

**PROGRAM OF CULTURAL DIVERSITY
UNIVERSITY OF MARYLAND, BALTIMORE
2010 PROGRESS REPORT**

The University of Maryland, Baltimore (UMB) is the State's public academic health, law, and human services university devoted to leadership and excellence in professional and graduate education, research, public service and patient care. UMB's Program of Cultural Diversity uses two complementary strategies: UMB-wide programming and programs specific to the Schools of Dentistry, Law, Medicine, Nursing, Pharmacy, and Social Work. A description of each appears in Section III below.

SECTION I. Demographic Data

| <i>Student Enrollment - 2008/2009</i> | Number | Percent | Male | Female |
|---------------------------------------|--------|---------|-------|--------|
| African American | 1,069 | 17% | 231 | 838 |
| American Indian / Alaska Native | 19 | 0% | 6 | 13 |
| Asian / Pacific Islander | 821 | 13% | 266 | 555 |
| Hispanic | 239 | 4% | 74 | 165 |
| White | 3,547 | 58% | 985 | 2,562 |
| Non-Resident Alien | 254 | 4% | 94 | 160 |
| Not Reported | 207 | 3% | 70 | 137 |
| Total | 6,156 | 100% | 1,726 | 4,430 |

| <i>Student Enrollment - 2009/2010</i> | Number | Percent | Male | Female |
|---------------------------------------|--------|---------|-------|--------|
| African American | 1,103 | 17% | 235 | 868 |
| American Indian / Alaska Native | 18 | 0% | 4 | 14 |
| Asian / Pacific Islander | 894 | 14% | 297 | 597 |
| Hispanic | 239 | 4% | 76 | 163 |
| White | 3,647 | 57% | 1,033 | 2,614 |
| Non-Resident Alien | 230 | 4% | 82 | 148 |
| Not Reported | 251 | 4% | 90 | 161 |
| Total | 6,382 | 100% | 1,817 | 4,565 |

| <i>Student Enrollment - 2010/2011</i> | Number | Percent | Male | Female |
|---------------------------------------|--------|---------|-------|--------|
| African American/Black | 943 | 15% | 194 | 753 |
| American Indian / Alaska Native | 15 | 0% | 4 | 12 |
| Asian | 880 | 14% | 292 | 595 |
| Hispanic/Latino | 272 | 4% | 84 | 188 |
| White | 3,728 | 59% | 1,108 | 2,641 |
| Other Pacific Islander | 7 | 0% | 3 | 4 |
| Two or More Races | 142 | 2% | 40 | 102 |
| Non-Resident Alien | 208 | 3% | 79 | 129 |
| Not Reported | 154 | 2% | 56 | 100 |
| Total | 6,349 | 100% | 1,860 | 4,524 |

Source: UMB Office of Institutional Research and Planning Fall Enrollment Report - Table 7

| Faculty - 2008/2009 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|--------------|---------------|
| African American | 205 | 9% | 83 | 122 |
| American Indian / Alaska Native | 9 | 0% | 4 | 5 |
| Asian / Pacific Islander | 341 | 14% | 202 | 139 |
| Hispanic | 64 | 3% | 29 | 35 |
| White | 1,717 | 73% | 929 | 788 |
| Not Reported | 22 | 1% | 10 | 12 |
| Total | 2,358 | 100% | 1,257 | 1,101 |

| Faculty - 2009/2010 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|--------------|---------------|
| African American | 221 | 9% | 85 | 136 |
| American Indian / Alaska Native | 8 | 0% | 4 | 4 |
| Asian / Pacific Islander | 353 | 14% | 209 | 144 |
| Hispanic | 71 | 3% | 26 | 45 |
| White | 1,777 | 72% | 943 | 834 |
| Not Reported | 34 | 1% | 21 | 13 |
| Total | 2,464 | 100% | 1,288 | 1,176 |

| Faculty - 2010/2011 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|--------------|---------------|
| African American/Black | 219 | 9% | 83 | 136 |
| American Indian / Alaska Native | 7 | 0% | 3 | 4 |
| Asian | 385 | 16% | 232 | 153 |
| Hispanic/Latino | 69 | 3% | 31 | 38 |
| White | 1,797 | 73% | 929 | 868 |
| Other Pacific Islander | 7 | 0% | 5 | 2 |
| Two or More Races | 5 | 0% | 1 | 4 |
| Not Reported | 26 | 1% | 16 | 10 |
| Total | 2,515 | 102% | 1,300 | 1,215 |

Source: UMB Office of Institutional Research and Planning
Fall Faculty & Employee Report - Faculty Table 7

| Staff - 2008/2009 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|--------------|---------------|
| African American | 1,370 | 34% | 387 | 983 |
| American Indian / Alaska Native | 12 | 0% | 4 | 8 |
| Asian / Pacific Islander | 342 | 9% | 115 | 227 |
| Hispanic | 70 | 2% | 24 | 46 |
| White | 2,158 | 54% | 712 | 1,446 |
| Not Reported | 54 | 1% | 25 | 29 |
| Total | 4,006 | 100% | 1,267 | 2,739 |

| Staff - 2009/2010 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|-------------|---------------|
| African American | 1,353 | 33% | 398 | 955 |
| American Indian / Alaska Native | 12 | 0% | 4 | 8 |
| Asian / Pacific Islander | 365 | 9% | 120 | 245 |

| | | | | |
|--------------|-------|------|-------|-------|
| Hispanic | 76 | 2% | 27 | 49 |
| White | 2,255 | 55% | 728 | 1,527 |
| Not Reported | 52 | 1% | 22 | 30 |
| Total | 4,113 | 100% | 1,299 | 2,814 |

| Staff - 2010/2011 | Number | Percent | Male | Female |
|---------------------------------|---------------|----------------|-------------|---------------|
| African American/Black | 1,392 | 34% | 404 | 988 |
| American Indian / Alaska Native | 8 | 0% | 3 | 5 |
| Asian | 374 | 9% | 135 | 239 |
| Hispanic/Latino | 93 | 2% | 33 | 60 |
| White | 2,268 | 55% | 762 | 1,506 |
| Other Pacific Islander | 6 | 0% | - | 6 |
| Two or More Races | 18 | 0% | 4 | 14 |
| Not Reported | 43 | 1% | 19 | 24 |
| Total | 4,202 | 102% | 1,360 | 2,842 |

Source: UMB Office of Institutional Research and Planning

Fall Faculty & Employee Report - Employee Table 10 (excludes Faculty, Fellowships and Graduate Assistants)

SECTION II. Status report on campus based hate crimes and bias-motivated incidents

UMB records indicate that there were no campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

SECTION III. Status of Implementation Efforts

- **Progress on meeting goals**
- **Descriptions of how Campus and Schools addressed cultural diversity**
- **Status of institutional enhancement**
- **Summary of resources used**
- **Status of enhancement of cultural diversity programming and sensitivity through instruction and training**

UMB-Wide

The University of Maryland Baltimore welcomed its new President, Jay A Perman, MD, in July of 2010. Since his arrival, Dr. Perman has spearheaded two efforts that relate to Cultural Diversity. Early in the fall semester, the President’s Office created a Diversity and Inclusion Council. The Council is comprised of eleven faculty/staff members. In his letter of invitation to the inaugural members, Dr. Perman asked the question:

Are we doing all that we can to make our faculty, staff and student body as welcoming as possible in serving an increasingly diverse population? In raising this question I am talking about more than numbers and percentages; I am talking about inclusiveness and sensitivity within our University of Maryland family.

Furthermore, under Dr. Perman's direction, the Campus has begun an extensive strategic planning process. "Diversity and Inclusion" is a key strategic initiative in UMB's new plan. This initiative has a sixteen member subcommittee that is working to advance goals and objectives to give life to the initiative. More on these two significant efforts will be reported in next year's Progress Report.

The President's Office also communicates its commitment to advancements in diversity through the annual Dr. Martin Luther King, Jr. lecture and the presentation of the Diversity Recognition Award named in Dr. King's honor. The awards represent equality, justice, and opportunity for all people. The recipients serve as models of the ideals epitomized by the life and work of Dr. King. In 2010, UMB recognized Elijah Saunders, MD a professor at the School of Medicine and School of Law student volunteers Domonique Markland and Sarah Weese. Dr. Saunders was the first black resident in internal medicine at the University of Maryland School of Medicine and was the first black cardiologist in the state. He was influential in abolishing segregated hospitals wards at University Hospital. The law school honorees spent hundreds of hours on a one-of-a-kind clinical initiative working with young men at the Baltimore City Detention Center on life skills. Dr. Saunders, Ms. Markland and Ms. Weese received their awards at a luncheon that was open to all members of the Campus community.

Like the President's Office, the Campus' Human Resource Services also promotes cultural diversity through a variety of efforts. Its diversity training program titled "As Simple as Respect – Diversity, Respect, and Inclusion in the Workplace" is available to any school, program or department by request.¹ This easy-to-follow program features a series of workplace vignettes that illustrate disrespectful behavior and how to correct it. The guidelines covered in the training through video vignettes are:

- Turn uncomfortable situations into learning opportunities
- Religious or cultural beliefs don't justify disrespectful behavior toward coworkers
- Just because expressions or words are commonly used, doesn't mean they are acceptable
- Be careful not to display or send potentially offensive materials on your computer
- Judging people's abilities by their appearance can lead to discrimination
- Cultural or ethnic stereotypes are offensive
- Speak up against disrespect

Human Resource Services continues to participate in two community based programs that focus on diversity and inclusion. Both the Youthworks Summer Jobs Program² and the Project Search³ give opportunities to youth/persons with disabilities to obtain employment on Campus and also allow the UMB community to learn from the participants about the particular challenges they face. These programs have been very well received.

The Campus Office of Student Development and Leadership assists students in planning a variety of activities that are open to all students. In 2010, activities relating to cultural diversity included:

- Chinese Students and Scholars - Moon Festival
- Indian Students Association - Diwali Festival; Sheetkaal Sandhya Party
- International Students Association – Dessert Fest
- Muslim Students and Scholars Association – Ramadan Fast Breaking
- United Students of African Descent – Pre Kwanzaa Event; Pan African Celebration

¹ See Appendix A for a list of training sessions and demographics on participants.

² See Appendix B for information about participants.

³ See Appendix C for information about participants.

School Specific

Each UMB school is bound by an academic/professional accreditation process whose policies and standards include requirements of cultural diversity specific to that profession. These standards for cultural diversity are stringent, focused, and integrated with the requirements of professional practice. UMB capitalizes upon professional and academic accreditation standards to insure that the most appropriate, current, consensus derived programs, activities and expectations in the area of cultural diversity are provided by its Schools. UMB believes that adherence to constantly evolving accreditation standards continues to be the most effective way to ensure that cultural diversity is acknowledged by and integrated in the various academic programs.

The examples provided in this Progress Report are illustrative of the comprehensive manner in which issues of cultural diversity are acknowledged and addressed by UMB's Schools. Included below are efforts relating to recruitment and other pre-admission activities; courses; lectures; student activities; grant opportunities; graduating student survey questions and accreditation responsibilities.

DENTAL

One important way that the Dental School addresses cultural diversity among students, faculty and staff relates to its effort to recruit and retain a highly qualified and diverse student body. The School employs a definition of diversity that includes attracting students with a broad range of life experiences, interests, and talents, and students from various races, religions, and national origins.

The School's Committee on Dental Recruitment and Admissions is composed of faculty, students, and staff from diverse backgrounds. Although the School's constituents acknowledge that diversity is not limited to race, ethnicity, and/or gender, the School consistently enrolls a class with an approximately equal gender ratio and with an average of at least 10% underrepresented minority students. Additionally, students come from diverse geographic and educational backgrounds

The School's recruitment outreach targets Maryland residents, under-represented minorities, and individuals interested in an academic career and/or research. For these efforts, the Office of Admissions relies on two faculty members who, in their respective administrative positions, coordinate recruitment activities. These positions are Recruitment Coordinator and Director of Graduate Research Education. Some of the activities undertaken by the Recruitment Coordinator include: participating in health career fairs and recruitment visits at institutions such as the University of Maryland at College Park and Baltimore County, George Mason University, George Washington University, Stevenson University, Morgan State University, Hampton University, and Clark Atlanta University as well as participation in regional recruitment events such as the Summer Medical Dental Education Program sponsored by American Dental Education Association, the Atlanta University Center,⁴ and the National Institutes of Health Career Fair (with the Director of Graduate Research Education).

The School recognizes that pipeline efforts are often critical to successful recruitment of students from traditionally disadvantaged and/or underserved communities. As such, the Office of Admissions also participates in local recruitment activities at high school and middle school levels. For example, each summer, the University campus sponsors the Vivien T. Thomas Medical Arts Academy Summer Research

⁴ The member institutions included in this consortium are Clark Atlanta University, Spelman College, Morehouse College and the Morehouse School of Medicine.

Internship, a summer research experience for 9th graders from the Vivien T. Thomas Academy at which a presentation is given on careers in Dentistry.

LAW

Both inside and outside the classroom, the School of Law has a rich number of opportunities for all students to expand their knowledge of racial and ethnic issues. Some of the courses offered include: Asian Americans and the Law; Comparative Constitutional Law; Constitutional Law; Constitutional Civil Liberties; Criminal Law Seminar: Race and Criminal Justice; Drug Policy and Public Health Strategies; Economic Justice: Race and Markets; Employment Law; Civil Rights of Persons with Disabilities Seminar; Health and Human Rights; Immigration Reform: Law & Policy Seminar; Labor Law; International Labor Law; Law, Policy and Practices of Community Recovery Seminar; Law and Indigenous Persons Seminar; Race, Subordination and Citizenship Seminar; Race and the Law Seminar: The Maryland Experience; and Thurgood Marshall: Special Topic and the Community Justice. There are also clinically based offerings regarding Low-Income Taxpayers; Workers' Rights; Re-entry of Ex-Offenders; and Immigration. Students can also work as research assistants for faculty members developing scholarship in these areas.

Since 2006, a year after Hurricane Katrina devastated the Gulf Coast, hundreds of UMB law students have traveled to the Mississippi and Louisiana to provide legal and other assistance to needy residents. These experiences were transformative for many students who had never before had contact with people---many of whom were minorities--- in such dire need of legal resources. Under a grant from the Fetzer Institute, the law school added a cross-cultural component to its clinical program through the legal clinic in Mississippi, formed on 2007 in collaboration with the Mississippi Center for Justice. In 2010, the school launched its first international clinics in Mexico, China and Namibia. These new clinics will take lessons learned in the School's Baltimore clinics to the broader national and international stage.

The School also has a wide range of active and vibrant student organizations including a Black Law Student Association; an Asian/Pacific American Law Student Association; a Latino/a Law Student Association; a Jewish Law Students Association; a Muslim Law Students Association; a Christian Law Society; a Women's Bar Association; and a LGBT Law School Alliance which exists to support the gay, lesbian and transgender communities. Each semester, these student groups along with many others, host activities that inform, educate and enrich the School's community. For example, last November, the Law School's Journal of Race, Religion, Gender and Class sponsored a symposium: Confronting Islam: Shari'ah, the Constitution and American Muslims. This well-attended event confronted the stereotype of Muslims as terrorists and considered the differences and similarities between Islamic and secular law. Presenters included Maryland law faculty as well as scholars from around the United States.⁵

MEDICINE

Cultural competency as one aspect of professionalism is emphasized from the application to medical school until graduation. Applicants are expected to have a broad life experience and are often questioned during the interview process as to their views about cross-cultural matters. Moreover, cultural competency dealing with a wide variety of issues, including those of racial and ethnic disparities is an integral part of the curriculum of the School of Medicine. Rather than a specific course, the curricular material concerning cultural competency is woven throughout the full four years of the

⁵ The student organizer of this event was nominated for the 2011 Dr. Martin Luther King, Jr. Diversity Recognition Award.

medical student experience and includes classroom, small group, and observed behavioral activities. For example, during the first year of medical school, during the Introduction to Clinical Medicine course, large group lectures and small group discussions are held on a complete range of the doctor-patient relationship. This includes racial and ethnic disparities as well as areas such as gender, sexual, and economic differences. Small groups are comprised of a mix of students by gender and background in order to utilize the diversity within the medical students themselves. In addition, discussion focuses on differences in age, country of origin, or other cultural/sub-cultural matters. For example, the difficulty in relating to an elderly African-American woman might be due to age, race, or gender. During the first year, the students are observed and videotaped with standardized patients [actors realistically portraying actual patients] and patients are selected during this and subsequent standardized patient exercises to represent a wide range of age, gender and ethnic combinations. In two second year courses, Pathophysiology and Therapeutics 1 and 2, racial, sexual and age differences in various disease processes and their treatment including apparent health disparities in the occurrence and treatment of diseases is covered on an epidemiological, medical and pharmacological/ non-pharmacological basis. These issues are addressed in multiple formats including lectures, small groups, labs and clinical correlations.⁶

The School's efforts also extend well outside the classroom. Specifically, the Office of Student Research maintains an on-line database of summer research/year-off fellowships and seeks out those for minorities and actively recruits for them. The National Science Foundation Alliances for Graduate Education and the Professoriate program seeks to increase the diversity among the graduate student population in STEM disciplines and combined MD/PhD and MD/Masters programs. The NIA T35 STAR program actively recruits health professions students to enter into a clinical practice of gerontology, geriatrics or other clinical practice that actively treat aging patients or pursues aging research in multiple disciplines, especially those involving health disparities. In addition, each year the School sponsors a "Celebrating Diversity Reception and Dinner." The 2010 event was snowed out but the 2009 speaker was Dr. Joan Reede, Dean for Diversity and Community Partnership at Harvard Medical School and winner of the Herbert W. Nickens Award from the American Association of Medical Colleges. The Nickens Award is given to an individual who has made outstanding contributions to promoting justice in medical education and health care equities for people in the United States.

NURSING

Last year's Report acknowledged that the School of Nursing was awaiting confirmation from the Commission in Collegiate Nursing Education (CCNE) that it had successfully completed the accreditation process. UMB is delighted to report that, on May 24, 2010, the School of Nursing's BSN, MS and DNP programs were accredited by CCNE for 5 years. The accreditation team reported that the School's programs at all degree levels met the standard for curriculum, teaching-learning practices, and student learning outcomes, which include diversity and cultural competency components. CCNE addresses diversity and cultural competency in the curriculum by requiring compliance with the essential elements of nursing education established by the American Association of Colleges of Nursing (AACN) for each degree level. The core components of AACN's essential elements of nursing education acknowledge the diversity of the nation's population and mandate inclusion of content addressing cultural, spiritual, ethnic, gender, and sexual orientation diversity to ensure that nursing professionals are "prepared to practice in a multicultural environment and possess the skills needed to provide culturally competent

⁶ Similar instruction and training occurs in subsequent years and was outlined in last year's Progress Report.

care.” The report cited one of the strengths of the school as having a diverse student backgrounds and experiences.

While the School has ensured that it addresses diversity among students and future health professionals through the curriculum, it is also confronting the need for a more diverse faculty and nursing workforce. This requires encouraging minority enrollment in graduate programs that serve as the source for nursing faculty, and attracting a diverse group of new entrants into the field of nursing. The School has proven itself successful at attracting a diverse student body over the years, with a minority student enrollment of 38.7% as of fall 2010. The minority enrollment is: BSN 44.6%, MS 34.9%, DNP 20.8% and PhD 43.6%. The staff is 45.2% minority and faculty is 10.6%.

One faculty member at the School has been exceptionally successful in promoting diversity. Dr. Vanessa Fahie⁷ has two training grants which target middle, high school and undergraduate students who are from educationally and environmentally disadvantaged backgrounds and who are underrepresented in nursing. She also serves on the Maryland Alliance to Transform the Health Professions, a panel which promotes increasing diversity of the health care workforce.

The School also currently has three training grants which target groups who are underrepresented in the nursing workforce. The Nurse Anesthesia program has received a Health Resources and Services Administration grant to recruit underrepresented groups into the program. With support from this grant the faculty hosted a workshop by Lena Gould to increase mentorship of minority nurses interested in becoming Nurse Anesthetists. Ten \$10,000 scholarships were awarded by the Robert Wood Foundation to newly admitted students in the Clinical Nurse Leader program who are from groups underrepresented in nursing or from disadvantaged backgrounds. The PhD program was awarded \$300,000 a year for three years from the Department of Education’s Graduates in Areas of Academic National Need for seven fellows from underrepresented areas of nursing. These training grants are a important opportunity to increase student diversity.

PHARMACY

The School of Pharmacy has a documented a set general abilities required for a well educated pharmacist. Throughout its curriculum, faculty engage students in a series of activities (curricular and extracurricular) that foster continued development of these general abilities. Students are expected to be at level 1 or 2 on admission to the school and progress to level 3 by graduation. Most pertinent for this Report is General Ability Eight:

GA 8: Cultural Competency: *The student shall possess an awareness of how culture impacts interpersonal and inter-group interactions and shall demonstrate effective behaviors to work in cross-cultural environments.*

Level 1: Recognize one’s own cultural practices and behaviors.

Level 2: Accept and respect differences among people who have different customs, thoughts, ways of communicating, traditions, and institutions.

Level 3: Develop behaviors and attitudes to work effectively in cross-cultural situations; transform one’s knowledge of individuals and groups of people to increase the quality of services and improve outcomes.

⁷ Dr. Fahie is one of the faculty nominees for the 2011 Dr. Martin Luther King, Jr. Diversity Recognition Award.

In order to access an applicant's general abilities, the admission committee updated their interview process to include questions related to cultural competence. For example, applicants are asked to briefly describe an encounter they have had with a person whose lifestyle is different from his or her own. Then the applicant is asked to describe if the experience changed his or her view or understanding of that lifestyle and if so, how? Also, during the interview process, applicants are asked to work in a group and are given an ethical or culturally impacted scenario and asked to develop a solution. This gives the admission committee information on the applicant's initial capacity to work in a group of people from different cultures.

Once enrolled, students have the opportunity to compete for grants offered by the Student Affairs Office in support of activities that promote diversity and cultural competency. One recent grant supported a presentation on the importance of effective communication between medical providers and Spanish speaking patients. Popular misconceptions and methods to increase communication were discussed.

Additionally, the American Association of Colleges of Pharmacy (AACP) asks member schools to participate in a number of national surveys, including an annual survey designed for graduating students to evaluate their school of pharmacy and experiences in the professional degree program. Ninety-two schools of pharmacy and 7,496 graduating students participated in the 2010 survey. In response to the question, "My pharmacy practice experiences allowed me to have direct interaction with diverse patient populations (e.g., age, gender, ethnic and/or cultural background, disease states, etc.)," 100% of Pharmacy graduating students (n=31) responded positively (strongly agree or agree). This compares to a 96.6% national response. In addition, 96.8% of Pharmacy graduating students responded positively (strongly agree or agree) that "The college/school of pharmacy is welcoming to students with diverse backgrounds," as compared to 94.5% nationally.

SOCIAL WORK

The School of Social Work has a diverse group of faculty, staff and students committed to ensuring that issues related to cultural diversity are actively addressed in the curriculum and in the life of the School. This past year alone, the School added seven courses that touch on areas pertinent to cultural diversity. One is a clinical course, one is an advanced policy course and there are also five special topics courses:

SWCL 771 Evidence-Based Mental Health Treatment with Children and Adolescents is a clinical course with specific content on mental health treatment effectiveness with minority groups.

SOWK 718 Equality and Social Justice is an advanced policy course that has a specific focus on diverse populations and the implications of social policy for attainment of social equality.

The five **SOWK 699** special topics courses are:

- History of Oppression – which focuses on minority groups;
- HIV: The Social Work Challenge - covers psycho-social issues and public health challenges among diverse groups;
- Prevention and Intervention with Intimate Partner Violence - includes a special section on work with minority women;
- International Social Welfare - covers social work in the Caribbean, Africa, Asia, and South America; and

- Financial Stability for Individuals and Communities - looks at the impact of low wealth in communities and barriers to financial stability among diverse groups.

In addition, the Office of Student Affairs is committed to promoting cultural diversity by assisting in the development and coordination of many enriched activities that are sponsored through the School's Student Government Association (SGA) along with the invaluable support of SSW faculty advisors who volunteer to serve in this capacity. The many programs held by the SGA Affiliate organizations within the School (and sometimes on campus or surrounding communities) helps to expose, sensitize and educate the social work community (and the public) to the many issues and challenges one may encounter when interacting with diverse groups/populations. Below is a listing of the eight SGA Affiliate organizations, along with an example of a sponsored activity of each organization.

| SGA Affiliate Organization | Diversity Event |
|--|--|
| Christian Social Work Fellowship (CSWF) | National Hunger & Homeless Event/Sleep-out at Inner Harbor |
| International Social Work Organization (ISWO) | Documentary on <i>Children in No Man's Land</i> regarding immigration issues |
| Latin American Solidarity Organization (LASO) | Americanos! Celebration of Latino Culture/Panel Presentation |
| Lesbian Gay Bi-Sexual Transgender Allies Union (LGBTAU) | GLBT National & State Discussion/Don't Ask, Don't Tell |
| Organization of African American Students in Social Work (OASIS) | UNITY DAY-Unified Voices for the Health Care for Tomorrow! |
| People of All Abilities Are Capable of Achieving Anything (PAACAA) | In Our Own Voice/Living With Mental Illness via NAMI |
| Student Coalition for Peace and Equality (SCOPE) | Culture Matters; A Cross-cultural Non-violence Workshop for Youth |
| TIKKUN (Jewish Awareness Network) | Sponsorship of Annual Chanukah Kick-off Event |

APPENDIX A

2010 Training Dates/Participant Demographics

“As Simple as Respect – Diversity, Respect, and Inclusion in the Workplace”

Date: September 7, 2010 - SOM IT=7

| Gender | Race |
|---------------|------------------------|
| (1) Male | Hispanic |
| (1) Female | Black/African American |
| (4) Males | Caucasian |
| (1) Male | Black/African American |

Date: September 8, 2010 - SOM IT=7

| Gender | Race |
|---------------|------------------------|
| (1) Female | Caucasian |
| (4) Males | Caucasian |
| (2) Male | Black/African American |

September 29, 2010 - SOM – Pediatrics=18

| Gender | Race |
|---------------|------------------------|
| (1) Female | Hispanic |
| (4) Females | Black/African American |
| (1) Male | Caucasian |
| (10) Females | Caucasian |
| (1) Male | Asian |
| (1) Female | Asian |

October 1, 2010 - SOM – Pediatrics=17

| Gender | Race |
|---------------|------------------------|
| (1) Female | Hispanic |
| (3) Female | Black/African American |
| (1) Male | Caucasian |
| (8) Females | Caucasian |
| (4) Females | Asian |

December 16, 2010 - SOM – Information Services/Public Safety=7

| Gender | Race |
|---------------|------------------------|
| (1) Female | Black/African American |
| (1) Male | Black/African American |
| (1) Male | Caucasian |
| (2) Females | Caucasian |
| (2) Females | Asian |

December 17, 2010 - SOM – Information Services = 8

| Gender | Race |
|---------------|-------------|
| (3) Males | Caucasian |
| (4) Females | Caucasian |
| (1) Females | Asian |

APPENDIX B

Youth Works Summer Jobs Program 2010 Program Participant Demographics

Student Employees = 11

| Race/Ethnic | | Gender | |
|------------------------|------|---------------|----------|
| Black/African American | (11) | (9) female | (2) male |

Supervisors= 9*

| Race/Ethnic | | Gender | |
|------------------------|-----|---------------|----------|
| Caucasian | (3) | (8) female | (1) male |
| Black/African American | (6) | | |

(*male supervised 2 students)

Mentors = 11

| Race/Ethnic | | Gender | |
|------------------------|-----|---------------|----------|
| Caucasian | (4) | (8) female | (3) male |
| Black/African American | (7) | | |

APPENDIX C

Project Search

Adults with Disabilities employed by UMB who are supported by the Project SEARCH Adult Employment Program (17 total):

4 Female, 13 Male

14 African-American, 2 Asian, 1 Caucasian

Students with Disabilities who participated in the Project SEARCH High School Transition Program

2009-2010 School Year (11 total):

4 Female, 7 Male

11 African-American