



## THE PRESIDENT'S FELLOWS' FINDINGS

### **UMB's Engagement in West Baltimore:**

When is the Wedding?

## ACKNOWLEDGEMENTS

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- Dr. Mark Warren, Associate Professor at the University of Massachusetts, Boston

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“Community Engagement” is used to get points. Universities will engage with data, will engage with statistics, but will not engage with the people... even if they get to the point of engagement, there is no wedding. To get to the point of the wedding, it takes both parties to have a shared recognition of what the problem is.

–Dr. Kim Richards,  
*People’s Institute for Survival and Beyond (PISB)*

## INTRODUCTION

A team of University of Maryland, Baltimore (UMB) students representing diverse disciplines including nursing, law, dentistry, public health, physical therapy, and social work prepared this paper to define and synthesize students' visions for a University-based community engagement center. The goals of this paper are to define community engagement at UMB, to assess current community needs, and to present creative ideas for establishing a sustainable urban extension center. We will also comment on the role of race, institutional power, and health disparities as barriers to effective community engagement efforts.

We identified three main areas of further development:

1. visibility of community engagement efforts.
2. communication among UMB schools and with the surrounding West Baltimore community.
3. sustainability of student involvement and community programming.

When developing our recommendations, we reviewed the existing work done by the Center of Community Based Engagement and Learning (CBEL). Additionally, we considered the historical relationship between UMB and West Baltimore, current community perspectives on engagement, UMB's current community-engagement activities, models of community-engagement centers at other institutions, and sources of financial and human resources for future engagement.

## HISTORY OF UMB & WEST BALTIMORE

Historically, UMB's engagement with West Baltimore has focused on addressing health disparities and access to health resources, but it has also branched out to address other social issues within the community. Specifically, UMB has identified some of the important stakeholders within the community, implemented various evidenced-based practices to address health issues, created neighborhood wellness programs, and focused on children and youth initiatives. In 2003, UMB began development of its BioPark,

which has enabled the University to create several community and workforce development programs. The BioPark also houses a number of offices and labs focused on medical research and biotechnology as well as an office of the University of Maryland School of Business. The BioPark continues to grow into the West Baltimore landscape and highlights our need to understand our relationship with the surrounding community.

In order to address community needs, UMB has partnered with various community organizations. These partners have included Paul's Place, the Neighborhood Planning Council (NPC), and the Baltimore Neighborhood Indicators Alliance. Paul's Place is a soup kitchen and agency that provides basic literacy and computer training programs for adults. NPC is a community-based organization of residents, businesses, and agencies in West Baltimore dedicated to economic revitalization and community development. The Baltimore Neighborhood Indicators Alliance is dedicated to providing West Baltimore and the University with data about the quality of West Baltimore neighborhoods to inform community organizing efforts that improve health outcomes.

Other UMB partnerships have implemented evidenced-based practices within West Baltimore communities to address issues of hypertension, diabetes, and cardiovascular disease. Specifically, UMB has partnered with Bon Secours Baltimore Health Systems (BSBHS), a health provider for a majority of West Baltimore residents, to improve drug adherence and increase patient and physician knowledge of treatment guidelines for hypertension, diabetes, and cardiovascular disease. This focus has led the partnering institutions to investigate systematic factors that contribute to health outcomes. The initiative has enabled UMB to provide investigators with skills and knowledge in the field of health disparities. Moreover, the partnership has enhanced UMB and BSBHS's capacity to conduct culturally sensitive research. Furthermore, UMB and BSBHS have created an outreach program focused on uncovering access-to-care barriers and the

effectiveness of community physician education. Within the last decade, UMB has created various initiatives and programs to support the well-being of West Baltimore neighborhoods. Such programs include the UM Comprehensive Center for Health Disparities Research, Training, and Outreach and the University of Maryland Statewide Health Network (UMSHN). UMSHN engages communities in education, research, and advocacy focused on the health of minorities in Baltimore and the Eastern Shore. The core focus of these initiatives is to improve prevention, early detection, and quality health care treatment. The program actively propels faculty from various universities in Maryland to work together to reduce health disparities in diseases that disproportionately affect minorities and the poor. The creation of UMSHN is rooted in the early development of the University's Center for Health Disparities Community Outreach. Since 1998, this University-driven organization has provided West Baltimore communities with weekly sessions on topics selected by the community or that address issues of community health.

In addition, UMB has partnered with the community to address issues of child maltreatment. Family Connections, created by the School of Social Work, is an agency that provides in-home early intervention services grounded in neglect prevention science. Since its conception, this model has been modified and applied to address issues of trauma and difficulties that may arise within families in which grandparents are guardians. In regard to trauma, the Family Connections program concentrates on building safety within the community and on providing family assessments, psycho-education for family members, and trauma-focused parenting practices. Additionally, Brian Sturdivant and the Office of Community Engagement (OCE) help organize a number of campus-sponsored programs focused on providing educational, health, and career experiences for community children. This includes the work being done through the President's Outreach Council, Club UMB, Youthworks, and Kids and Farmer's Market. In the midst of creating partnerships and

community-focused initiatives, the University has experienced some difficulty coordinating its engagement initiatives and maintaining a balance of power with community stakeholders. This stems from a lack of coordination among the University's professional schools, which often construct and implement overlapping community focused initiatives that serve the same purpose and target the same population.



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## WHAT ARE THE CURRENT OPPORTUNITIES & CHALLENGES?

### **Power & Community Engagement**

Institutional power, privilege, oppression, and racism are central issues that serve as barriers to effective community engagement efforts. Institutional power can be defined as the ability or authority of an institution to allocate access to resources, decide what is best for the community, and possess the capacity to exercise control.<sup>1</sup> Prejudice and racism, when combined with institutional power, result in discrimination against target groups and the privileging of dominant groups. The People's Institute of Survival and Beyond (PISB) argues that racism is the single most critical barrier to building effective coalitions for social change.

The stress of living with racism and residing in neighborhoods of concentrated poverty takes a significant toll on the health of individuals. This burden results in health inequities among certain populations. According to the World Health Organization, social determinants of health are the conditions in which people are born, grow,

live, work, and age.<sup>2</sup> These social determinants can include things such as income, education, employment, food insecurity, and stress. Health inequities are described as avoidable inequalities or differences in health between groups of people.<sup>2</sup> As previously mentioned, UMB has been in partnership with the West Baltimore community to address these health disparities and provide equal access to these resources.

However, the institutional power possessed by the University serves as a critical barrier to social change, impacting both how UMB is perceived by the surrounding community and how UMB maintains accountability to the neighborhood. Urban universities, including UMB, often believe that the community is solely responsible for their environment without acknowledging their role in that environment.<sup>1</sup> By analyzing institutional power, the University can move towards maintaining accountability to the surrounding West Baltimore community.

An urban extension center in a location accessible to members of the University and the West Baltimore community could serve as an outlet for empowerment, creating a space where individuals can collectively harness a sense of their own power.<sup>1</sup>

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### **Community Perspectives on Existing Engagement Efforts**

In an effort to address power dynamics and gauge the community’s perspectives on UMB’s engagement efforts, CBEL funded community-based participatory research by the Community Action Network (CAN). In the fall of 2014, CAN conducted a survey (n=122) and focus group (n=19) in Southwest Baltimore. This

research provides a better understanding of the community’s experiences with UMB and their desire for further engagement.

### **Survey**

The results of the survey highlight that, while only 21% of those surveyed had engaged with UMB students in the past or present, students were highly regarded in the community, indicating a potential for further engagement (see Figure 1).<sup>3</sup>

The evaluation also asked residents to identify the strengths of their community. Qualitative analysis revealed the most frequently identified theme was “relationships with each other,” followed by “none” (see Figure 2). The overwhelming response by community members on the strength of relationships with each other provides an opportunity for the University. In Mark Warren’s 2015 Presidents Symposium he stated, “Relationships are how communities build power.”<sup>4</sup> The University should expand on existing community relationships when building relationships between community members and University members.

Surprisingly, many community members indicated “none” as community strengths. This could indicate that respondents either had no additional input or that they did not see any strengths in their community. When engaging with the community, University members need to make sure their approach builds on community strengths and assets while not emphasizing community deficiencies. The community also communicated that existing organizations, such as schools, businesses, and social services, are seen as positive aspects of the community. Organizations with credibility in the community should be considered as possible partners for University/community engagement.<sup>3</sup>

When asked about how they would like to receive information about projects or resources, residents indicated a strong preference for face-to-face communication (see Figure 3). Developing community engagement strategies with these communication preferences in mind is critical for developing successful initiatives.



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#### Focus Group

Three major themes emerged throughout the focus group (n=19). First, community members observed that there is a lack of communication across the University. Students from various UMB schools often unknowingly engaged in the same or similar service projects throughout the community. This is attributed to a lack of coordination within the University. As a result, community needs are not being met.<sup>3</sup>

Secondly, community members raised concerns about the sustainability and longevity of existing service projects involving students. This is due to the absence of a system that holds students accountable for their commitment to community-based projects. Based on this research, clear communication about expectations concerning scheduling, time commitment, and training are necessary. Increased communication and coordination between community members and UMB students can foster a mutually beneficial relationship.

Finally, community members suggested that poor communication reflects that UMB and its students are conducting service projects simply to fulfill their own agendas instead of attempting to meet community needs. Addressing these concerns can prove beneficial to both parties and can be accomplished through the development of a transparent, accountable, and collaborative partnership between the University and the surrounding community.

Overall, community members recommended that UMB students increase their visibility within the community. They suggested that prior to proposing and implementing project ideas, students should attempt to immerse themselves in their surroundings by attending community events or meetings. This approach will allow students to develop a more informed and optimistic view of West Baltimore by debunking stereotypes and bringing positive energy to the community. This will also make UMB a more visible entity and resource within the community.

## WHAT ARE WE DOING?

### Current UMB Engagement Efforts

UMB engagement can be divided into three distinct categories:

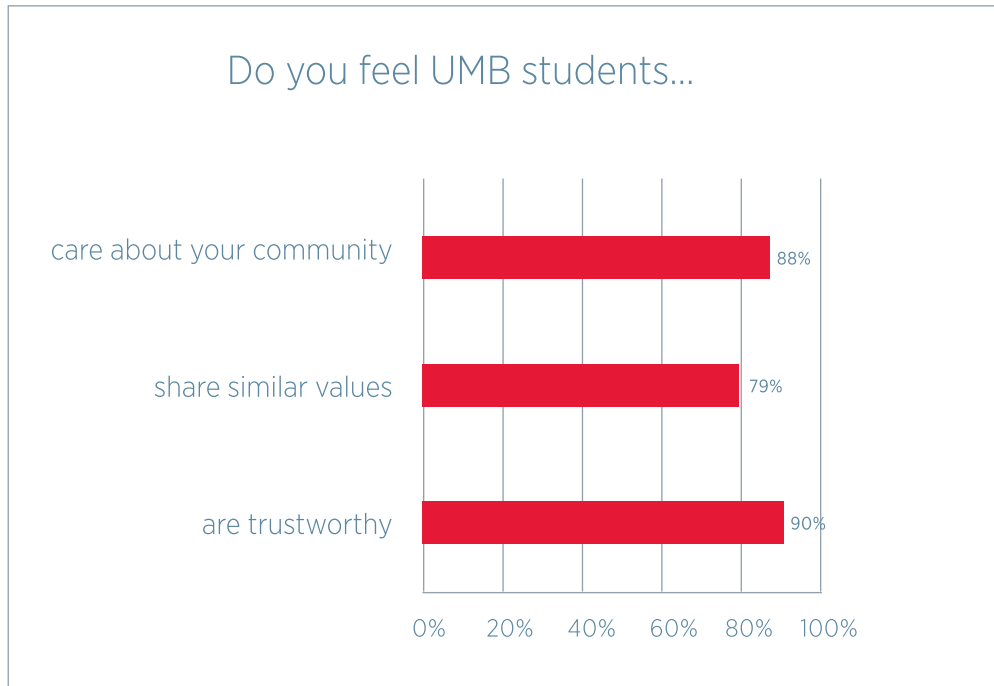
1. course-based initiatives and internships, which consist predominantly of longer term faculty-led initiatives.
2. student-led initiatives, which consist predominantly of one-time events sponsored by student organizations and the University Student Government Association (USGA) in which engagement is threaded through course material.
3. hybrid initiatives, which consist of faculty and student partnerships.

### Course-Based Initiatives and Internships

Through course-based initiatives and internships, UMB engages students and addresses unmet service needs in the community. These initiatives are based upon course or graduation requirements. Many of them are established by UMB faculty or staff and incorporated into the curriculum. For instance, at the School of Social Work, a faculty advisor identifies local community organizing efforts and requires students to participate in exchange for course credits. In the Department of Physical Therapy and Rehabilitation Science in the School of



...prior to proposing and implementing project ideas, students should attempt to immerse themselves in their surroundings by attending community events or meetings.



**Figure 1.** Community Perception of UMB Students



**Figure 2.** Community Perspective on Strengths in the Community. All responses are given with the most commonly used words being the largest.



What type of communication would you prefer to use when connecting with resources or engaging with projects?

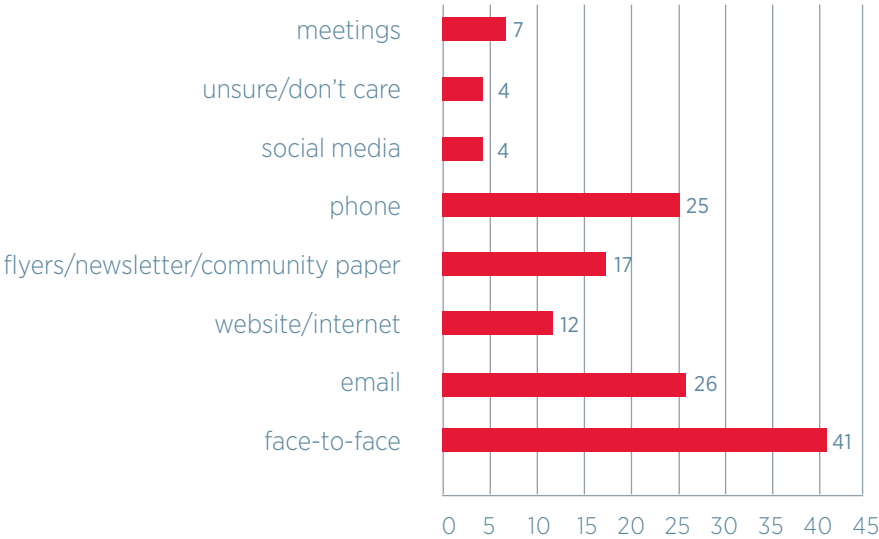


Figure 3. Community Preference for Communication Methods with UMB

Medicine, a professor coordinates physical therapy screenings at the Health Care for the Homeless Convalescent Home in East Baltimore. Although these course-based initiatives may be structurally sustainable, they take time to implement and have a high student-turnover rate. This reiterates community concerns regarding student accountability.

### Student-Led Initiatives

UMB students seek, plan, participate, and lead their own small-scale initiatives focused on delivering short- and long-term services to the community. Students are able to identify a budget, request funds from USGA, and implement an event within a semester. Short-term initiatives are often one-time events and usually do not provide a sustainable resource to the community. For example, students may organize health fairs, food or clothing drives, and a variety of other engagements once per year. These engagements have the potential for quick implementation to meet community needs, but they are not as structurally sustainable as course-based initiatives. These initiatives are typically organized at the respective professional schools and are less likely to invite interprofessional collaboration.

In addition, students can participate in long-term student-led initiatives. Project Jump Start, a student run, USGA-funded group, provides year-round food, clothing, and educational resources to homeless and low-income individuals in the West Baltimore community. Unlike short-term initiatives, this program has a central location in the Campus Center, which enables campus-wide collaboration and supports longevity.

### Hybrid Initiatives

Just Advice is a hybrid initiative that consists of a faculty advisor overseeing a student-run and operated clinic that provides low-cost legal consultation to Maryland residents. Currently this initiative is running clinics throughout Baltimore in places such as Lexington Market, the District Court for Baltimore City, the Center for Urban Families, Living Well, and Furman Templeton Preparatory Academy. Because

of its longstanding faculty supervision, Just Advice has a constant source of leadership and funding, which allows it to sustain its services in the community. Moreover, the organization offers its student leaders a sense of ownership over their engagement because they take on the responsibility of obtaining clinic space, marketing, financing, and providing legal services.<sup>5</sup> Because it creates the opportunity for students to engage outside of UMB's campus and provides a sustainable leadership model, Just Advice should be considered as a model for the organization of UMB's future engagement in West Baltimore.

### Organizing Engagement

A major challenge to the growth of UMB's engagement with West Baltimore is organizing these three types of engagement. Some of the groundwork for this organizing is in place at the newly established Office of Community Engagement (OCE) and the Center for Community Based Engagement and Learning (CBEL). Part of UMB's President's Office, OCE is responsible for coordinating community engagement initiatives and linking students,

faculty, and staff with community partners. CBEL has worked to organize working groups for schools with community-based programs to facilitate interprofessional discussion about community-based projects. CBEL has also provided grants for service-based projects, sponsored student fellows, and is in the process of sponsoring faculty fellows to further promote interprofessional dialogue about important service issues. It is also about to introduce a mapping system created in partnership with the Social Work Community Outreach Service (SWCOS), which shows the locations of all UMB course-related community engagement in Baltimore City. This database will provide information on the demographics and classification of each location as well as a list of which UMB schools are engaged there. The Center is also working on developing an online information exchange for community and University members to post needs and wants for community engagement.<sup>6</sup>

CBEL and OCE are poised to grow into important resources to support the future of UMB's community engagement. CBEL's services are currently not well-known at UMB. Once the CBEL has a more complete database of current community engagements, they will be able to advertise themselves as a contact point for community members looking for health and educational resources and for the faculty and students looking to find collaborative partnerships.

## WHAT ARE OTHERS DOING?

### **Current Models for Organized Community Engagement**

Many other universities are making it their mission to become more fully engaged with their surrounding communities through community engagement, urban extension centers, and university partnerships. To understand how UMB can further embrace West Baltimore, it is important to consider how other universities paired with their own communities.

The Fellows surveyed several universities with active community engagement centers. The survey revealed that both physical and online spaces exist where discussion and collaboration on community engagement can occur.

#### Online Space

Online spaces can provide a means of communication and collaboration that is not limited by conflicting academic, travel, and work schedules. These spaces exist in variety of formats. First, there are websites that allow universities to organize their engagement activity effectively. The University of South Florida has both an online mapping system and an online database for its engagement projects, which allow the user to filter projects by category and location. The University of San Francisco Office of University Community Partnerships has an even more dynamic system in development called CoMesh, which allows faculty to post about service-learning courses, community

partners to post about volunteer and internship opportunities, and students to search for opportunities and document their service hours. This program also allows collaboration between universities in the San Francisco Bay area.

Second, there are online spaces that provide a point of contact for the university and the community. The Lindy Center for Community Engagement at Drexel University has a very effective website, which provides separate and clear links for students, faculty, staff, community members, and civic partners to learn how they can become involved. Similarly, Rutgers University's website provides information about community engagement projects and offers to connect community members with university resources through a call-in information desk.

Finally, social media provides a place to process engagement experiences and to advertise the benefits of these experiences to university and community members. For example, the Detroit University Community Based Research Program offers stipends to student bloggers who work for local organizations. These students are then required to provide weekly blog posts about their experiences.

#### Physical Space

Physical space allows students, faculty, and community partners to meet and collaborate in person. Of the universities discussed, a few of them have structures designated for community programming. The University of Maryland Baltimore County's (UMBC) Shriver Center is located within the school's suburban campus and houses community-focused workshops and courses. However, this space, where service learning is organized, is not easily accessible to community members outside of UMBC's campus. The inaccessibility of this organizing space limits the relationship between the university and its surrounding community, increasing the troublesome dynamic of "us" and "them."

Drexel University has the Lindy Center for Civic Engagement, which is the university's physical

space for collaboration, communication, and planning. Recently, it has also opened up its Dornsife Center, an urban extension center which operates day and night as both a community center and a point for university engagement. Drexel’s provost, Dr. Lucy Kerman, characterized the Dornsife Center’s mission: “Rather than bringing our neighbors to campus, or bringing education and services to Powelton Village and Mantua as visitors, Drexel will stand alongside residents in an inspiring, inviting facility open to all.”<sup>7</sup> Here Drexel is able to provide financial education workshops, basic computer skills training, legal counseling, health education, and more. It is also a place where community members can establish their own programming and be a part of the Center’s development. Moreover, the Dornsife Center offers an important point of exchange between university and community members by holding monthly dinners for the university and the community. It is a wonderful example of a university embracing Dr. Kim Richard’s point that community organizing and engagement should consist of the university and the community addressing shared problems together.

### Resources for Sustainability

All of the universities required financial and human resources to expand their community and civic engagements. Drexel University received funding for its Lindy center from a family foundation. The UMBC Shriver Center has received much of its funding through grants, contracts, and gifts. To cover the expense of community engagement, the University must

1. expand on its existing relationships with family foundations and corporate philanthropy units.
2. form new relationships with corporate organizations for sponsorship.
3. support community residents in their efforts to secure funding from foundations and corporate units focused on community engagement by leveraging the intellectual capital at the various UMB Schools including nursing, law, and social work.

One potential source of philanthropic funding could come from the Weinberg Foundation,

which provides grants for workforce development and job training.<sup>8</sup> Additionally, Maryland companies provide support with corporate social responsibility initiatives that could support community engagement at UMB (See Appendix 1).

UMB must also support community residents in their efforts to gain support for community engagement projects from corporate organizations. Wells Fargo offers grants to community residents to fund community development, education, environment, and health and human services programs. Given the interdisciplinary focus of UMB’s community engagement center, this would allow for community residents to utilize the intellectual capacity and human resources within each school to implement community engagement programs. In return, community residents are empowered because they are leading a program with support from UMB. Examples using key funding areas sponsored by Wells Fargo that overlap with work done at UMB schools are found in Appendix 2.

“...community organizing and engagement should consist of the university and the community addressing shared problems together.

## PRESIDENT’S FELLOWS’ RECOMMENDATIONS

Based on our findings, we present the following recommendations:

### **Recommendation #1: *Remove Barriers to Community Engagement***

The following recommendations are aimed at increasing awareness of the role of institutional power as a significant barrier to sustainable community engagement between UMB and West Baltimore.

### Short-Term

- Require students, faculty, and staff receiving CBEL and Global Health Grant funds to participate in a workshop modeled after the People's Institute for Survival and Beyond (PISB) that challenges participants to analyze the structures of power and privilege that hinder social equity. This workshop will increase participant awareness of their power and the way it can be fostered to address health inequities, privilege, and social well-being.<sup>1</sup>

### Long-Term

- Within five years, require all UMB faculty and students to engage in a workshop focused on power and privilege that is customized for each school. This will work toward a cultural shift within UMB, affecting the way we speak, think, and behave.

### **Recommendation #2: Focus on Sustainability of Community Engagement & the Expansion of CBEL/OCE**

The following recommendations are aimed to establish and sustain an urban extension center at UMB. Participatory processes are crucial for effective engagement that acts on the social determinants of health. To combat barriers to community engagement, there are certain strategies that UMB must take when designing a community engagement hub:

### Short-Term

- Identify and establish mutually beneficial partnerships that leverage financial and human resources from corporate entities in exchange for their access and ability to expanded market share and community investments. See Appendix 1 and 2 for a list of funding sources and a list of programming which Wells Fargo is offering.
- Take ownership of the database system being developed by students and funded through the CBEL Community Research Grant, Making Connections: University Collaboration in Southwest Baltimore. The students who received this grant are

developing a database to connect student groups with community groups who need assistance. A dedicated student worker or staff person will be needed to sustain this project once the grant period for this group ends (May 2015).

### Long-Term

- Within five years, create a budget line with CBEL/OCE that will reflect the University's capacity to secure funding for the following:
  - Set aside real estate or acquire real estate for an Urban Extension Center modeled after Drexel's Dornsife Center, which includes both a free-standing structure in the community and an online presence.
  - Fund programming that is modeled off of Just Advice, which brings UMB students out into the community and has a sustainable infrastructure of both faculty and student leaders.
  - Hire a Community Engagement Project Manager, who will be responsible for managing a database of all community engagement activities, coordinating collaboration across professional schools and providing additional support as needed.
  - Hire a Communications Manager, who will be responsible for advertising and promoting the Center's resources within UMB and the surrounding communities.

### **Recommendation #3: Expand Organization & Communication Within UMB**

The following recommendations are aimed at moving towards efficient communication, organization, and coordination between schools within the University.

### Short-Term

- Hire a student intern to manage CBEL's new online mapping system.
- Market this new mapping system to the UMB community and encourage faculty members to verify and update their information.

## Long-Term

- Within 5 years, create a more structured online space which will allow more fluid communication between UMB schools about their engagement work. This online space will include
  - An expansion of the online mapping system to include all types of engagement, both course-based and student engagement.
  - A system of inter- and intra-university collaboration like UCSF's CoMesh to help coordinate service projects throughout UMB and among Baltimore City/County Universities.

### **Recommendation #4: *Organization & Communication between UMB & the Community to increase Visibility***

The following recommendations are aimed at increasing UMB's communication and visibility with the West Baltimore Community.

## Short-Term

- Create a community engagement advisory structure or "leadership table," which will include faculty, students, and community stakeholders to guide future the direction of UMB's engagement.

## Long-Term

- Within 5 years, create concrete lines of communication between the University, its schools, and West Baltimore community stakeholders. This will include
  - Hosting regular social gatherings between UMB students/faculty and community members, similar to that now seen at Drexel's Dornsife Center.
  - Using Strive's, " Building an Accountability Structure," to further guide the development of UMB and Southwest Baltimore's community engagement framework.<sup>9</sup>
  - Advertising CBEL/OCE to the West Baltimore Community as a source of information on University engagement efforts and as a point of contact for community members to request program/services.



## APPENDIX 1: MARYLAND CORPORATIONS WITH PHILANTHROPIC UNITS

<b>CORPORATION</b>	<b>LOCATION</b>
Ahold USA, Inc.	Landover
Allegis Group, Inc.	Hanover
Baltimore Equitable Society	Baltimore
Baltimore Gas and Electric Co. (BGE)	Baltimore
Baltimore Life Companies	Owings Mills
Baltimore Orioles L.P.	Baltimore
Baltimore Ravens Limited Partnership	Owings Mills
Calvert Group, Ltd.	Bethesda
Chevy Chase Bank	Chevy Chase
Choice Hotels International, Inc.	Silver Spring
Constellation Energy Group	Baltimore
D. Myers and Sons, Inc.	Baltimore
Discovery Communications, Inc.	Silver Spring
DLA Piper Rudnick Gray Cary	Baltimore
GEICO	Chevy Chase
Giant Food, Inc.	Landover
Lockheed Martin Corporation	Bethesda
Lockheed Martin Information Technology (IT)	Seabrook
Marriott International, Inc.	Bethesda
McCormick & Company, Inc.	Sparks



MedImmune, Inc.	Gaithersburg
Millennium Chemicals, Inc.	Hunt Valley
Ober Kaler	Baltimore
Sodexo, Inc.	Gaithersburg
T. Rowe Price Group, Inc.	Baltimore
The Baltimore Sun Company, Inc.	Baltimore
The Gazette	Gaithersburg
The Whiting-Turner Contracting Company	Baltimore
W.R. Grace & Co.	Columbia
Washington Real Estate Investment Trust	Rockville

## APPENDIX 2: WELLS FARGO GRANTS/UMB COMMUNITY ENGAGEMENT GRANT FUNDING EXAMPLES

Wells Fargo grants focused on community development, education, environment, and health care could be actualized by leveraging the intellectual capital at each UMB school. Below is a list of the areas of focus by Wells Fargo and a summary of how UMB could offer support to residents seeking grants.

### Small Business Development

- Supporting small business development through technical and financial assistance

If UMB, in partnership with the Maryland Small Business Development Center located at 630 W. Lexington Street, increased its efforts to partner with residents, this would allow residents to gain technical and financial assistance along with additional small business development support.

### Community Development

- Preventing foreclosure and promoting home ownership
- Creating and sustaining affordable housing
- Revitalizing low-income neighborhoods
- Aiding the path to employment with workforce training and job-readiness skills

UMB can leverage the resources offered by the School of Law Clinics to address foreclosure, tax issues, and expungement issues that often hinder employment. Additionally, UMB could partner with the community to offer workforce training and job-readiness skills via its career development offices.

### Education

- Eliminating the pre-K - 12th grade achievement gap through services that support low- and moderate-income students
- Providing mentoring and out-of-school programs that support academic success

Through the many programs offered at the Schools of Social Work, Nursing, Law, and Medicine, UMB could partner with local Baltimore City schools to address the achievement gap in low and moderate income students by offering a summer bridge program on campus.

### Environment

- Preserving our environment through education programs that teach green practices

By partnering with the community, faculty, and students at the School of Law (environmental law program) and the Department of Epidemiology and Public Health at the School of Medicine could implement teach green practices including the creation of a green garden on-campus.

### Health & Human Services

- Addressing critical needs such as hunger and homelessness
- Enabling and sustaining independence for individuals and families

Through the Schools of Medicine, Nursing, and Dentistry, faculty, students, and community residents could implement a program focused on health care access. Additionally, by promoting and leveraging the resources offered by the School of Law's Clinics, residents could gain assistance with health care resources and entitlements.

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