

MICUA Matters

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MICUA SCHOOLS HONORED FOR COMMUNITY SERVICE

Loyola University Maryland, Maryland Institute College of Art, and Stevenson University have all been named to the 2009 President's Higher Education Community Service Honor Roll. The Corporation for National and Community Service, which administers the annual Honor Roll award, recognized more than 700 colleges and universities across the nation for their impact



on issues from poverty and homelessness to environmental justice. College students make a significant contribution to the volunteer sector. In 2009, 3.16 million students performed more than 300 million hours of service, according to the Volunteering in America study released by the Corporation.

The Corporation oversees the Honor Roll in collaboration with the Department of Education, Department of Housing and Urban Development, American Council on Education, and Campus Compact. Honorees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. ■

PARTNERSHIP BRINGS CLEAN ENERGY PLANT TO MOUNT CAMPUS

Mount St. Mary's University has announced a partnership with Constellation Energy Group to create and house one of the nation's largest solar photovoltaic power farms. This project is part of the statewide initiative, Generating Clean Horizons, to use clean, renewable resources to supply power to Maryland universities and many State-run offices.

"This unique partnership with Constellation Energy strengthens Mount St. Mary's University's commitment to Maryland and to the promotion and creation of clean energy. It continues the 'greening' of the Mount," says Thomas Powell, Mount St. Mary's University President. "Our students will be on the forefront of responsible land use and creation of renewable energy resources. Frederick County will benefit not only from our generation of clean energy but also from the reduction of dependence on more traditional use of coal, natural gas, and fossil fuels."

The Mount is dedicating 100 of its 1,400 campus acres to this initiative. The power system is expected to be completed by December 2012 and create 15.9 megawatts of power with 1.2 megawatts being supplied back to the Mount. ■



GOOD NEIGHBORS: MCDANIEL COLLEGE AND CARROLL COUNTY

By Joan Develin Coley, President of McDaniel College

Mcdaniel College and the Carroll County community share a proud heritage and together are forging a bright future. For 142 years the people of Carroll County and beyond have looked to and found at McDaniel an exceptional education, employment, culture and recreation, dedicated volunteers, and services to the community.

The College serves as a resource—a major contributor to the prosperity, growth, and quality of life among citizens of central Maryland and the greater Baltimore-D.C. region. Nearly 280 Carroll County students—16 percent of our undergraduate population—each receive grants of \$2,000 a year toward their tuition through our Carroll County Student Grant Program, supported in part through gifts from area businesses and the Sellinger Program.



We are the sixth largest employer in the county, providing 450 full- and part-time jobs that don't require a commute outside the county. Our professors, administrators, and staff volunteer and serve on many boards, from the hospital to the public library system to the economic development corporation.

Through our partnership with Maryland businesses and government agencies, our students have valuable on-the-job learning opportunities and internships. In turn, our interns make a difference wherever they are. Recently two Environmental Policy and Science majors volunteered to audit the county's greenhouse-gas emissions, and a Social Work student has interned at the county's Bureau of Aging.

McDaniel professors have incorporated service learning into their courses, sending teams of

professors and students into the community to work as a class with area nonprofit organizations on everything from staffing cold-weather homeless shelters to calculating and filing income tax returns for low-income residents to designing and producing promotional and fundraising brochures. During the fall semester alone, these teams served nearly 3,000 hours in our greater community.

Our students—so typical of their Millennial generation—give generously of their time and energy to our local communities. In fact, McDaniel Greek organizations and affinity groups, clubs, and individuals logged more than 6,000 hours of community service during the fall semester. They have taught English to Spanish-speaking residents, befriended children and teens at the Boys and Girls Club, made casseroles for soup kitchens, plunged into the icy Chesapeake for Special Olympics, walked for breast cancer and Alzheimer's,

raised puppies to become service dogs, wrote letters for St. Jude's Children's Hospital, and built concrete houses for the poor in Guatemala. These are just a very few of our students' many efforts to be good citizens not only of our town, county, and State, but of our planet as well.

The College enhances the quality of life of the community through a rich diversity of cultural, recreational, and learning opportunities. The Great Decisions speakers spark conversations and sometimes debate about U.S. foreign policy among the 100 or so Carroll Countians who participate in this eight-week program. Our lectures, concerts, art exhibits, and some theatre shows are free and open to the public.

I am proud of our students and their heartfelt generosity, and we are proud to be an integral part of the Carroll County and Maryland community. ■

THREE MICUA SCHOOLS WIN BRAC HIGHER EDUCATION GRANTS

On December 15, 2009, Lt. Governor Anthony Brown announced the recipients of the 2010 Base Realignment and Closure (BRAC) Higher Education Fund grants. Three of the 12 grants awarded to two- and four-year colleges and universities across the State went to MICUA institutions. “Governor O’Malley and I have set clear priorities that put an emphasis on job creation, and we wholly understand that our strong network of public, independent, and community colleges plays an important role in reaching our ambitious goals,” said Lt. Governor Brown. The MICUA projects receiving grants are:

- \$92,992 to expand the information assurance laboratory capacity at **Capitol College**. The cyber battle laboratory will train students to simulate, detect, analyze, and defeat hacker attacks, preparing students for jobs in cyber security and IT.
- \$43,615 for **Loyola University Maryland**’s Computer Science Boot Camp for career changers. Loyola will deliver an intensive boot camp program to retrain degree-holding professionals in core software development capabilities. Students will be able to obtain Sun Microsystems’ Java certification after completion of the program.
- \$92,482 for a geospatial technology training program at **Washington College**. The program will utilize a virtual learning environment and web meeting software to develop an innovative combination of distance learning techniques. ■



JOHNS HOPKINS, CITY SCHOOLS LAUNCH SERVICE PARTNERSHIP

On March 2, **John Hopkins University** President Ronald Daniels and Baltimore City Public Schools Chief Executive Officer Andrés Alonso announced a new program offering University staff up to two days per year of paid leave to pursue service opportunities in the Baltimore City public schools. Through the “Johns Hopkins Takes Time for Schools” program, University employees will share their time, talent, and dedication with Baltimore’s students, teachers, principals, and administrators. Service projects will include working directly with students, offering management and leadership



support to administrators, and providing facilities and infrastructure improvements.

The program partners a world leader in health, education, and science with a public school system undergoing a period of growth and achievement. The announcement was part of a public service reading event at Barclay Elementary/Middle School, in which Daniels and Alonso read to students in conjunction with Read Across America Day. ■

FOSTERING CULTURAL DIVERSITY

Among MICUA Students, Faculty, and Staff

MICUA is dedicated to achieving access, affordability, diversity, and success for all students. Every MICUA college and university is actively engaged in efforts to serve culturally diverse students, hire culturally diverse employees, and create a welcoming and inclusive campus community. The fastest growing population at MICUA member institutions is the enrollment of African-American students. Today, 25 percent of MICUA undergraduates are students of color and 19 percent of MICUA full-time faculty are minority. Here is a sampling of programs at Maryland's independent colleges and universities created to promote and enhance cultural diversity.

MISSION STATEMENTS AND STRATEGIC PLANS

Including cultural diversity in an institution's mission statement or strategic plan serves as a constant reminder of the commitment to create an inclusive environment for students, faculty, and staff. At **Stevenson University**, the mission statement states that "the University commits itself to diversity as it relates to awareness, education, and practice at every level of the organization." At **Maryland Institute College of Art**—the State's only college of art and design—one of the College's goals is "that students become literate and



knowledgeable of diverse cultural backgrounds and their place as artists and designers in creating and shaping culture."

While the mission statements at most MICUA schools include a diversity component, diversity is the core mission of **Sojourner-Douglass College**, which strives to "to create an environment of support for underrepresented ethnic groups through community self-reliance and community development." Many MICUA campuses employ administrators for diversity and multicultural affairs to provide visible and dedicated leadership to the colleges' diversity efforts.



CAMPUS CURRICULUM

Diversity of thought and opinion are promoted and protected in course syllabi and school honor codes. Courses that study diverse populations and perspectives are represented in the undergraduate and graduate curricula, and some of these courses are required for graduation. At **Hood College**, candidates for a bachelor's degree must complete course work from an array of programs entitled non-Western civilizations. In addition to this general requirement, many academic departments at Hood College offer additional courses related to diverse cultures.

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STUDENT ACTIVITIES AND ORGANIZATIONS

The MICUA campuses host activities throughout the year to recognize and celebrate diverse populations through music, dance, readings, workshops, exhibits, lectures, film, theater, and culinary activities. Recent campus events include *Breaking the Glass Ceiling: A Perspective in Color, Gender and Leadership*, a panel discussion at **College of Notre Dame of Maryland**; *The African-American Film Festival*, an annual event at **Goucher College**; *African-American Jeopardy: Do You Know your Black History?*, an event at **Mount St. Mary's University**; and *Lift Every Voice*, a performance by multiple Gospel choirs in honor of Martin Luther King, Jr., at **St. John's College**.



Every MICUA member institution has student clubs and faculty groups that support a diverse learning and working environment. These organizations provide professional development, networking, outreach, support, and fun. Many times, the campus clubs are affiliated with national organizations, such as the National Society of Black Engineers and the Society of Women Engineers at **Capitol College**.

COLLEGE PREPARATION AND COMMUNITY OUTREACH

Community outreach is the central and cohesive element of every institution's diversity plan and takes many different forms. Most outreach plans

include college preparation and intervention services for at-risk students, including college and career advising, mentoring, tutoring, and financial assistance. Services are provided on campus, at local schools, and in communities.

Baltimore International College encourages students to participate in Students in Free Enterprise (SIFE), a nonprofit organization educating students on concepts like market economics, entrepreneurship, and business ethics. Among other things, students participating in SIFE go into local schools to provide tutoring and mentoring services.



Capitol College has developed a comprehensive outreach program to attract students who are underrepresented in the science, technology, engineering, and mathematics (STEM) disciplines. To support its efforts, the College has secured grants from the National Science Foundation and Maryland Higher Education Commission.

Johns Hopkins University provides extensive outreach programs to the surrounding community. One example, at the Peabody Preparatory Division, offers a "Tuned-In" program which identifies students from the inner city with talent and provides free lessons in the music program.

Mount St. Mary's University offers many programs that bring underrepresented groups to campus and bring college personnel to community groups and nonprofits, including soup kitchens and shelters.

Through the Service Corps program at **Stevenson University**, students have provided college preparation and intervention services to young people in many diverse communities. For example, the University has developed a partnership with three elementary and secondary schools in Baltimore City. Students are brought to the

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Stevenson campus to experience the campus educational, cultural, and social programs.

Students at **Washington Adventist University** engage in community-based projects as part of their curricular requirements. Many of these projects are targeted to underserved and diverse communities. For example, biology and chemistry students present class lectures at local elementary schools, social work majors participate in community service projects, and nursing students provide clinical services.

RECRUITING A DIVERSE STUDENT BODY

All MICUA colleges and universities employ a number of effective recruitment strategies, such as hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.

MICUA institutions make an effort to remove barriers that keep low-income and first-generation students from considering college. One of the solutions is waiving the application fee for underrepresented students, especially those who have participated in summer internships during high school. Institutions also provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses.



Another solution is eliminating the requirement for SAT/ACT scores as part of the application process. Eight state-aided MICUA institutions have joined the growing list of colleges and universities that no longer require applicants to submit an SAT or ACT score. **Baltimore International College, Goucher College, Loyola University Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, Washington Adventist University, and Washington College** practice some form of “test-optional” admissions.



Partnerships with elementary and secondary schools with high minority enrollments are a way to reach out to prospective students who may not be considering college attendance. In addition, many MICUA campuses work with local school systems, community colleges, and historically black colleges and universities to recruit a diverse student population. MICUA institutions maintain over 150 articulation agreements with Maryland community colleges to ease the transfer of community college students.

TARGETED FINANCIAL AID PROGRAMS

MICUA institutions make it a top priority to financially support high-ability, high-need students. Endowed scholarship funds—though not exclusively for minority students—are often

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targeted toward high-ability students of color. Such scholarships make an independent college or university affordable even to low-income students.

As examples, **Sojourner-Douglass College** manages a scholarship program for students who reside in public housing. And the Kent County Vincent Hynson '87 Scholarship at **Washington College** targets minority students who graduate from a local Kent County high school and covers full tuition, room, board, and books. Today, MICUA colleges and universities award three times more financial aid to needy undergraduate students than the State and federal governments combined.

who assist first-year students with orientation. McDaniel carefully trains Peer Mentors in diversity issues in August each year, and the Dean works closely with Peer Mentors to support their underrepresented mentees throughout the semester. Orientation itself includes several events focused on diversity awareness.

Goucher College provides an early immersion program for first-year students known as FOSTER: Fostering Opportunities for Shared Togetherness, Engagement, and Reflection. The program examines issues of diversity, power, oppression, and privilege. Its aim is to foster leadership and develop community-based dialogues.

In addition, summer bridge programs help students who have the ability to attain a college education, but their high school experience lacks the rigor required for success. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate in college.

DIVERSE STUDENT LEADERSHIP

Leadership development is an important aspect of campus life. MICUA institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders.

For example, **Loyola University Maryland** offers the "Project Empowerment" program through its Counseling Center. The program is available to freshman and sophomore African-American women to help develop their innate

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STUDENT ORIENTATION AND SUPPORT SERVICES

Collectively, MICUA member institutions have the highest retention and graduation rates in the State, and many MICUA member colleges have eliminated the achievement gap between students of color and the general population. Many campuses attribute this success to small learning communities and continuous monitoring to identify students at risk of financial or academic difficulties. The colleges provide intervention, as appropriate, including tutorial assistance and financial counseling.

For example, the **McDaniel College** orientation program uses an extensive system of Peer Mentors



leadership potential. The Office of Diversity at the **Maryland Institute College of Art** provides work-study opportunities for students and trains students to be mentors, diversity program managers, and leaders on campus. As a result of these and other efforts, underrepresented students are involved in all levels of leadership on and off MICUA campuses.



RECRUITING AND SUPPORTING DIVERSE FACULTY AND STAFF

All MICUA member institutions are Equal Opportunity Employers and proactively recruit candidates who are underrepresented in faculty and administrative positions. To increase the number of minority applicants, MICUA colleges and universities place recruitment ads in publications that serve diverse readers, offer internship programs, host minority-focused career fairs, and recruit at historically black colleges and universities. In addition to reaching out to minority communities, the MICUA colleges and universities are refining the search process to eliminate unnecessary barriers. For example, **Loyola University Maryland** recently revised its recruitment process to require that all search committees list job qualifications as “essential, required, and desired.” This change discourages recruiters from focusing on non-essential characteristics and broadens the pool of eligible candidates.

Once hired, institutions provide diversity training for supervisors and staff. The Applied Physics Laboratory at **Johns Hopkins University** provides mandatory Diversity Awareness Training for all supervisors. The objective of the training is to make participants more aware of how their actions and behaviors can be perceived by others and the different biases that all staff bring to the workplace.

Several institutions have worked collaboratively to address the recruitment of diverse faculty. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses. **Goucher College, McDaniel College, and Washington College** participate in a consortium to bring top African-American visiting scholars to their campuses.

MEASURING SUCCESS

An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. Therefore, MICUA institutions closely monitor the number of students in underrepresented groups who apply, are accepted, matriculate, are retained, and ultimately graduate from the institution. Institutions also keep track of the number of students who participate in multicultural programs throughout the year.



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As an example, one of the general education learning outcomes at **College of Notre Dame of Maryland** is “development of a global perspective.” Notre Dame measures student understanding of global, cross-cultural awareness and attitudes through graduating senior surveys, and the academic departments report their performance in meeting this goal in annual assessment reports.



A survey used by several MICUA member institutions is the National Survey of Student Engagement, which includes an assessment of students’ experiences with diverse populations. Others use the Higher Education Research Institute Survey (HERI), which includes ques-

tions concerning campus climate and respect for the expression of diverse values and beliefs. The survey measures attitudes and diversity in faculty, curriculum, research, and writings. Colleges and universities also survey faculty, staff, administrators, and alumni to measure campus diversity issues. Based on the most recent **Hood College** alumni survey, 93% of Hood alumni indicated that the College taught them to understand people of other racial and ethnic backgrounds.

To read a recent report on Cultural Diversity at MICUA colleges and universities, please visit the MICUA website at www.micua.org and click on “News” and then “Publications and Reports.” ■

NEW PRESIDENTS FOR MCDANIEL AND WASHINGTON COLLEGE

McDaniel College, the 142-year-old private, liberal arts and sciences College in central Maryland, has selected Roger Casey as its ninth President. Casey, 48, who currently serves as the Vice President of Academic Affairs and Provost of Rollins College in Florida, will succeed Joan Develin Coley, who will complete a transformative decade as President in June 2010. Prior to Rollins, Casey received distinguished teaching awards from Birmingham-Southern College in Alabama and Florida State University and was a nominee for the Carnegie National Professor of the Year. In 1994, Casey was named a Fellow of the W.K. Kellogg Foundation that supported his travel to 16 countries over a four-year period to examine the role of vision in the creation of community.



Washington College, Maryland’s first institution of higher learning and the nation’s 10th oldest, has selected Mitchell Reiss to be the College’s 27th President. Reiss, 52, has served as a U.S. Presidential envoy, ambassador, policymaker, lawyer, author, and university professor. He will assume the presidency on July 1, 2010, succeeding Baird Tipson, who has led the liberal arts College since 2004. Reiss currently serves as diplomat-in-residence at the College of William & Mary in Virginia, where he has also served as Vice Provost for International Affairs, Dean of International Affairs, Director of the Wendy and Emery Reves Center for International Studies, professor of law at the Marshall-Wythe School of Law, and professor of government. ■



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Maryland Independent College
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- Baltimore International College
- Capitol College
- College of Notre Dame of Maryland
- Goucher College
- Hood College
- Johns Hopkins University
- Loyola University Maryland
- Maryland Institute College of Art
- McDaniel College
- Mount St. Mary's University
- Ner Israel Rabbinical College
- St. John's College
- St. Mary's Seminary & University
- Sojourner-Douglass College
- Stevenson University
- Washington Adventist University
- Washington College

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STEVENSON BOASTS 95% JOB AND GRAD SCHOOL PLACEMENT RATE FOR RECENT GRADUATES

After a survey of its December 2008 and May 2009 graduates, **Stevenson University** reports a 95% job and graduate school placement rate. The statistic—based on responses from 90% of recent SU graduates—bucks a national trend toward decreasing employment opportunities for recent college graduates.

“Stevenson has focused its mission on becoming a national leader in career education and developing innovative approaches that enhance students’ career preparation,” said Kevin Manning, President of Stevenson University. “Our efforts are paying off for our students and giving them an

advantage in an economy that is otherwise presenting many challenges to college graduates trying to enter the job market.”

Of the recent Stevenson graduates surveyed, 75% were working full-time in their chosen fields or attending graduate school, while 9% were working full-time outside their fields, and 11% were working part-time. A total of 649 students were surveyed throughout 2009 to generate the data.

Stevenson graduates are contacted five times throughout the year—by phone, e-mail, even LinkedIn and Facebook if necessary—to obtain their employment status. ■