

PROGRAM OF CULTURAL DIVERSITY UNIVERSITY OF MARYLAND, BALTIMORE 2011 PROGRESS REPORT

The University of Maryland, Baltimore (UMB) is the State's public health, law and human services university devoted to excellence in professional and graduate education, research, patient care, and public service. As a diverse community of outstanding faculty, staff and students, and using state-of-the-art technological support, we educate leaders in health care delivery, biomedical science, global health, social work and the law. We emphasize interdisciplinary education and research in an atmosphere that explicitly values civility, diversity, collaboration, teamwork and accountability. By conducting internationally recognized research to cure disease and to improve the health, social functioning and just treatment of the people we serve, we foster economic development in the City, State, and nation. We are committed to ensuring that the knowledge we generate provides maximum benefit to society and directly enhances our various communities.

The University has a multi-pronged approach to fostering cultural competency which involves the entire campus and includes efforts and initiatives from the President's Office, Campus Life Services, as well as grassroots programming by our students. Furthermore each of the graduate/professional schools accreditation standards that keep the issue in the forefront of their educational efforts. This Progress Report briefly highlights some of the activities that have occurred in the past year.

Office of the President

This coming July, our University will have been under the leadership of Dr. Jay Perman, M.D. for two years. Promoting cultural diversity has been a cornerstone of Dr. Perman's leadership efforts since his arrival in July of 2011. As was mentioned in last year's Progress Report, one of his first actions was to establish a Diversity Advisory Council. The Council has 13 members from across the University community and has been instrumental in initiating a campus level conversation about the role and importance of diversity and inclusion in advancing the University's mission. The Council has also begun to envision and articulate a framework for a campus-wide diversity and programming model that aligns with the recently adopted Strategic Plan which is described below.

The University's strategic planning process, the first under Dr. Perman's leadership, was lead by co-chairs Pete Gilbert, vice president for planning and accountability, and Stephen Bartlett, MD, professor and chair, Department of Surgery in the School of Medicine. The University's Strategic Plan was created from the work of more than 140 faculty, staff, students, partners, and friends who dedicated tremendous time and energy to its completion. It is designed to be the University's operational plan for the next five years, and to guide it for 10 years.¹

From the outset of the strategic planning process, "Diversity and Inclusion" was identified as one of the University's high level themes.² For each high level theme, a carefully chosen interdisciplinary cross

¹ The Strategic Plan was finalized in November, 2011. In the third year of the plan, the University will complete an environmental scan and trend analysis to determine whether any course alterations are needed in plan implementation.

² The eight themes reported in July of 2011 were: Achieve Pre-Eminence as an Innovator; Promote Diversity and a Culture of Inclusion; Foster a Culture of Accountability and Transparency; Excel at Interdisciplinary Research and

segment of faculty, staff, students, and others was selected to serve as the theme's Work Group. The work groups were responsible for providing a high-level summary of the University's current expertise as it related to each theme, and identifying opportunities and key challenges the University would likely face over the next five to 10 years.

When the University released its Strategic Plan Report in November, 2011,³ seven Core Values were identified. The Report made plain the University community's pledge:

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

The most concise and compelling articulation of this commitment to cultural competency can be found on page five of the Strategic Plan:

As the state's only public academic health, law, and human services university, the University has an obligation to educate and train students and scholars to provide leadership and expertise necessary to address the health, legal, and social challenges posed by our nation's changing demographics. In fulfilling this obligation the University must embrace and celebrate diversity and become culturally competent. The University must be able to respond respectfully and effectively to people of all cultures, classes, races, genders, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each.

Attaining cultural competence will require the University to have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures enabling these to work effectively cross-culturally. The University will build the capacity to value diversity, conduct self-assessment, manage the dynamics of difference, and acquire and disseminate cultural knowledge. In response to the diversity and the cultural mores of the communities served by the University, it must incorporate these ideals into all aspects of policymaking, administration, practice, and service delivery by systematically involving consumers, key stakeholders, and communities.

Recognizing that when it comes to attainment of its desired outcomes, the institution cannot simply adopt a strategic plan and "wish it so," the University's Strategic Plan takes each theme and makes goals explicit and sets forth the tactics it will use in pursuing the goals.

Specifically, for **Theme 2 PROMOTING DIVERSITY and a CULTURE of INCLUSION**, the Strategic Plan lists three overarching goals and enumerates 13 specific tactics that will be utilized in pursuit of the goals.

Interprofessional Education, Clinical Care and Practice, and Public Service; Develop Local and Global Initiatives that Address Critical Issues; Drive Economic Development; Create an Enduring and Responsible Financial Model for the University; Create a Vibrant, Dynamic University Community.

³ <http://www.umaryland.edu/strategicplan/docs/StrategicPlan.pdf>

Goal 1: Promote a commitment to diversity and a culture of inclusion.**Tactics:**

- ▶ Assign to the President's Diversity Advisory Council oversight and support of the University's diversity and inclusion initiatives.
- ▶ Establish a diversity and inclusion distinguished fellow who will develop and operationalize novel initiatives promoted by the Diversity Advisory Council.
- ▶ Appoint in each school and principal administrative unit a senior administrator or faculty member to liaise with the Diversity Advisory Council on diversity and inclusion initiatives.
- ▶ Conduct a Universitywide diversity and inclusion assessment to establish a baseline from which to build programs and initiatives.
- ▶ Administer a periodic survey to assess the campus climate on diversity and inclusion issues.

Goal 2: Enhance the environment to ensure diversity is valued and inclusion becomes a guiding principle in every aspect of the University's activities.**Tactics:**

- ▶ Establish new and support existing initiatives for diversity and inclusion in all academic and administrative units and develop accountability mechanisms to assess outcomes.
- ▶ Include "promotion of diversity and inclusion" among performance criteria in the reviews of all University leaders.
- ▶ Promote diversity among faculty and leadership.
- ▶ Conduct a periodic compensation review to promote best practice in salary and resource allocation to ensure equitable and performance-based treatment for all.
- ▶ Develop and publicize events and programs that recognize and celebrate diversity and promote inclusion.

Goal 3: Cultivate the idea that cultural competency is the right thing to do and promote it as a competitive advantage to be attained and valued by faculty, staff, and students.**Tactics:**

- ▶ Create a cultural competency initiative that promotes cultural competency throughout the University.

- ▶ Establish an interdisciplinary program for all students to build cultural competency as part of the resource on professionalism.
- ▶ Offer a training program that prepares faculty and staff to be influential leaders, advocates, and spokespeople for cultural competency initiatives across the University.

Progress toward achieving the Strategic Plan Goals will be overseen by two-person leadership teams, comprised of a vice president or dean joining a former strategic plan work group leader. The two leaders will form teams to help prioritize the goals and tactics and establish a hierarchy of needs. The Office of Planning and Accountability, under University vice president and strategic plan co-chair Pete Gilbert, will be charged with leading and coordinating the implementation process. Progress of each Implementation team will be monitored by the Planning and Accountability Office so that regular updates can be made available on the Strategic Plan Implementation website: <http://www.umaryland.edu/strategicplan/>. The co-chairs of the Diversity and Inclusion Work Group are Pete Gilbert, vice president for planning and accountability and Roger Ward, associate vice president for academic affairs.⁴

Another way the President's Office continues to communicate 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. Through the nomination process, the entire University gets an opportunity chance to promote the hard work of dedicated students and faculty who are leaders amongst our University community and who embody our commitment to promoting diversity and inclusion. Each individual nomination packet acknowledges our shared vision.

The recipient of the 2011 faculty award was School of Nursing professor, Vanessa Fahie. According to her nomination:

Professor Fahie's nomination captures 16 years of work she has been engaged in here at UMB. As such, her work is an embodiment of many ideas and vision set forth by Dr. King. Throughout her professional career she has used every opportunity to promote the status of diverse people including non professionals and professionals. During the last 16 years she has devoted significant time to developing projects for individuals from educationally and environmentally disadvantaged backgrounds that are underrepresented in the health care workforce. The three-fold focus has been to: (1) prepare undergraduate nursing students to provide quality health care to diverse populations; (2) increase the number of students who are more apt to be receptive to sensitive issues that impact those like themselves; and (3) encourage high school students to commit to furthering their education by their participation in the college completer program.

The student recipient, School of Law student, Hera Hashmi, was equally impressive. Ms. Hashmi conceived of and almost single-handedly organized a one-day symposium called *Confronting Islam: Shari'ah, the Constitution and American Muslims*. Ms. Hashmi has a unique perspective about life and religious freedom in America. She was born in Saudi Arabia but is also of Pakistani descent. She grew up in the United States and attended the University of Maryland, College Park. She has experienced anti-Muslim sentiment while living in Europe, is proud to live in America and wants nothing more than for people of different religious backgrounds to understand each other. The symposium included several

⁴ Decisions about the other members of the Implementation Groups have not yet been released.

Maryland law professors with expertise in international and human rights law; professors of Islamic and Middle Eastern history, political science and civil rights; an American Muslim activist; a journalist; a Muslim Chaplain from Georgetown University; the Director of the Washington D.C. Office of the Muslim Public Affairs Council; and the general counsel to the Canadian Muslim Civil Liberties Association. The panelists' differing viewpoints and experiences resulted in a rich conversation on a complex issue and it was so well received by our community that a follow up Symposium was held roughly ten months later as headlines continued to flash with controversial stories regarding Islam. The second program gave the audience a chance to see the changes and developments that have occurred in America since the November Symposium. The follow up discussion dealt with states that had introduced bills against Shari'ah;⁵ the hearings held by chairman of the House Homeland Security Committee, Representative Peter King (R – N.Y.), regarding the "radicalization" of American Muslims; and the protests and counter protests occurring across the country.

Campus Life Services

Another area where the University has seen tremendous growth since Dr. Perman came on board is in the planning of centralized student activities under the auspices of the Office of Academic Affairs/Campus Life Services. Specifically, the University has instituted Heritage/History Month programming that takes place throughout the year which provides a unique setting for interdisciplinary encouragement of broad social, cultural, recreational, and education programming for the University.

Each Heritage/History Month program⁶ aims to:

- Provide an understanding of the multiple perspectives of others, while valuing one's own heritages, experiences and values;
- Encourage an appreciate for the interactive relationship of race, sexual orientation, class and gender in society;
- Articulate views and experiences around race, sexual orientation, class and gender by integrating personal experiences and academic perspectives;
- Appreciate the role that arts and cultural events can play in developing an enlightened and culturally-empowered perspective; and
- Influence social change on campus and in society with creativity, integrity and compassion.

In addition to the History/Heritage offerings, Campus Life Services sponsors a wide-variety of programming that broadens student, faculty and staff perspectives and embraces the diversity present on our campus. One of the most successful new offerings has been the founding of the President's Student Leadership Institute⁷ that provides instruction on a no-fee, no-credit basis to student participants from a variety of schools. Specific topic included: Leading a Diverse & Global Society; Understanding Body Language and Cross Cultural Communication; and the Culturally Competent Leader.

⁵ Shari'ah is the moral code and religious law of Islam. It speaks to issues addressed by secular law such as crime as well as personal choices regarding diet, prayer, and fasting among others.

⁶ A list of partial list of programs is attached as Appendix B.

⁷ http://www.umaryland.edu/smccampuscenter/services_groups/psli.html

Student Generated Activities

Perhaps more significant, however, are the efforts undertaken by our students themselves. What better way to educate our community than to have the initiatives be those that the student body values and organizes on their own. In this way, they provide first hand insights into areas of cultural understanding – a key prong that must precede efforts at competency.

Over the 2011 year, the University's students put on an impressive array of programming. Listed below are just some partial highlights showing the range and depth of their activities.

Chinese Student & Scholar Association (CSSA)

Annual Chinese Moon Festival Celebration Gala: Don't miss out delicious Chinese food and moon cakes. After the dinner UM Chinese students and scholars will bring a new, originally written Chinese drama to the audience along with other performances such as folk singing and Chinese lion dance.

Culture Matters

Culture Matters is a workshop for Baltimore high school students from different cultures and countries of origin, as well as American-born students. The themes of the workshop are cross-cultural communication and non-violent conflict mediation. The workshop is co-sponsored by University Student Government Association, International Social Work Organization, Jewish Awareness Network, Student Coalition for Peace and Equality, and the Latin American Solidarity Organization.

Facebook Revolution?

The Muslim Students and Scholars Association and the University Student Government Association are proud to invite the entire University community to attend to the event "Facebook Revolution?" The event will address what is happening around the world, specifically in North Africa, the Middle East and other parts of Asia.

Holi – The Festival of Colors

UMB Indian Association invites you to join them for an evening of fun, festivities, music, performances and delicious Indian food. Let's get together and celebrate the coming of spring!

Hunger Banquet

Sponsored by the International Law Society, the purpose of the Hunger Banquet is to raise awareness regarding the Hunger crises throughout the world. After a Hunger Banquet event, few participants leave with full stomachs, but all possess a greater understanding of the problems of hunger and poverty-and will feel motivated to do something about it.

Rabbit Chinese New Year Celebration

Chinese New Year also known as Spring Festival is the most important traditional Chinese holiday. It is the first day of the first month of the lunar calendar. On that day people would like to wear new clothes to signify a new year. The color red is liberally used in all decorations.

Tara's Crossing

Based on a true story, Tara's Crossing is about a transgender woman who flees Guyana for asylum in the United States, only to be detained. This play raises awareness about the legal challenges faced by individuals who flee to the United States in response to the oppression they face in their home countries.

because of their sexual orientation and gender identity. Co-sponsored by the Immigration Law and Policy Association, the Asian/Pacific-American Law Students Association, the Latino/a Law Student Association, Law Students for Reproductive Justice, the National Lawyers Guild, the LGBT Law Student Alliance, Physicians for Human Rights, the International Social Work Organization, the Lesbian, Gay, Bi-Sexual, Transgender and Ally Union, and USGA.

United Students of African Descent Black History Month Event

The event will include a forum discussion based on a documentary highlighting West African influences on culture on the island of Grenada. Our discussion following the short documentary will be about West African influences throughout the African Diaspora.

World Fest

The International Student Organization is hosting a World Fest which will feature fashion show (with cultural clothing) as well as a talent show.

General Campus Information

The Human Resource Services Office continues to participate in two community based programs that focus on diversity and inclusion. Updated participation information for 2011 can be found in Appendix C.

UMB records do not indicate that there were any campus-based hate crimes or bias-motivated incidents that occurred on campus during the applicable reporting period.

School Specific

DENTAL

The School of Dentistry continues its recruiting efforts that were discussed in last year's 2010 Report. In addition, it continues to revise its courses to ensure the materials taught are as up to date as possible. This year, two courses, BEHAV 528⁸ and PRAC 532⁹, were modified by Vanessa Anseloni, PsyD., PhD to include teaching the following main additional concepts.

1. Definition on Cultural Competency and Its Main Features

- Cultural competency is a set of behaviors, attitudes and policies that enable effective work in cross-cultural situations.
- Cultural competency encompasses the following features:
 - **Understanding** the importance of social and cultural influences on patients' health beliefs and behaviors;
 - **Considering** how these factors interact at multiple levels of the health care delivery system; and
 - **Devising** interventions that take these issues into account to assure quality health care delivery to diverse populations.

⁸ **BHAV 528** (Behavioral Dentistry) is a year two course.

⁹ **PRAC 532** is a year three course that discusses cultural diversity as a part of practice management.

2. Neurobiology of Judgment and Decision-making

Decision-making is a neurophysiological process and is reported to be mainly processed by the ventromedial prefrontal cortex. Inevitably, we make decisions and form opinions in microseconds. Forming opinion, making decisions is not the problem. We incur in difficulty when we create a zone of sensitivity through assumptions. Especially in health care, communications need to be clear and free of assumptions. Therefore, there is great need on revising concepts and defining strategies to prevent assumptions that lead into prejudice.

3. Revision on concepts: Stereotype, Prejudice, Cultural Sensitivity, Ethnocentrism, Racism, Discrimination

- *Cultural Sensitivity*: The ability to be open to learning about and accepting of different cultural groups.
- *Stereotype*: A generalization of characteristics that is applied to all members of a cultural group.
- *Prejudice*: An attitude, opinion, or feeling formed without adequate prior knowledge, thought, or reason.
- *Racism*: A belief that racial differences produce an inherent superiority of a particular race.
- *Discrimination*: To make a difference in treatment on a basis other than individual character.
- *Ethnocentrism*: To judge other cultures by the standards of one's own, and beyond that, to see one's own standards as the true universal and the other culture in a negative way.

Understanding the definitions of stereotype, prejudice, ethnocentrism, racism, discrimination and cultural sensitivity offers precise tools for the future health care provider to prevent engaging in such behaviors and attitude.

4. Current Status on disparities in the U.S.A. health care system

According to Oral Health in America: a report of the surgeon general by the Department of Health and Human Services, National Institute of Dental and Craniofacial Research, National Institutes of Health:

- There are disparities in oral health based on race, culture, and ethnicity.
- African-American males, for example, are diagnosed with oral cancer at a later point in the disease than whites, and the mortality rate for black men is far greater than it is for whites.
- A number of studies have linked oral disease to socioeconomic and cultural issues.

5. Three-fold Analysis to Overcome Difference in Health Care: Patient, System and Provider

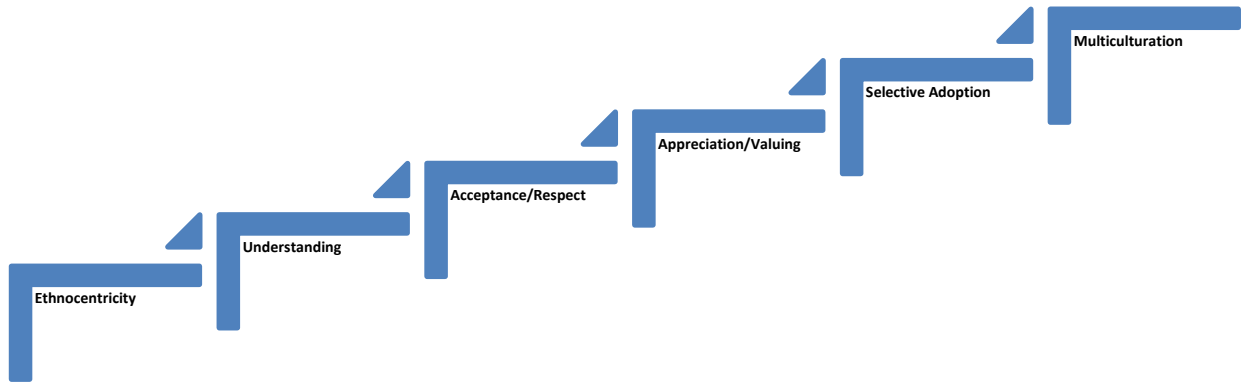
Three factors impact on treatment and outcome regarding cultural competency in health care:

PATIENT: Inconsistent patient behaviors and attitudes related to **compliance** with treatment regimens may be attributed to **cultural mismatch** between **minority patients and their providers**.

SYSTEM FACTORS: Language barriers impact as heavily on the patient-doctor interaction in dentistry as they do in medicine.

PROVIDER FACTORS: (1) There is greater clinical uncertainty when interacting with minority patients; (2) There are beliefs (or stereotypes) held by the provider about the behavior or health of minorities; (3) Because of the time pressure and resource constraints put on the clinical encounter, health professionals are often forced to make quick judgments about patients' conditions and treatment.

The BEHAV528 course offers 3 small group sessions/student to promote awareness on its teachings, especially on cultural competency. Through role play and case discussion, students are provided with opportunity to observe their level of cultural competency in small groups. In the exercises, we work on David Hoopes concepts for Pathway of Intercultural Learning as seen below:



LAW

The pursuit of diversity is one of the School's core values¹⁰ and it takes a pervasive approach to addressing issues of cultural diversity. Beginning with the admissions process designed to recruit and admit a broadly diverse class, issues of cultural diversity are further addressed in the class room, through clinical experiences, events sponsored by student groups and co-curricular activities, student leadership training, career development programs and in presentations by faculty, deans and outside speakers.

Admissions: The law school's admissions policy aspires to achieve a broadly diverse student body. The admissions committee engages in a highly individualized, holistic review of each applicant's file, giving consideration to all the ways that an applicant might contribute to a diverse educational environment. The qualities of students sought may be reflected in their background characteristics such as geographic origin, cultural and language backgrounds, racial, social, disability and economic barriers overcome; interpersonal skills, demonstrated by extracurricular pursuits, work or service experience, and leadership activities; potential for intellectual and social growth, demonstrated by personal talents and skills, maturity and compassion; and other special circumstances and characteristics that, when combined with academic skills necessary for sound legal education, promise to make a special contribution to the community. The law school seeks to enroll meaningful numbers of students from groups that have been historically discriminated against to ensure their ability to make unique contributions to the character of the School's education and social environment.¹¹

¹⁰ Additionally, American Bar Association Accreditation standard 212 requires that law schools "demonstrate by concrete action a commitment to providing full opportunities for the study of law and entry into the profession by members of underrepresented groups, particularly racial and ethnic minorities, and a commitment to having a student body that is diverse with respect to gender, race and ethnicity."

¹¹ As of October 2011, the student body was 31% minorities (comprising African American, Asian, Latin Hispanics of any race, American Indian or Alaskan Native) and 48% women. The law school has participated in a national survey which asks students about their interactions with students of different backgrounds. Data for Maryland

Student Activities: The School of Law 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 our community. Supported by the Office of Student Affairs, student groups carry out various events, symposia, networking events, many of which focus on culturally diverse issues and are open to and attended by law students of different ethnicities and backgrounds. For example, The Journal of Race, Religion, Gender and Class sponsored a forum in November 2011 on bullying in the LGBT community.

Career Development: The Career Development Office is involved in a number of targeted initiatives and programs. The Office promotes and facilitates student participation in national and regional career consortia aimed at women, minority and LGBT students, presented in sponsorship with various affinity groups and other organizations.¹²

Curriculum: During their law school career, students are provided with a multitude of course offerings through our academic program which relate to issues directly affecting minority communities. Some of these courses are: Asian Americans and the Law, Comparative Constitutional Law, Comparative Jurisprudence: Transcultural Perspectives on the World's Legal Systems, 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 Human Rights, 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, Thurgood Marshall: Special Topic, and the Community Justice, Low-Income Taxpayers, Workers' Rights, Re-entry and Immigration clinics. Students can also work as research assistants for faculty members developing scholarship in these areas. 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.

Experiential Learning: All students in the day division are required to provide services to poor or underrepresented clients through a clinic or legal theory and practice ("LTP") course.¹³ All clinic and LTP students participate in an orientation that addresses cultural diversity in different contexts and is an issue regularly discussed by faculty and students throughout the semester. Students are expected to learn about and respect a client's cultural frame of reference and its role in their representation of that client. Students also discuss globalization and what it means to operate in settings that are not culturally familiar to them. The overall goal is for students to represent diverse clients in a way that honors the client and the legal profession.

reveals that more than two thirds of students surveyed (a 59% response rate) reported often or very often having had "a serious conversation with students of a different race or ethnicity" or with students with "different religious beliefs, political opinions or personal values." Law School Survey of Student Engagement 2011.

¹² A list of affinity groups and organizations is attached as Appendix D.

¹³ Evening division students may opt to take a clinic or LTP but are not required to do so.

The school's Clinic and its Legal Theory and Practice seminars offer students multiple opportunities to provide, under the supervision of a full-time faculty member, representation to persons who are poor, socially disadvantaged or otherwise lack access to justice or to organizations acting on their behalf. This experience is intended to nurture a sense of responsibility to low income and otherwise disadvantaged clients. That sense of responsibility should inspire our graduates, the great majority of whom do not specialize in public interest law, to maintain in their practices a commitment to pro bono work.

Professionalism and Diversity Committee: This faculty/student committee formed in 2006 holds one or two open meetings a year to which all students are invited to come and share professionalism and diversity concerns, including concerns about climate for students of different backgrounds. In 2011 the Committee considered and then supported a request by LGBT students to expand the campus's anti-discrimination policy to include gender expression and identity.

MEDICINE

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 medical student experience and includes classroom, small group, and observed behavioral activities. The Liaison Committee on Medical Education [LCME] sets the overall standards for accreditation of US medical schools and mandates that the faculty of the school itself set the curriculum for obtaining a medical degree. The faculty at the School of Medicine has implemented the following:

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.

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. This past year, the School of Medicine increased curricular content on LGBTIQ issues with panel discussions and small group sessions. Small groups are comprised of a mix of students by gender and background in order to utilize the tremendous 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.

During year three, students in clinical settings are specifically evaluated on professionalism scales including the doctor-patient relationship across the spectrum of patients that they encounter on their varied rotations. This material is captured electronically as part of the student performance record. The doctor-patient relationship, access to care, and treatment options are part of the clinical education for all students during these rotations such as the ambulatory settings of family Medicine, Pediatrics, and Internal Medicine. Standardized patients are used for some of the third year rotations again focused on directly observed student performance.

As part of the Introduction to Clinical Medicine in the fourth year, an examination using standardized patients must be successfully completed before graduation. This examination using 10-12 different medical problems again is designed so that all students must be able to communicate with, and discuss medical problems with a wide range of people. A small example is the use of a middle-aged African-American woman with chest pain after the medical literature revealed that this group of women didn't receive the same emergent attention for myocardial infarction. Literature is reviewed for similar health care discrepancies. The information is collected electronically during third and fourth years.

During their fourth year, all medical students take the US Medical Licensing Examination [USMLE]. Part of this exam is a standardized patient exercise again using a cross-section of patients representing age, race, and gender groups. The School of Medicine closely tracks performance on this examination as it attempts to replicate clinical problems in a varied patient population.

NURSING

The School of Nursing's BSN, MS and DNP programs were accredited in 2009 for 5 years by the Commission on Collegiate Nursing Education (CCNE) an autonomous agency affiliated with the American Association of Colleges of Nursing (AACN). 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, and 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 care." The report cited one of the strengths of the school as having a diverse student background and experience.

Examples of curriculum include a course in the Trauma/Critical Care/Emergency program specifically addressing cultural diversity from the perspective of patient/family assessment, planning and interventions, and developing strategies to enhance staff nurse's responses to diversity, through readings, student role analysis and synergy papers, and in case scenario discussions.

The Psychiatric Health Nurse Practitioner (PMHNP) specialty introduces cultural competency in each of its clinical courses. Students incorporate developmental features, family considerations, spiritual beliefs, and social / cultural context into the psychosocial assessment of patients with psychiatric symptoms or complaint. Students learn that in order to diagnosis a psychiatric disorder, the symptoms must be considered outside of cultural norms and beliefs. DSM-IV culturally-specific psychiatric diagnoses and others that do not appear in the DSM are reviewed. PMHNP students integrate knowledge of ethical, cultural, and legal aspects of advanced practice nursing into psychotherapy approaches.

The Adult Nurse Practitioner/Gerontology program incorporates a focus on cultural diversity with regard to diagnosis and management of all clinical problems addressed. This expands to the area of health literacy and assuring that our education related to disease and disease management is appropriate given cultural diversity.

Throughout the Family Nurse Practitioner (FNP) program, case studies and clinical simulation scenarios are developed to represent various ethnic and cultural beliefs and diverse populations across the lifespan so that students are exposed to managing conditions in a culturally sensitive manner. Specific examples include: contraceptive management and women's health issues when religious beliefs dictate that the male partner make health decisions; sexual/ general health screening to include LGBT (Lesbian/gay/bisexual/transgender) sensitive language, management of common conditions in the context of extreme poverty or literacy barriers and demonstration of dermatologic conditions/ variations in people of color. Students additionally have immersion opportunities with ethnically diverse populations through clinical rotations for health promotion and diagnosis and management courses.

In the Nurse Anesthesia Program a cultural diversity workshop is given annually to all students by a nationally recognized expert in cultural diversity. In addition, all Nurse Anesthesia faculty have presented at the Diversity in Nurse Anesthesia Mentorship Program which was given at the University of Maryland, the University of Pittsburgh and at Duke University in the past year.

In the CNL program students learn in their course work and clinical settings to define culture according to the needs of the client, family, and/or community and learn to accept individual differences, recognize the influence of culture on well-being and health, and to provide culturally sensitive care in a variety of settings across the life span.

Throughout the DNP program students are involved in a variety of opportunities with to be involved with culturally diverse populations especially those from rural communities and medically underserved. Dr. Sandra Bibb, a cultural competency expert, was consulted to facilitate revision and updating of the DNP curriculum. A workshop was held with faculty in the DNP program and members of the cultural competency taskforce at the School of Nursing. To date, we have evaluated various cultural competency models and selected a model to implement throughout the curriculum. The Campinha-Bacote model was selected. Next steps include Dr. Bibb meeting with individual faculty to evaluate each course syllabus for aspects of cultural competency.

While the School has ensured that it addresses diversity among students and future health professionals through the curriculum, it is also trying to confront 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, as well as 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 an excellent minority student enrollment. In the fall of 2011 we enrolled 584 undergraduates with a minority enrollment of 35.9% and 1,107 graduate students with a minority enrollment of 37.5%. In the current semester (Spring 2012), minority student enrollment across all programs and levels is 33%. The undergraduate minority enrollment (includes traditional BSN, RN to BSN, and RN to MS) is 35%. Graduate minority enrollment is 32%. BSN to PhD minority enrollment is 46%. PhD minority enrollment is 38%. Doctor of Nursing Practice (DNP) minority enrollment is 23%.

The staff at the school of Nursing is 45.2% minority and faculty is 11.96%. We recruited 3 minority faculty members this year and plan to recruit 2 more in 2012. Recruitment of minority faculty members is challenging—largely because the pool is quite small. To expand the pool, which will benefit all nursing programs in the state by putting more potential minority faculty members on the market, the School is focusing increased attention on minority graduate recruitment. Already, it should be noted, more than half of the School's minority students are in graduate programs

The School also currently has five training grants which target groups who are underrepresented in the nursing workforce. The Nurse Anesthesia program has a Health Resources and Services Administration grant to recruit underrepresented groups into the program. The PhD program has a Department of Education's Graduates in Areas of Academic National Need which supports seven fellows from underrepresented areas of nursing. The Workforce Diversity grant is a training grant for individuals from educationally and environmentally disadvantaged backgrounds, including racial and ethnic minorities underrepresented in nursing and prepare them to provide quality health care to diverse populations. This grant will increase the number of nurses who are more apt to be receptive to sensitive issues that impact those like themselves and thus are more apt to provide competent quality culture-specific health care to diverse populations than the nursing profession aggregate. The Scholarships for Disadvantaged Students provides awards to full-time undergraduate nursing students who have financial need. These training grants are a great opportunity to increase student diversity. The Enhancing the Doctor of Nursing Practice Program to Improve Healthcare for Underserved Populations of Maryland purpose is to improve access to quality health care by providing a diverse and culturally competent workforce of Doctor of Nursing Practice (DNP) graduates through the enhancement of a DNP program at the UMSON. This funding allows us to increase the number of well prepared, ethnically diverse and culturally sensitive DNP graduates for faculty, clinical practice, and leadership positions. These DNP graduates will increase access to quality care for minorities and the underserved will help to reduce disparities in health care.

PHARMACY

Pharmacy accreditation standards have increased the school focus on cultural diversity and appreciation:

Standard No. 9: The Goal of the Curriculum, Guideline 9.1 states that the college or school must ensure that the curriculum addresses patient safety, cultural appreciation, health literacy, health care disparities, and competencies needed to work as a member of or on an interprofessional team.

Also new to the ACPE accreditation standards in 2011 is "Appendix D, Pre-Advanced Pharmacy Practice Experiences Performance Domains and Abilities." Evidence of student achievement of abilities and competencies within these core domains reflect student readiness to enter Advanced Pharmacy Practice Experiences (APPE's) in the final year of the PharmD curriculum. Each domain has one or more suggested ability statement(s) (knowledge, skill, attitudes/values/or behavior) that must be achieved and documented prior to entering Advanced Pharmacy Practice Experiences (APPE's).

Core Domain 2. Basic Patient Assessment:

Ability Statement: Collect record and assess subjective and objective patient data to define health and medication-related problems. Patient information must be collected in a manner demonstrating knowledge of patient educational level, the unique cultural and socioeconomic situations of patients, and comply with requirements for patient privacy.

EXAMPLE Performance competencies:

- to collect patient histories in an organized fashion, appropriate to the situation and inclusive of cultural, social, educational, economic, and other patient specific factors affecting self-care behaviors, medication use and adherence;

- to obtain, record, and interpret a history from a patient to minimally include drug allergies and reactions, drugs (prescription, OTC, and herbal) being taken, doses being used, cultural, social, educational, economic, and other patient-specific factors affecting self-care; and
- to obtain and interpret patient information, inclusive of cultural, social, educational, economic, and other patient-specific factors affecting self-care behaviors, medication use and adherence to determine the presence of a disease, medical condition, or drug-related problem(s), including a basic medication history from a patient to include drug allergies, a description of allergic reactions, drugs being taken, doses being used, over the counter medications being taken, and herbal/natural products being used;

Core Domain 6. Ethical, Professional, and Legal Behavior:

Ability Statement: In all health-care activities, demonstrate knowledge of and sensitivity towards the unique characteristics of each patient. Comply with all federal, state, and local laws related to pharmacy practice. Demonstrate ethical and professional behavior in all practice activities.

EXAMPLE Performance competencies:

- Maintain professional and ethical behavior in all practice environments, demonstrating ethical practice, empathy, cultural sensitivity, and professional communications in compliance with all laws, regulations, and professional standards.

Core Domain 7. General Communication Abilities:

Ability Statement: Demonstrate effective communication abilities in interactions with patients, their families and care givers, and other health care providers. Communication should be consistent with education level, cultural issues, and be empathetic. Elicit feedback validating understanding of communication.

Also, in response to the accreditation standards as well as to the UMB campus's new strategic plan goals, the School of Pharmacy has increased its focus on cultural appreciation:

A high school student from a STEM magnet school is currently working in a lab on a Pharmaceuticals research project for a senior internship, titled the creation of a database containing spectral and physical properties.

A faculty member has received a grant from PCORI to investigate methods for eliciting perspectives from hard to reach patients with a focus on minority patients and patients with impairments such as hearing loss. Data from this research can be incorporated into the curriculum in the future.

Spring 2011 SOP Surveys, data on diversity

- 95% of faculty (n=59), and 90% of all staff (n=106), agree that *the student body and the faculty and staff are culturally diverse*.
- 96% of P1-P3 students (n=429) and 96% of graduating students (n=119) agree that “The School of Pharmacy faculty and staff are very culturally diverse.”
- 89% of P1-P3 students and 90% of graduating students agreed that “The School of Pharmacy student body is very culturally diverse.”
- 91% of P1-P3 students and 90% of graduating students agreed that “My home campus is very culturally diverse.”
- 100% of graduating students (n=119) agreed that “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.)” This compares to 97% agreement at peer institutions (University of Arizona, University of Florida, University of Illinois at Chicago, Purdue University, University of Kentucky, University of Michigan, University of Minnesota, University of North Carolina at Chapel Hill, The Ohio State University, University of Texas at Austin; n=1,080).

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 offered nine courses that touch on areas pertinent to cultural diversity.

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.

SWCL 789 Independent Research Project- Reducing Global Social and Behavioral Health Disparities for Africans Living at Home or in the Diaspora is an advanced research course that reviews the literature on health equity/parity and practices that focuses on Africans with HIV/AIDS living in Nigeria, other African countries, and in the Diaspora.

SWOA 750/SWCL 750 – Social Work in Education is an advanced practice course that examines practice issues (including working with diversity) in pre-school through high school settings.

The six special topics courses **SOWK 699** offered in 2011-12 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;

- Social Justice and Social Work Practice – applies concepts and theories to practice from micro to macro levels; and
- Social Work with Immigrant and Refugee Populations – covers theory and practice with diverse groups.

In addition the Office of Student Affairs is committed toward promoting cultural diversity by assisting in the development and coordination of 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) help 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
Alliance for Workforce Development and Empowerment (AWDE)	"Seminar on Workforce Violence"
Christian Social Work Fellowship (CSWF)	"Christianity and Social Work Practice"
Coalition for Military Awareness (CMA)	"Veterans and Homelessness Panel Discussion"
International Social Work Organization (ISWO)	"International Social Work Career Panel Discussion"
Latin American Solidarity Organization (LASO)	"The Prep School Negro Documentary"
Lesbian Gay Bi-sexual Transgender Queer Allies Union (LGBTQAU)	"Rally to Support Occupy Baltimore"
Organization of African-American Students in Social Work (OASIS)	"Unity Day-An Event of Artistic Expression"
Student Coalition for Peace and Equality (SCOPE)	"Discussion on The Maryland Dream Act"
TIKKUN [Jewish Awareness Network]	"Hanukkah Party Event"

APPENDIX A

Institutional Demographic Data 2011

COMPARISON 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
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African American/Black	943	15%	192	751
American Indian / Alaska Native	15	0%	4	11
Asian	880	14%	289	591
Hispanic/Latino	272	4%	84	188
White	3,728	59%	1,103	2,625
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%	55	99
Total	6,349	100%	1,849	4,500

<i>Student Enrollment - 2011/2012</i>	Number	Percent	Male	Female
African American/Black	905	14%	203	702
American Indian / Alaska Native	13	0%	5	8
Asian	899	14%	285	614
Hispanic/Latino	305	5%	87	218
White	3,731	58%	1,137	2,594
Other Pacific Islander	3	0%	2	1
Two or More Races	162	3%	38	124
Non-Resident Alien	225	4%	85	140
Not Reported	152	2%	46	106
Total	6,395	100%	1,888	4,507

Source: UMB Office of Institutional Research and Accountability

<i>Faculty - 2008/2009</i>	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

<i>Faculty - 2009/2010</i>	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

<i>Faculty - 2010/2011</i>	Number	Percent	Male	Female
African American/Black	219	9%	83	136
American Indian / Alaska Native	7	0%	3	4
Asian	385	15%	232	153
Hispanic/Latino	69	3%	31	38
White	1,797	71%	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	100%	1,300	1,215

<i>Faculty - 2011/2012</i>	Number	Percent	Male	Female
African American/Black	229	9%	81	148

American Indian / Alaska Native	6	0%	2	4
Asian	415	16%	235	180
Hispanic/Latino	60	2%	27	33
White	1,874	71%	948	926
Other Pacific Islander	6	0%	3	3
Two or More Races	5	0%	1	4
Not Reported	30	1%	18	12
Total	2,625	100%	1,315	1,310

Source: UMB Office of Institutional Research and Accountability

<i>Staff - 2008/2009</i>	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

<i>Staff - 2009/2010</i>	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		1%		

	52		22	30
Total	4,113	100%	1,299	2,814

Staff - 2010/2011

	Number	Percent	Male	Female
African American/Black	1,392	33%	404	988
American Indian / Alaska Native	8	0%	3	5
Asian	374	9%	135	239
Hispanic/Latino	93	2%	33	60
White	2,268	54%	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	100%	1,360	2,842

Staff - 2011/2012

	Number	Percent	Male	Female
African American/Black	1,347	33%	395	952
American Indian / Alaska Native	7	0%	3	4
Asian	397	10%	153	244
Hispanic/Latino	83	2%	31	52
White	2,246	54%	752	1,494
Other Pacific Islander	5	0%	-	5
Two or More Races	13	0%	2	11
Not Reported	33	1%	15	18
Total	4,131	100%	1,351	2,780

Note: Staff excludes Faculty, Fellowships and Graduate Assistants

Source: UMB Office of Institutional Research and Accountability

14

14

Data Sources for Report

Student Data

Fall Enrollment Report - Table 7
UMB Office of Institutional Research and Accountability

Faculty Data

Fall Faculty & Employee Report - Faculty Table 7
UMB Office of Institutional Research and Accountability

Staff Data

Fall Faculty & Employee Report - Employee Table 10
UMB Office of Institutional Research and Accountability

Note: Excludes Faculty, Fellowships and Graduate Assistants

Appendix B

Heritage/History Month Programs

Hispanic Heritage Month

- ▶ Salsa Lessons
- ▶ Lunchtime Music
- ▶ Hands of Harvest Documentary
- ▶ Mayan Predictions for 2012
- ▶ Exploring the Art of the Ancient Americas
- ▶ Spotlight Artist: Jose Galvez

LGBT History Month

- ▶ Coming Out Day
- ▶ Safe Space Training
- ▶ GenSilent Screening
- ▶ Suicide Prevention Training
- ▶ Who's Family?
- ▶ Suicide Prevention Training

American Indian Heritage Month

- ▶ Lunchtime Music
- ▶ A Thousand Roads
- ▶ Dance Demonstration
- ▶ Spotlight Artist: Ashley Minner
- ▶ Contemporary Concerns of Natives
- ▶ American Indian Health Disparities

Black History Month

- ▶ The Prep School Negro documentary screening
- ▶ Spotlight Artist: Alicia Ashley Weathers
- ▶ Afro-Caribbean Dance Fitness
- ▶ Civil Rights - A Women For Change in the 1950s featuring Dr. Helena Hicks
- ▶ Book Discussion: Is Marriage for White People w/ author Ralph Richard Banks
- ▶ Natural Hair Demonstration

Appendix C

Human Resource Services Office Programs

Youth Works Summer Jobs Program

- Collaboration between the Mayor's Office of Employment Development, the Baltimore City Schools and local employers like UM
- UM's 21st year of participation in 2011
- Six week, full-time employment on campus
- A unique mentoring component which pairs students with staff/faculty and UM students on campus
- Guided mentoring activities to provide educational and career direction
- Enhancing program by increasing student employment through an increase in campus departmental and school participation

2011 Program Participant Demographics

Student Employees = 13

Race/Ethnic

Black/African American (13)

Gender

(8) female (5) male

Supervisors = 12*

Race/Ethnic

Caucasian (3)

Black/African American (9)

(*female supervised 2 students)

Gender

(12) female

Mentors = 10

Race/Ethnic

Caucasian (2)

Black/African American (8)

Gender

(9) female (1) male

The UM Mentoring Program

- Created to help new employees become oriented to the University and its goals, vision, and culture; helping them assess their professional aspirations within our organization
- 11 new hires were paired with an equal amount of seasoned employees for six months in 2011
- For more information <http://www.hr.umaryland.edu/diversity/mentoring.htm> and the February, 2012 article in the VOICE <http://umvoice.com/2012/02/mentoring-program-provides-information-support-for-new-employees/>
- Goal - enhancing the program by increasing participation each year

2011 Program Participant Demographics

Protégés (New Hires) = 11

Race/Ethnic

Gender

Caucasian	3	(8) female	(3) male
Black/African American	6		
Asian	2		

Mentors = 11

Race/Ethnic

Caucasian	9	(5) females	(6) males
Black/African American	2		

Gender

Project Search 2011

- A partnership between UM, The Arc Baltimore, the Baltimore City Public School System, and the Division of Rehabilitation Services (DORS).
- A model in workforce and career development for adults and students with disabilities
- Creating internships for high school students to learn real-life work skills within the campus
- It improves the students probability of being employable and enhances the campus awareness of the potential of people with disabilities
- UM has been selected by Maryland Works as the “2008 State Employer of the Year” for employing people with disabilities
- Our goal is to increase the number of internships of students served each year which could result in the hire of some of the students, as well as broaden the scope throughout University System of Maryland and the surrounding community

Project SEARCH Staff (6 total):

4 Female, 2 Male

3 African-American, 3 Caucasian

Adults with Disabilities employed by UM who are supported by the Project SEARCH Adult

Employment Program (18 total):

4 Female, 14 Male

15 African-American, 2 Asian, 1 Caucasian

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

2011-2012 School Year (10 total):

4 Female, 6 Male

10 African-American

Appendix D

School of Law List of Affinity Groups and other Sponsoring Organizations

Black Law Students Association Mid-Atlantic Job Fair
Boston Lawyers Group Minority Job Fair
Cook County Job Fair (Chicago, IL)
Delaware Minority Job Fair
Diversity Career Fair for Attorneys and Law Students of Color in Dallas, Texas
Dupont Minority Job Fairs
Heartland Diversity Legal Job Fair (Kansas City, MO)
Hispanic National Bar Association Convention & Job Fair
IMPACT Legal Recruitment Program: for Law Students & Lawyers with Disabilities
Lavender Law Job Fair
National Black Prosecutors Convention & Job Fair
Puerto Rican Legal & Educational Fund Corporation Legal Intern Program
Greater Washington Area Chapter, Women Lawyers Division, National Bar Association Legal Intern Placement Program
Rocky Mountain Diversity Legal Career Fair
Vault Legal Diversity Job Fair
Washington Metropolitan Area Corporate Counsel Association (WMAACCA) Corporate Scholars Program