not an undergraduate campus, students miss that sense of community that they had in their undergraduate education. One of the features that encouraged this environment was the student center. It currently does not feel like a space for students. Although there are events held for students, it feels like an administrative location for meetings among faculty. To institutionalize our core values, students and faculty need to feel like UMB is a community worth investing in. UMB regularly solicits feedback from students, but unlike on many undergraduate campuses, students are reluctant to invest in their community the same way. Creating a space that is welcoming to students will allow UMB to distribute their messaging and programming related to our core values more directly to students. If more students were already present on campus, they will be more likely to participate in the programming that the university hosts that promotes our core values.

We recommend a rebranding of the SMC Campus Center to SMC Student Center and we propose several new features for the SMC Student Center:

- An expanded market with the ability to purchase fresh groceries
- A gaming space (pool tables, gaming systems, board games, etc.) to be able to decompress
- Hosting movie nights or watch parties
- Access to health conscious food and coffee during the hours of the Health Sciences and Human Services Library’s operations
- Meditation pods
- More seating (booth style) and space for interacting and collaborative study
- Activities and programming, such as crafting classes, photography, dance lessons
- A mailroom

We have highlighted numerous examples of intentional implementation of the core values but we are hoping that this recommendation will generate more organic conversation among students.

Improve UMB App

Most students do not know that there is a UMB application for their phone. And while it has been recently updated to be more user friendly, additional functionality can be added for increased utilization, visibility, and communication. By creating a more central way to distribute messaging and programming related to our core values, UMB would better be able to institutionalize its core values. This app could be the main form of communication from the university to students, and allow students to do the following:

- Reserve space and library rooms
- Advertise campus events and be able to submit events for advertisement
- Access student account information (SURFS)
- Sign up for campus courses and events (PSLI, ISLSI programming, URecFit classes, etc.)
- Emergency alerts
- Receive notifications/alerts about upcoming events

COLLABORATION

University Level Student Interest Groups

At the school level, students collaborate and focus on different interests within their discipline. For example, the School of Dentistry has the Student National Dental Association (SNDA), which creates pipelines and exposure programs for minority students to encourage their path into dentistry. There are similar groups in the Schools of Medicine (SNMA), Pharmacy (SNPA), and Law (BLSA). Creating organizations like these at an institutional level will give students the opportunity to collaborate and achieve on a larger scale. We propose using the USGA as the initial linking mechanism to bring these groups together and form UMB chapters for collaboration. Once established, the groups will be able to organize and continue on their own accord. We believe that this will give students the ability to accomplish larger goals and make a greater impact on our community while working toward solving issues about which they are passionate.

Writing this paper has allowed us as students to explore if UMB is implementing our core values and provide UMB with the student perspective. By creating student groups that will uphold our

core values, the UMB administration and faculty will have groups of students with opinions on university policies. For example, groups like BLSA are able to give the UM Carey School of Law administration feedback on policies. If UMB had a similar organization for students across all of the schools, then the administration would be able to receive student feedback on policy and initiatives from students more readily.

Interprofessional Education

The greatest opportunity that UMB has is that we have recruited a wide array of industry leaders to train and educate their prospective students. Utilizing the experience and knowledge of faculty, students have the chance to learn their profession and gain insight from future collaborators. As each discipline moves to a team based approach, students can begin their careers with experience and feel comfortable interacting with other professionals. With interprofessionalism being more intentional and deliberate, the value of collaboration can be fully realized and UMB's students will be better prepared to enter the workforce.

In a 2019 study⁵⁶, an international survey was conducted to assess interprofessional programs that are included in medical schools. The dogma of medical education was changing in Japan and the survey was meant to determine the barriers to implementing interprofessional education in medical schools and how these programs looked in practice. It was found that the most common forms of implementation were interactive lectures, group discussions, simulations, and team based learning. The largest perceived barrier to implementation was adjusting the academic calendar and schedule.

Interprofessional education gives students the opportunity to learn about other disciplines and incorporate other perspectives into their future practices. A 2017 experiment⁵⁷ taught diabetes to two groups of medical, dental, and nursing students: one was taught their individual curricula, and the second was taught an interprofessional

course. The students in the interprofessional course had a significantly higher increase in knowledge of diabetes as assessed by a standardized exam. The group also predicts that interprofessional education increases the likelihood of collaboration in the future.

We have the opportunity to expose professional students to seven disciplines. While there are processes that will have to take place in order to create new curricula, it is not impossible. Diane Hoffmann, director of the Law and Health Care Program and Jacob A. France Professor of Health Care Law in the UM Carey School of Law, created the course Critical Issues in Health Care in the early 1990s. An initiative to increase interprofessional education efforts was issued by Dr. Edward Brandt, who was the president of UMB at the time. Prof. Hoffmann wanted to offer an interprofessional course that had less of a clinical focus and taught students how to develop policy to address challenges in health care.

Maintaining the course overall, however, has not been without difficulty. In order to ensure that students across the different schools are able to attend, the course is offered in the evening. The course is also listed under different course codes, based on the individual school. Prof. Hoffmann has also had to have the course approved by each school in order to be able to offer it to their students.

But the course has continued to be offered for almost 30 years. In Critical Issues in Health Care, students are able to work in small groups to discuss and present solutions to health care concerns. They investigate current policies as they pertain to the disciplines taught at UMB. Students bring the perspectives of their respective disciplines to the course and gain the ability to learn from others.

We propose expanding the current courses offered in the UMB course catalog to include more interprofessional courses. Students will be motivated to attend courses in which they receive credit and they will also have the opportunity to work directly with other students to solve problems

and gain perspective. We believe that this will make us better professionals in our chosen fields, bringing something unique to our future careers. We are not proposing changes for the sake of change. We also don't think that overlaps should be forced where they do not make sense. But there are instances where the disciplines would interact naturally and we would be remiss if we let this opportunity pass.

We also suggest inviting faculty from other schools in the institution to present at individual programs' seminars and speaker series. The goal would be to give students as many opportunities as possible to interact with and learn from students in other disciplines.

Table 4. Current interprofessional courses offered at UMB.

Course Code	Course Title
CIPP 621	Aging in Place: Interprofessional Care In Geriatrics
CIPP 905	Homeland Security: Health Consequence Management
CIPP 980	Entrepreneurship in Life Sciences
CIPP 907	Research Ethics
CIPP 909	Responsible Conduct of Research
CIPP 932	Critical Issues in Health Care
CIPP 960	Global Women's Health
CIPP 970	Interprofessional Service
CIPP 971	Population Health Baltimore

DIVERSITY

Assess Promotion and Pay Equity

As modeled by the School of Medicine, we recommend that all of the schools investigate their pay and promotion equity. We have programming for diversity as a core value and efforts to hire a more diverse faculty and staff but inclusion is taking diversity a step further. Pay and promotion parity is one step in making all faculty and staff feel like they are on equal footing, that their work and efforts are as valued as the person next to them. Compensation and career progression should be objective.

Recruit and Hire Deans for Diversity, Equity, and Inclusion

We discussed changing the core value of "diversity" to "inclusion" because diversity cannot exist on its own as a value. The definition and the execution appears to be lacking. In the 2018 UMB Student Campus Climate Survey, 38% of respondents agreed or strongly agreed with the statement "I feel like I need to hide some aspects of my identity to fit in," and 63% agreed or strongly agreed with "On campus, there are enough opportunities to gain knowledge about my own cultural community."⁵⁸ Here, we see that we have brought students onto our campus that are diverse, however we fall short in making these students feel included. The educational journey through any of

⁵⁶Maeno, T., Haruta, J., Takayashiki, A., Yoshimoto, H., Goto, R., & Maeno, T. (2019). Interprofessional education in medical schools in Japan. *PLoS one*, 14(1), e0210912. <https://doi.org/10.1371/journal.pone.0210912>

⁵⁷Račić, M., Joksimović, B. N., Cicmil, S., Kusmuk, S., Ivković, N., Hadživuković, N., Kulić, M., Mijović, B., Mirić, M., Joksimović, V. R., & Dubravac, M. (2017). The effects of interprofessional diabetes education on the knowledge of medical, dentistry and nursing students. *Acta medica academica*, 46(2), 145-154. <https://doi.org/10.5644/ama2006-124.199>

⁵⁸<https://www.umaryland.edu/climate/>

our graduate or professional programs are arduous without the added pressure of isolation.

We recommend that each school create a position for an Associate Dean for Diversity, Equity, and Inclusion. This full time faculty member will be responsible for investigating curriculum, policies, practices, and programming to determine opportunities for cultural enrichment and inclusiveness. Students should not have to change aspects of who they are or feel excluded because of their life circumstances. They should be able to feel comfortable in their educational environment and focus on becoming excellent future professionals.

Table 5. Results from 2018 Student Campus Climate Survey.

Respondents who experienced discrimination or harassment most commonly reported that:	
UMB (Top 3)	
I was deliberately ignored or excluded	53%
An instructor made verbal comments that were hostile or offensive	39%
I was the target of offensive humor	27%

EXCELLENCE

UMB Conference

UMB embraces the core value of excellence through the work that is done on a regular basis, whether that be through pro-bono representation at the UM Carey School of Law or UMSOM students addressing the plight of homelessness in Baltimore⁵⁹. Having the opportunity to share this work across campus could introduce others to new ideas and serve as the basis for collaboration and enhanced knowledge. UMB could host a community conference where students and faculty conducting research and completing other initiatives could submit their work to be chosen and displayed. This would serve as a way

to build community as well as demonstrate our community's commitment to knowledge and excellence. It would give students an opportunity to be recognized within our community for our work. Students selected would be able to include that their work was selected on their resume and it would give us the opportunity to learn from our peers.

UMB Student of the Month/Quarter/Year

Students are often deeply involved in their studies with no validation other than the grades they earn on exams and assignments. We suggest that we honor a student of the month, quarter, and year at the institution level. We have seen this within individual schools and programs, and with faculty and staff at the institution level. There is also a student award for work within the scope of diversity. But we do not recognize the work and effort of students that go above and beyond their studies. Recognizing excellence will breed a culture of students striving for excellence.

KNOWLEDGE

Open SSW Diversity Training to All Faculty

To address the sentiment of students that feel as though they have to hide parts of who they are in order to fit in, which is further compounded by the 35% of students who responded agree or strongly agree to "I think faculty pre-judge my abilities based on my identity or background," on the 2018 Student Campus Climate Survey, we suggest making the diversity training currently being administered to the UMSSW to all faculty. This training should also be mandatory for all newly hired faculty. By integrating this training, and adding it to the on-board process for all new hires, inclusion will be added to the culture of UMB.

Structural Oppression Course

Another key highlight from the UMSSW, the newly designed Structural Oppression online primer should be made mandatory for all incoming students. Not only will this give students additional cultural exposure, it will prepare students for their potential clients and patients. In order for students to process and internalize this information, there should be a follow up session during orientation. Impressing the importance of Baltimore and its people on new students is vital to the mission of UMB.

LEADERSHIP

President's Student Advisory Council

Through this project, we learned it is critical for schools to receive feedback from students to make changes that institutionalize our core values. Creating an advisory council made of students from each school to the President of UMB would create a constant avenue for feedback. Cementing the student voice through an appointed council will allow for students to always have a seat at the table. Similar councils already exist within the University System of Maryland (USM). Currently, the College of Behavioral and Social Sciences (BSOS) and the Robert H. Smith School of Business at the University of Maryland, College Park both have student advisory councils.^{60,61} Both bodies provide the Dean of their respective school with the student perspective on proposed and existing policies.

Our charge was to determine how UMB institutionalizes its core values. The charge of the proposed President's Student Advisory Council would be to continue the work that we have started. Students would be able to provide the student perspective directly to the President, keeping our core values central to the decision making process.

Executive Director for Student Affairs

In order to coordinate these ideas and develop future opportunities for students, we propose that a position be created for an Executive Director of Student Affairs. This person would be the point of contact for programming, interprofessional curriculum proposals, and organizing student interest groups. They could also, potentially, be the person that delivers the standardized orientation to incoming students. Working directly with the schools' Offices of Student Affairs, this Dean will be able to identify and implement opportunities for students across all schools. This position would also engage with the President to deliver the University's ideas and vision for the student experience. This would allow for the collaborative, "institutionalized" experience that students desire to be a permanent fixture at UMB.

⁵⁹medschool.umaryland.edu/news/2020/14th-Annual-Medical-Student-Auction-Makes-Bid-to-Fight-Homelessness.html

⁶⁰<https://bsosundergrad.umd.edu/feature/deans-student-advisory-council>

⁶¹<https://www.rhsmith.umd.edu/programs/undergraduate-programs/about-us/deans-student-advisory-council>

Conclusion

While the core values are undoubtedly intertwined in the social fabric of UMB, the institutionalization of these values, in an effort to create a more unified and cohesive entity, has been the University's biggest challenge. This is a profound disconnect between UMB leadership's vision of the school and the percentage of students taking advantage of opportunities to actually make UMB's culture defined by the core values. Each individual school can boast about their excellence but we do not have a one culture of core values, rather individualized, self-identified versions. "Seven schools one institution" is the mantra so often used, yet how can we truly be an institution without knowing much about one another? We have seven different schools, each of which are premier, world-renowned universities excelling in their fields. This presents itself as a unique opportunity to prepare students in seven different disciplines, to a fundamental level at the minimum yet each school has isolated itself. In order to institutionalize the core values, we must focus on the student perspective, as we are the future of UMB. Time and again, we are made aware of a new initiative, program, or opportunity catering to interprofessional education or giving back to neighboring communities yet many students have yet to engage in an interprofessional event or fully commit to a non-incentivized initiative. We as students have the opportunity to graduate with the benefit of being educated in partnership with our sister schools to understand how to operate interprofessionally in the workplace. We have the resources at UMB to be able to harness our strengths and collaborate to overcome our

weaknesses when working with other schools — to form dynamic teams of leaders where we can let a colleague take charge when they are better-trained in a particular arena. That is not possible, however, when our values are not aligned and interprofessional education is perceived as a burden rather than a benefit. Our institution needs to unite the seven schools and consistently implement the core values through community building and student education. Our recommendations to leadership and faculty at the University of Maryland, Baltimore stem from our pride in our education and the desire to make our voices heard. Fortunately, we already have the resources, the leaders, and the vision. Once we unite under one mission with value-oriented education in place, UMB will act as a well-oiled machine, producing world leaders who are better equipped to navigate interprofessional landscapes.

Commencement 2019



Appendix

The following table summarizes written policies that align with the core values from individual schools.

School	Value	Policy Name	Notes
UMB	Diversity	UMB Notice of Nondiscrimination, American Disability Act Compliance	The University of Maryland Baltimore does not discriminate on the basis of race, color, religion, national origin or ancestry, sex, sexual orientation, gender identity or expression, physical or mental disability, marital status, protected veterans status, or age in its programs and activities.
Medicine	Accountability	Standard Operation Procedures for Resolution of Employee Complaints Alleging Discrimination	These procedures provide a process for the prompt and equitable investigation and resolution of complaints alleging discrimination or retaliation against UMB employees that are not subject to other UMB complaint resolution procedures.
	Accountability	Procedures Implementing Board of Regents Policy on Conflict of Interest in Research or Development	A present or former official or employee of UM may have a relationship with an entity engaged in research or development, or an entity having a direct interest in the outcome of research or development, which relationship would otherwise be prohibited by the conflict of interest provisions of the law, if the relationship is disclosed but the official or employee, reviewed by UM, and approved by the President of UM, in accordance with these procedures.
	Leadership	Faculty Appointment Policies	A medical school has clear policies and procedures in place for faculty appointment, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve the faculty, the appropriate department heads, and the dean, and provides each faculty member with written information about his or her term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings.
	Accountability	School of Medicine Faculty Grievance Policy and Procedure	In working together to fulfill the Mission of the School of Medicine and the University of Maryland Baltimore, legitimate problems, differences of opinion, complaints, or grievances might arise in the relationship between the School or UMB and the School's faculty. Many such complaints are resolved informally through discussions or formally through policies governing specific matters.

School	Value	Policy Name	Notes
Medicine	Excellence	UMB Policy on Intellectual Property	When knowledge takes the form of intellectual property, a university must establish a clear and explicit policy that will protect the interests of both its creators and the university while ensuring that society benefits from the fair and full dissemination of that knowledge.
	Excellence/ Knowledge	Calculating and Recognizing Academic Performance	Recognizing the importance of medical student effort and excellence.
	Civility	Professionalism: on Presenting a Professional Image	As a medical student attending the University of Maryland School of Medicine, you have both the privilege and the responsibility of upholding the image of the many fine physicians who have preceded you.
	Accountability	Statement of Ethical Principles: Judicial Review System & By-Laws of the Judicial Board	Acceptable behavior within the academic community, including proper behavior on examinations, falls within the purview of the judicial review system and its functional body, the Judicial Board.
	Collaboration/ Knowledge	Academic Committees: Curriculum Coordinating Committee; Medical Education Advisory Committee; Academic Advancement Committee	These committees are responsible for developing the medical school curriculum. There is collaboration between the students and various faculty agencies such as the office of student affairs, medical education, and admissions.
	Civility	Student Mistreatment Policy	The University of Maryland School of Medicine is committed to maintaining an environment where there is mutual respect between student, teacher, and amongst peers.
	Accountability	Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity	The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. By tradition, students and teacher have certain rights and responsibilities which they bring to the academic community.
	Diversity	Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance	It is the policy of the Board of Regents that the academic programs and services of each institution shall be available to all qualified students who have been admitted to its programs, regardless of their religious beliefs.

School	Value	Policy Name	Notes
Law	All	American Bar Association Guidelines for Law Schools	The School of Law's policies are all created to be in compliance and uphold the policies of the American Bar Association for Law Schools. https://www.americanbar.org/groups/legal_education/resources/standards/
	Accountability	Honor Code	The Honor Code enumerates specific guidelines that govern student conduct with respect to any academic matter and certain non-academic matters. The Honor Code is always in effect and infractions of the Honor Code result in referrals to the Honor Board. https://www.law.umaryland.edu/Policy-Directory/Academic-Standards-and-Honor-Code-Policies/Honor-Code/
	Knowledge	Academic Achievement Program	Faculty instructed, and student lead, program that allows students to work in small groups with other students through a weekly meeting to practice different study skills.
Social Work	Accountability	Procedures of Student Grievances, Academic Dishonesty, and Behavior	The Student Grievance and Student Review Committees are faculty-led groups with a student representative that follow clear guidelines and procedures that are openly communicated to the student body to provide recommendations for action towards such cases.
	Civility	Faculty Teaching Development Series	A series of workshops organized by the Office of Academic Affairs that focus on skillfully facilitating conversations surrounding frequently occurring issues of diversity and oppression in social work practice.
	Civility	Academic Instruction of the National Association of Social Workers (NASW) Code of Ethics	Faculty, staff, and students of the SSW community are expected to abide and refer to the NASW Code of ethics for behavioral, ethical, and professional standards. Classroom instruction is guided by this code and embedded in assignments.
	Collaboration	Community Engagement and Outreach Initiatives	In an effort to provide innovative programs, the school of social work has developed several programs that collaborate with local community partners to improve overall well-being. These include the Promise Heights Initiative, the Ruth H. Young Center, and the Social Work Community Outreach Service (SWCOS).
	Collaboration	Behavioral Health Workforce Integration Service and Education (BHWISE) Fellowship	An MSW fellowship that offers students the opportunity to receive interprofessional instruction and practice within a team of primary care and behavioral health clinicians. The programs are focused on lifespan development, substance use, opioid disorders, and medication-assisted treatment.

School	Value	Policy Name	Notes
Social Work	Diversity	SSW Strategic Plan Objective 4 - Diversity	The school of social work has formally committed itself to fostering an academic environment that upholds ethical standards for students and faculty when working with diverse populations. This is reflected in the growing diversity of the school population and monitored through programs that address objective goals.
	Diversity	A Call To Character Report - A Diversity, Equity, & Inclusion (DEI) External Review	In April 2019, the Center for Strategic Diversity Leadership and Social Innovation was invited to conduct an assessment of the SSW's climate through surveys and group interviews of the community. Findings were published on the school website.
	Knowledge	Council on Social Work Education (CSWE) Competencies Based Curriculum	The CSWE is the national association recognized as the sole accrediting agency for social work education in the United States. The SSW program is guided by the CSWE competencies that delineate the practice behaviors students should develop and use in their roles as professionals.
Pharmacy	Accountability	Student Affairs Committee Assessment Committee	Both committees are made up of students and faculty members. The student affairs committee holds students accountable for their grades and academic code of conduct. The Assessment committee holds the School of Pharmacy accountable by setting and auditing the standard of education
	Collaboration	Dual degree programs	The school of pharmacy offers several dual degree programs that allow students to earn degrees across disciplines in palliative care, pharmacometrics, regulatory science, an MBA program as well as JD
	Excellence/ Knowledge	Curriculum Committee Experiential Learning Committee	These committees are made up of both students and faculty, ensuring that the student voice is heard in both areas. The committees oversee and update the curriculum and experiential learning.
Nursing	Accountability	USM Policy on Faculty, Student, and Institutional Rights and Responsibilities for Academic Integrity	Faculty, Students, and the institution have a number of rights to one another that must be upheld by all parties involved. This includes things like transparency and quality original work.
	Diversity	Policy Concerning the Scheduling of Academic Assignments on Dates of Religious Observance	It is the policy of the Board of Regents that the academic programs and services of each institution shall be available to all qualified students who have been admitted to its programs, regardless of their religious beliefs.

School	Value	Policy Name	Notes
Nursing	Civility	Student Code of Conduct	Respect for the high ideals and rigorous standards of academic life and professional responsibility • Honesty in all academic and personal endeavors • Respect for the generally accepted standards of the nursing profession, including its principles of confidentiality • Adherence to the rules and regulations of UMSON • Conduct befitting an exemplary member of the UMSON community
	Accountability	Standard Operation Procedures for Resolution of Employee Complaints Alleging Discrimination	These procedures provide a process for the prompt and equitable investigation and resolution of complaints alleging discrimination or retaliation against UMB employees that are not subject to other UMB complaint resolution procedures.
Graduate School	Civility	Graduate School Ombuds-Committee	This committee and its procedures exist to provide mediation between students and advisors -- to solve serious issues while maintaining professional relationships.
	Collaboration	Inter-institutional Studies	Biochemistry, gerontology, and toxicology degree programs at UMB are supported between UMB's campus and other University System of Maryland campuses, giving students access to a wider range of resources and educators.
	Diversity	Meyerhoff Graduate Fellows, Science Training for Advancing biomedical Research Post-baccalaureate Research Education Program (STAR-PREP)	The Graduate School sponsors many programs to provide community and career resources to underrepresented students both in the current graduate population and for prospective students.
	Excellence/ Knowledge	Policy on Arbitrary or Capricious Grading, Student Academic Misconduct, Policy on Academic Performance and Satisfactory Progress in University of Maryland Baltimore PhD Programs	These policies set a standard for education in the Graduate School and outline the responsibilities of both students and professors in ensuring fairness & the highest quality of education.

Appendix cont.

“What is the purpose of UMB?”

- To teach, educate, and engage students in various professional programs. Also create and cultivate research in various professional settings.
- Serving community and produce professionals with high standards.
- To create professionals, leaders in their area of study.
- To educate and prepare students for a future career in pharmacy/healthcare.
- Developing your professionals seeking to serve their community in various specialties.
- To provide a safe learning environment for students to expand their wide array of ideas.
- To support students, provide services and programs around diversity and inclusion, safe space.
- To further knowledge in social and physical sciences while educating students to pursue these goals in the future.

“What makes you proud to be a student at UMB?”

- I am proud to be a student at such a diverse and forward thinking university.
- This school has a great reputation for producing successful professionals.
- Integrative, collaborative environment across schools.
- Recognition as a strong institute.
- Everyone on campus is in a position to make a difference.
- Proud because there are a lot of renowned faculty that are trailblazers in their field of practice.
- I am proud to be here because this is my home state and a school that prides itself on community service and the advancement of oral health.
- The reputation for excellence among their graduates.
- Reputation in career field; alumni networking support.
- The academic standard of the school makes me proud to attend.
- UMB has a reputation of balancing community needs and academics.
- Proud to be here because prestige and well-connected university that provides for us and challenges us.
- I'm most proud of being in one of the best schools in the nation.
- What makes me proud is that I'm graduating from a school that's ranked number 9 out of the nation's pharmacy schools.
- The outreach, the dedication to excellence, changing the culture of Baltimore.

“What makes you not proud to be a student at UMB?”

- The mental health state of professional students makes me not proud.
- Our siloed and decentralized approach can hinder the level of impact that can be made.
- I am not proud of some of the environmental activity around the campus.
- We live in a poor neighborhood we could help more.
- Healthy Holly
- Seemingly ineffective at improving the surrounding neighborhoods in W. Baltimore.
- How students are treated, how isolated each school is, public perception.

Meet the Fellows



JAMAAD ABDI
She/her/hers
School of Dentistry

Jamaad Abdi is a third-year student at the School of Dentistry. Jamaad completed her undergraduate degree in Neuroscience and

Computational Data Sciences at George Mason University in 2015. Recently, Jamaad conducted research at the School of Dentistry focusing on glossectomy patients and how tumors on an individual's tongue affect their speech. Through her research, Jamaad learned the importance of utilizing core values and how they directly relate to her experiences and dental practices. Outside of UMB, Jamaad works as a private tutor and has learned the value of collaboration and academic excellence. Additionally, she serves as a founding member of UMB's Health Alliance and currently serves on its board.



MEGHNA BHATT
She/her/hers
School of Pharmacy

Meghna Bhatt is a second-year student at the School of Pharmacy (SOP). She completed her undergraduate degrees in environmental sciences

and biological sciences at the University of Maryland, Baltimore County in 2017. Meghna served as the treasurer for the Academy of Managed Care Pharmacy, director of social media and marketing for Industry Pharmacists Organization, and the historian for Students Promoting Awareness in SOP. Meghna is interested in the 2019-2020 topic of core values because she wants to play an integral role in creating and maintaining an environment where institutional values are upheld throughout the UMB community.



MARINA GETTAS
She/her/hers
School of Nursing

Marina Gettas received her Bachelor of Arts degree in Public Policy from the University of California, Riverside and a Master in Public Health degree

from the University of Southern California and went on to defend her doctorate in Public Health from Loma Linda University. Marina has dedicated her time to health care systems and community organizations around the world in hopes of improving health outcomes. During her various services, she found that her service would more effective if she understood how diseases affected the individual and disease management. Marina is currently in her first year as a MSN-CNL student at the School of Nursing. She hopes to use her clinical and public health knowledge to help bridge the gaps between policy, population health, and the delivery of care.

Marina's passion for institutionalizing core values came from her various leadership roles. She believes that core values represent the institution, its values, and the quality of individuals leading, learning, and serving in various roles and capacities within that institution. They should align the right people who not only believe in the values the campus shares but also believe in its vision and mission.



ANICCA HARRIOT
She/her/hers
Graduate School and
School of Medicine

Anicca Harriot is a Biochemistry and Molecular Biology PhD candidate at the School of Medicine. Her research

focuses on the mechanisms responsible for skeletal muscle atrophy and injury. Anicca plans to use her degree to explore the effects of long duration space missions on the human body and hopes to someday venture out into the final frontier for herself. Anicca also serves as the chief of community development for #VanguardSTEM: Conversations for Women of Color in STEM, a nonprofit dedicated to lifting the voices of women and nonbinary people of color in STEM. As a 2019-2020 President's Fellow, Anicca hopes to provide insight on the ways in which core values impact culture and community on UMB's campus.



ADRIENNE KAMBOURIS
She/her/hers
Graduate School and
School of Medicine

Adrienne Kambouris is a native Baltimorean with a strong desire to make an impact in her hometown. She has wanted to be

a doctor since she was 8 years old and joined the Army directly after high school to make her dreams possible. While serving, Adrienne learned the importance of shared values and the impact that they can have on an institution and its mission. After over 10 years of service, Adrienne returned to college and earned a Bachelor of Science degree in Cell and Molecular Biology and Chemistry. She is currently a second year graduate student in the Molecular Microbiology and Immunology Department as a part of the Medical Scientist Training Program. Adrienne hopes to bring her experience of instilling values in soldiers, her education in both the School of Medicine and the Graduate School, and her perspective as a Baltimorean to this project.



NINA MARKS
She/her/hers
Francis King Carey School
of Law

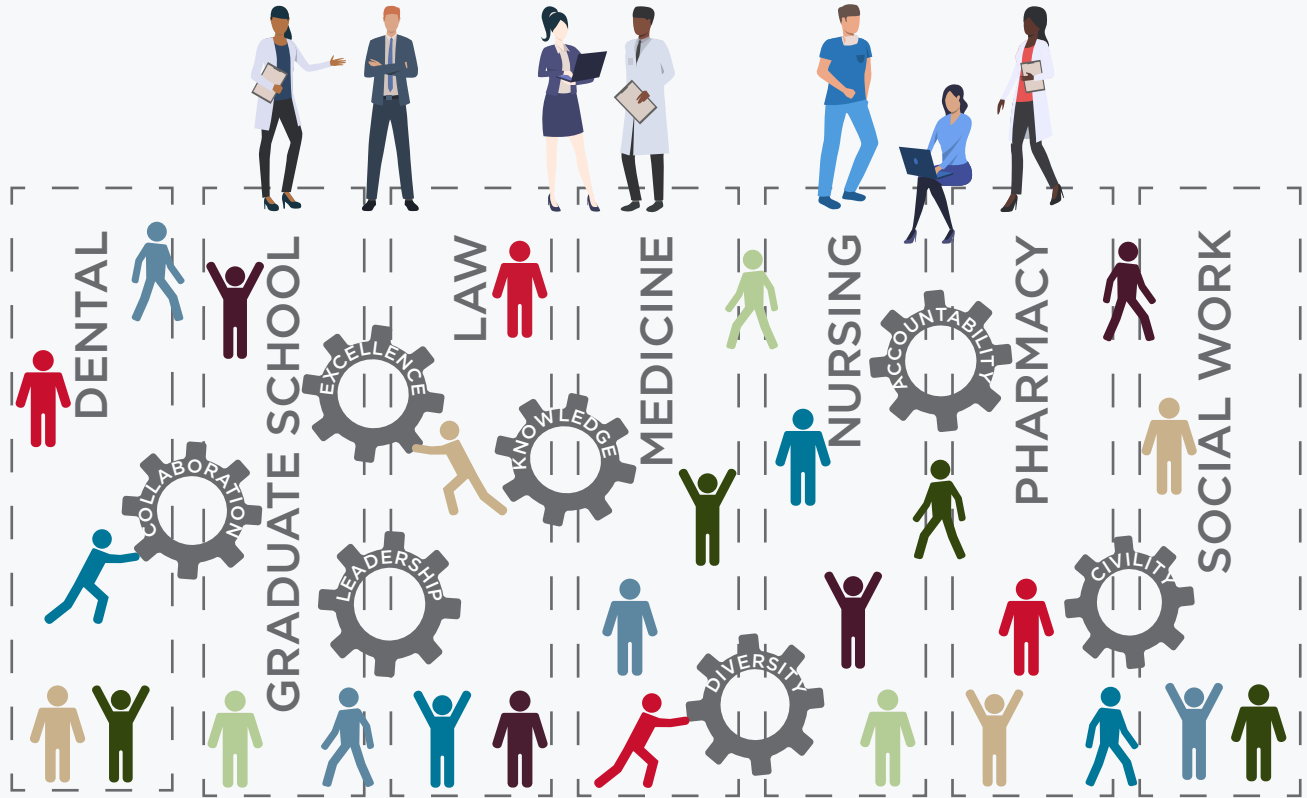
Nina Marks is a second-year student at the UM Carey School of Law. She completed her undergraduate degree

in Government and Politics at the University of Maryland, College Park with a minor in Secondary Education. After her undergraduate studies, she interned with Georgetown Law's Juvenile Justice Clinic as a criminal defense investigator. After this experience, she worked at a large law firm in Washington, D.C. before entering law school.

At the UM Carey School of Law, Nina has used her background in government and education to pursue educational law and policy. She is currently interning with the Office of the Public Defender in its juvenile division, working specifically with educational policy affecting juvenile clients, which is the area of law she hopes to practice once completing her degree. Nina is a Baltimore native who is passionate about improving Maryland's public schools. As a President's Fellow, Nina hopes that she can assist the University of Maryland, Baltimore in exploring how to best utilize its core values to better serve students, faculty, and the surrounding

UMB

GRADUATING STUDENTS



PROSPECTIVE STUDENTS



UNIVERSITY of MARYLAND
BALTIMORE