

MICUA

Maryland Independent College
and University Association



2010 Cultural Diversity Report

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MICUA 2010

CULTURAL DIVERSITY REPORT

INTRODUCTION

- **Statutory Requirement**

Legislation passed during the 2008 Session of the Maryland General Assembly requires each public institution of higher education to develop and implement programs of cultural diversity and submit annual reports to its governing body. Each governing body of a public institution of higher education must review the plans and submit a report to the Maryland Higher Education Commission (MHEC). Based on the law, each State-aided independent institution that receives State Sellinger funds must report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA must compile the information received from its member institutions and submit a report to MHEC. In addition to the campus data, the MICUA report must include an analysis of best practices used by independent institutions to enhance cultural diversity. Finally, MHEC must submit an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of the *2009 Maryland State Plan for Postsecondary Education*.

In statute, “cultural diversity” is defined to mean the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In a letter to Governor Martin O’Malley dated May 15, 2008, Attorney General Douglas F. Gansler advised colleges and universities “not to limit the scope of those plans to the elements of the bill’s definition of cultural diversity. Rather, ...each institution properly may define its own interest in promoting diversity by analysis of its individual educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution feels are appropriate to achieve its goal.” As defined in the *2009 Maryland State Plan for Postsecondary Education*, “A culturally competent institution...engages in a set of measurable activities designed to assist everyone at the institution in learning about and responding effectively to all the people it serves.”

- **MICUA Diversity at a Glance**

All colleges and universities are required to report enrollment and retention information for students disaggregated by race and ethnicity through the federal Integrated Postsecondary Education Data System (IPEDS). Based on IPEDS, 27 percent of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA member institutions is Hispanic students. Hispanic student enrollment more than doubled (101 percent increase) between 1999 and 2009, far outstripping the total student enrollment growth of 15 percent. Additionally, African-American student enrollment grew by 33 percent during the same period. More than half of the MICUA member institutions have eliminated the graduation gap between students of color and the general population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data, 19 percent of MICUA full-time faculty come from underrepresented minority groups.

- **MICUA Commitment to Diversity**

Every MICUA college and university is actively engaged in numerous efforts to serve culturally diverse students, hire culturally diverse employees, and create a welcoming and inclusive campus community. As required by law, the *MICUA 2010 Cultural Diversity Report* is a summary of various programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. The report does not list every plan or effort on each campus, but provides a general overview of common practices, unique programs, and best practices.

- **MICUA Cultural Diversity Survey**

MICUA, in consultation with its member institutions, developed a survey instrument for member institutions to report on programs that promote and enhance cultural diversity. All 15 MICUA member institutions that receive State Seller funds completed the following survey questions:

General institutional questions

1. *Describe efforts the institution has made in the past year to create an environment of support for underrepresented ethnic groups.*
2. *Describe how the institution assesses its performance in promoting cultural diversity.*

3. *What program would you like to implement to enhance cultural diversity if resources were available?*

Questions specific to students

1. *Describe efforts the institution has made in the past year to recruit a diverse student population.*
2. *How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?*

Questions specific to faculty

1. *Describe efforts the institution has made in the past year to recruit a diverse faculty.*

Questions specific to administrators (Deans, VPs, etc.)

1. *How is cultural diversity reflected in the institution's leadership?*

The National Labor College, a non-MICUA member institution, did not submit data to MICUA.

SURVEY RESULTS

- **Mission Statements and Strategic Plans**

Most MICUA institutions have adopted cultural diversity mission statements or other written policies, and many MICUA institutions have established diversity goals to address various activities on campus. These statements and goals articulate the institutions' commitments to supportive and inclusive learning environments. For example, the mission statement at the Maryland Institute College of Art (MICA) reflects that "the curriculum integrates writing, liberal arts coursework, and intensive studio practice, so that students become literate and knowledgeable of diverse cultural backgrounds and their place as artists and designers in creating and shaping culture." The MICA mission statement also reflects that the College is dedicated to having a faculty that is diverse racially, culturally, and in terms of aesthetic direction; and that the education of MICA students is further enriched by programs that regularly bring nationally recognized artists, scholars, and critics to campus.

In most cases, the mission statements adopted by the MICUA member institutions include a diversity component. Goucher College describes diversity as central to a liberal arts education and to its value system. Within its core values, Hood College includes a statement about its commitment to "celebrating diversity and inclusiveness." College of Notre Dame of Maryland's mission statement reads in part, "...to build inclusive communities, to engage in service to others, and to promote social responsibility." In one case, diversity is the core mission of the institution. The mission of Sojourner-Douglass College is "to create an environment of support for underrepresented ethnic groups through community self-reliance and community development."

The vision statement of Mount St. Mary's University reads, "To enhance our success in recruiting and retaining high quality faculty and students from diverse backgrounds, the Mount will increase the racial/ethnic diversity of faculty, staff, and administration in a manner consistent with our increased focus on student diversity."

Institutions also include diversity goals in their strategic plans. These strategic efforts impact enrollment, hiring practices, curriculum, and community. For example, McDaniel College's Five-year Strategic Plan includes the following objectives: "Provide increased opportunities to understand and celebrate the rich diversity of the McDaniel community;" and "Recruit, enroll,

and retain for both the undergraduate and graduate programs an academically talented, diverse group of students who can benefit from and contribute to the McDaniel community.”

Capitol College’s strategic plan includes a comprehensive Science, Technology, Engineering, and Mathematics (STEM) outreach program to bring underrepresented groups to campus. The College secured a five-year grant from the National Science Foundation to recruit high-ability/high-need students interested in STEM disciplines. In addition, Capitol College received several grants to work with underrepresented middle school and high school students to increase awareness of STEM careers, provide college and career advising, and assist minority students in becoming leaders in STEM fields.

The St. John’s College strategic plan includes two goals related to diversity. The first is to increase interest and applications from students of color and international students, and the second is to ensure an environment that welcomes and supports diversity and addresses the challenge of acculturation. The means used to achieve these goals include expanding admissions efforts, exploring partnerships with community organizations, increasing educational and community outreach activities, and establishing support systems for minority students.

Strategy Two of Washington Adventist University’s strategic plan is to “deeply engage and value people.” The strategy contains five points aimed specifically at diversity training. These include developing orientation programs, establishing a diversity team, implementing cultural activities that promote diversity issues, integrating diversity into the curriculum, and providing diversity training for student leaders.

As part of the strategic planning process, nearly all of the MICUA institutions have established offices of diversity and multicultural affairs and assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition to establishing a new office and director’s position, McDaniel College recently created a new *Campus Diversity Council*, which includes representation from many campus constituencies. The Council provides a venue for the discussion, coordination, and assessment of the College’s efforts and initiatives on behalf of diversity.

Johns Hopkins University’s *Diversity Leadership Council* (DLC) has been in existence since 1997. It is comprised of students, faculty, and staff from all divisions throughout Johns Hopkins. Its mission includes implementing policies, programs, and other initiatives to attract and retain a diverse mix of faculty, staff, and students, as well as promoting and supporting diversity

awareness education campus-wide. The DLC sponsors several annual events, including a Diversity Conference in the fall and a spring awards ceremony to recognize individuals and groups that exemplify leadership in diversity issues.

In some cases, institutions have developed diversity statements or community principles similar to Stevenson University: “Stevenson commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning styles and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.”

- **Inclusion of Cultural Diversity in Curriculum**

Diversity is a continuous process and is significant to the pursuit of academic excellence at MICUA institutions. 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. The general education requirements at many independent institutions include a cross-cultural requirement. This may be satisfied by taking classes in a foreign language, ethnic studies, or non-western civilization, to name a few of the options. A few noteworthy examples are described below.

Baltimore International College students complete a capstone project, in which they study the foods and culture of a country or region of the world. The presentation of the project must include demonstrated knowledge of the culture they studied, in addition to the foods they prepare.

All seniors at St. John’s College are required to read selections by Abraham Lincoln, Frederick Douglass, Booker T. Washington, and W.E.B. Dubois.

College of Notre Dame offers a doctoral program in *Instructional Leadership for Changing Populations*. The program is designed to prepare graduates who will be equipped to provide instructional leadership for linguistically and culturally non-mainstream learners at the classroom level. The purpose of the program is to integrate contemporary theory in creating learning

environments that meet the particular needs of new learners and ensure the success of all students.

Johns Hopkins University School of Medicine recently implemented a new curriculum that features cultural competency content and addresses minority health care disparities. Every course syllabus in the JHU Carey Business School contains a statement on diversity and inclusion. The statement focuses on respect for a diversity of individuals and viewpoints and “creating a welcoming environment for all.”

Washington Adventist University has imbedded diversity into the curriculum in many of its programs. For example, the Department of Education is preparing teacher candidates to meet the needs of students in diverse school settings and those with special needs. The University recently eliminated the stand-alone elementary education program, instead offering dual certification in elementary and special education. Throughout the education curriculum, teacher candidates must understand and plan for the cultural, ethnic, and linguistic diversity that will face them in the classroom. Candidates develop an action plan for social change and are required to develop thematic units representative of diverse populations.

Loyola University Maryland has committed to urban education in a new way. “Urban,” as defined by Loyola, has to do with adopting a perspective that considers race, economic status, culture, history, and educational attainment. Loyola has expanded the faculty in the School of Education to include new faculty who specialize in urban education, especially in school counseling, reading and literacy, and science education. Loyola’s undergraduate education majors continue to pursue their internship assignments in Baltimore’s public schools.

- **Publications and Promotional Materials**

Publications and written materials produced by MICUA institutions reflect diverse populations that span ethnicity, race, national origin, age, and gender groups to encourage respect for diversity and create a welcoming environment. Students and faculty of color are regularly featured in the publications, promotional materials, and websites of MICUA and its member institutions. In addition, many MICUA institutions include statistical information about the multicultural population. Information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

Washington Adventist University recently overhauled its website for a more professional appearance. Special attention was given to feature the diversity of the institution in the presentation of all information, news, stories, and features.

Students participating in the *Third Century Scholars* program at Mount St. Mary's University publish a newsletter that updates members of the community about their activities. In addition, students have developed a new publication, entitled *Multicultural Identification*.

The Johns Hopkins University (JHU) Interfaith Center produces and circulates an annual diversity calendar to alert the campus community to religious holidays and various faith traditions.

- **Activities and Organizations**

The MICUA campuses host numerous activities throughout the year to recognize and celebrate diverse populations. Through music, dance, readings, workshops, exhibits, lectures, book discussions, film, theater, fashion shows, and culinary activities the campus community has the opportunity to experience various cultures. These events are open to students, faculty, staff, administrators, neighbors, and friends.

Most institutions host a variety of events during Black History month, Women's History month, Native American History month, and Hispanic Heritage month. MICUA institutions also encourage a broader understanding of other religions. For example, College of Notre Dame of Maryland, a Catholic institution, sponsors an annual Seder ritual with the Jewish community.

Last year, Maryland Institute College of Art hosted a conference entitled *Transformations—New Directions in Black Art*, which drew over 700 participants from the art world. MICA invited prospective students of color and their parents to attend segments of the conference, a reception, a presentation by admissions representatives, and a tour of the campus.

Many students at Capitol College and Johns Hopkins University are members of the National Society of Black Engineers or the Society of Women Engineers. These organizations encourage minorities and women to pursue engineering and technology-related fields and offer tutoring and networking for members. There are many other organizations that link ethnic groups in particular fields of study, such as the Association of Women in Communications or the

Association of Black Journalists. These organizations have chapters on several MICUA campuses.

Students at St. John's College are participating in an oral history project on the first African-American students who attended the College. Students are being trained in conducting interviews, which will be compiled into a documentary. During the summer, St. John's College sponsors a week-long seminar for high school teachers. The seminar, *Slavery and Hope*, features the works of Mark Twain, Frederick Douglass, and W.E.B. Dubois.

Members of the Black Student Union at Stevenson University offer *Mystikal Mondays*, a showcase for talent and discussion; the annual BSU fashion show; and *Imagine Me*, a mentoring program for young high school women.

Many MICUA institutions encourage their students to participate in community service as a way of connecting with the surrounding community. Service-learning projects—such as tutoring, serving meals at a soup kitchen, or creating food baskets to give to the needy—provide opportunities for students to interact with children and adults of different cultures and enhance their awareness and understanding of cross-cultural differences.

Several MICUA institutions participate in *Alternative Spring Break*, which provides educational and service opportunities in various regions of the country. Some students volunteer with Habitat for Humanity to build houses. Students from College of Notre Dame and Loyola University Maryland travel to communities in Mexico to experience the lives of mostly Hispanic families and address issues of poverty, discrimination, fair housing, and immigration through educational and experiential sessions. The written reflections of the students often reveal life-altering awareness and experiences.

Cleopatra's Sisters is an organization at Washington College for women of different ethnic, racial, and religious backgrounds. The organization stands on seven principles: sisterhood, respect, unity, peace, patience, pride, and love. Cleopatra's Sisters are involved in community service programs and advocate for women's issues. The organization collects personal items to donate to *Women in Need* of Kent County. In addition, they volunteer as tutors and mentors to young high school women in Kent County.

Maryland Institute College of Art participated in *Urban Plunge 2009*, a day of community service in Baltimore. Working with the Living Classrooms Foundation—which provides hands-

on education and job training skills for students from diverse backgrounds—MICA students completed a variety of service projects, including mural painting, design work, and wetlands clean-up.

Washington Adventist University promotes a variety of clubs and organizations that are specific to particular culture groups. WAU celebrates each cultural heritage, even if there are few members of that culture on campus. During special celebrations, WAU brings experts to campus to share their experiences with the learning community.

- **College Preparation, Intervention, 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. The services include college and career advising, mentoring, tutoring, and financial assistance. Services are provided on campus, at local schools, and in communities. The following are examples of outreach activities at the MICUA member institutions.

Capitol College's community outreach brings underrepresented groups to campus for various activities throughout the year. Such groups include the *College Bound Foundation*, *First Generation College Bound*, *Hispanic Youth Foundation*, *Jump Start Junior Program*, and the *D.C. Achievers*.

College of Notre Dame students tutor and mentor middle school girls at the *Sisters Academy* after-school program. Over 90 percent of the girls attending the *Academy* are students of color who live below the federal poverty level. In addition to tutoring and mentoring, the Notre Dame students facilitate a leadership program for eighth graders twice each year. The leadership program ends with an overnight visit to campus that is hosted by the Notre Dame mentors.

Hood College offers a six-week summer program, designed to help new students increase skills in English and mathematics. In addition, the program assists with acclimation to college life. Throughout the academic year, strategies to enhance student success are coordinated by a team of faculty and staff.

McDaniel College recently formed a new partnership with the District of Columbia *College Success Foundation* to provide rigorous summer enrichment and college experiences for high

school juniors. The program has a specific focus on improving proficiency levels and confidence in language arts and mathematics. Finally, the program enhances the multicultural experiences of participating students.

Johns Hopkins University faculty and students engage in a wide range of community service activities. For example, representatives from the Bloomberg School of Public Health engage in public health practices that directly impact the health of the East Baltimore community, which is predominately African-American, but also includes Hispanic and other ethnic groups. Specifically, volunteers offer injury prevention education, information on the importance of good nutrition, and counseling for drug users and HIV/AIDS patients. The JHU Carey Business School is participating in the Baltimore City *Youthworks Program*, which provides high school students age 15 and over the opportunity to gain work experience and exposure to the Johns Hopkins Institutions through a summer jobs program. The Peabody Institute's *Tuned-In* program provides free lessons to 30 inner city children, and these students now have a full-sized wind band. Peabody's *Boys Dance* provides scholarship support for boys from Baltimore City to participate in ballet. Women from various multicultural organizations at Johns Hopkins University adopted an all-girl organization from City College High School in Baltimore. JHU students interact with *Strong Women of Today and Tomorrow* and mentor them on preparation for college.

Goucher College opened a new *Latino Center*, a very successful endeavor that offers adult computer-literacy courses, English as a Second Language (ESL) classes, and a youth program for Spanish-speaking children in the community.

Maryland Institute College of Art established the *Community Arts Partnership (CAP)* office within the division of student affairs. CAP is engaged in many community outreach efforts that promote cross-cultural exchange and support for underrepresented ethnic groups. CAP provides guest speakers and practicing artists to schools and community organizations in Baltimore City. MICA students teach weekly art lessons at two elementary schools near the campus. Through a partnership with Maryland Juvenile Services, MICA photography students serve as mentors to young women from the Thomas J.S. Waxter Children's Center. The Waxter girls are given digital cameras to promote self-expression. Additionally, MICA designed a pre-college summer program for students of color and lower social-economic backgrounds to expose them to the arts. The four-week program offers students college-level studio classes while residing on the MICA campus with other young artists and designers from around the country and around the world. Participants in this program earn three college credits while taking a core class, *Critical Methods*

of Studying Art, and a workshop class (painting, graphic design, sculpture, photography, fiber arts, etc.)

St. John's College students tutor at the Stanton Community Center and bring the children from the Center to campus for meals and art gallery visits.

Each club at Stevenson University must perform a community service project. Many Stevenson students are working at Ashburton Elementary and Middle School. In addition to tutoring and mentoring, Stevenson students provide workshops on decision making, planning for high school and college, and thinking about careers.

Students in Free Enterprise (SIFE) is a global network of business executives, college and university students, and academic leaders. SIFE students at Baltimore International College learn skills in market economics, entrepreneurship, financial literacy, and business ethics. These students make tremendous contributions to the College and the surrounding community. BIC's SIFE students won a second-place trophy at the 2010 SIFE regional competition.

- **Recruiting Diverse Students**

To recruit a diverse student population, MICUA institutions participate in college fairs and travel to high schools with diverse populations, particularly in Baltimore City, Prince George's County, the District of Columbia, and Philadelphia. In addition, colleges hold on-campus recruitment events for prospective multicultural students and their families. During these sessions, institutional representatives provide general college information, as well as details about admissions requirements and applying for financial aid. Some institutions waive the application fee for low-income students from underrepresented groups. Several institutions, including Goucher, Hood, Johns Hopkins, and Mount St. Mary's have hired dedicated admissions counselors for multicultural recruitment.

Washington Adventist University has been recognized by *U.S. News & World Report* as one of the most diverse institutions in the nation. The institution has hired a bilingual recruiter to work with the Hispanic population in the neighboring community and throughout the U.S.

Baltimore International College developed the *ProStart* program, an ongoing endeavor to recruit a diverse student body. Admissions representatives visit and recruit students in diverse high schools in Maryland and regionally in the District of Columbia, New Jersey, Pennsylvania, and

Virginia. The program has been successful, as 47 percent of current BIC enrollees are students of color.

In order to attract a more inclusive pool of students, eight State-aided MICUA institutions no longer require SAT or ACT scores from applicants. As a result, the institutions report that the entering freshman class is more diverse, and the overall GPA for the incoming class has risen. Baltimore International College, Goucher College, Loyola University Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, Washington Adventist University, and Washington College all practice some form of "test-optional" admissions.

Maryland Institute College of Art specifically targeted the southern U.S. for new recruitment initiatives aimed at raising MICA's visibility and outreach. Demographic studies indicate the population density of African-American families to be highest in the southern states.

College of Notre Dame has been successful in recruiting and retaining students of color (about 30 percent of the college population). Admissions staff reach out to underrepresented populations and arrange campus visits for young women from Baltimore City. Notre Dame staff conduct college workshops for *My Sister Circle*, a local mentoring program for young women of color in the Baltimore area and participate in a recruiting event entitled *Alcanza* for Hispanic youth in the Northern Virginia and surrounding region. College of Notre Dame has also developed partnerships with Korea, Taiwan, and China to increase the presence of international students in its traditional Women's College and the English Language Institute.

With the goal of increasing its minority student population from 17 percent to 25 percent over the next five years, Mount St. Mary's University has developed several new initiatives. In addition to participating in college fairs and high school visits, the admissions office sponsored a recruitment event for diverse students, called *Mosaic Day*. The Mount is also using a diversity service to identify high-performing minority students. Finally, the Mount utilizes minority student "ambassadors" to conduct campus tours for prospective students of color. Minority applications have increased from 24 percent in 2007 to 32 percent in 2010.

McDaniel College has partnered with the *College Bound Foundation* to identify and recruit inner city low-income minority students from Baltimore City. As a result, McDaniel annually offers six-to-eight full-tuition scholarships to highly qualified students. In addition, McDaniel continues to partner with *College Visions* from Providence, Rhode Island, and *Academic Success Program* from Wichita Falls, Texas, to identify and recruit first-generation students of color.

McDaniel provides transportation to the campus for in-state students of color. Finally, College staff participate in college fairs conducted by *100 Black Men of Maryland*, *National Council of Negro Women*, *National Hispanic Fair*, and the *Hispanic Latino Student College Fund*.

Stevenson University recruits students from various cities, states, and countries. This year the institution broadened its recruitment efforts to include Puerto Rico, but continues to target Baltimore City schools and works with programs such as *College Bound*. Stevenson's diversity rate for the freshman class is approximately 28 percent.

Washington College invites prospective students from historically underrepresented populations to attend its *Multicultural Student Weekend*. Through this program, the prospective students attend classes; experience campus life; and develop networking relationships with faculty, staff, and students.

- **Targeted Financial Aid Programs**

All MICUA member colleges and universities dedicate substantial institutional resources for student financial aid to serve low-income students and attract a diverse student population. Today, MICUA colleges and universities award three times more financial aid to needy undergraduate students than the State and federal governments combined. Many of these financial aid programs are targeted to students of color. The following examples demonstrate the types of scholarship programs offered by MICUA member institutions to support diversity efforts:

- The *Educational Opportunity Program* (EOP) at Goucher College was created specifically for first-generation college students from Maryland. The program has grown from five in its first year to 28 this past year. In addition to financial aid, the EOP benefits students by creating a supportive academic environment in which program participants can thrive. Students admitted into the program are selected based on academic potential and economic need. EOP staff and the Goucher community focus on acclimating program participants to college life by requiring their participation in the EOP Summer Bridge program. This four-week early immersion program is held during the summer, after orientation. Its focus is on promoting academic success, college readiness, and social adaptation. Summer Bridge is a residential experience, designed to introduce EOP scholars to the rigor and culture of college life. Daily workshops, mentorship, nightly tutorial sessions, and weekly outings are offered to encourage and contribute to

each scholar's academic success. EOP staff members monitor their academic progress throughout their time at Goucher. EOP scholars participate in monthly personal development workshops, retreats, and regularly scheduled one-on-one sessions with program staff.

- Hood College offers the *Hodson-Gilliam Diversity Scholarship* for students who indicate a sincere interest in developing a diverse student body. Students of all ethnic backgrounds are encouraged to apply and must complete an essay explaining how they are involved in creating a diverse environment. In Fall 2009, Hood awarded 24 Hodson-Gilliam scholarships, valued at \$192,000 over four years.
- Johns Hopkins University provides many scholarships for its undergraduate and graduate students. One of the best known is the *Baltimore Scholars Program*, which provides full-tuition scholarships to Baltimore City public high school graduates who are accepted in the University's undergraduate programs. At the graduate level, the Bloomberg School of Public Health provides scholarships to support doctoral students who are committed to eliminating health disparities in Baltimore or other U.S. urban settings and to assisting community health care organizations across the U.S. to build capacity and improve access to quality health care for medically underserved populations.
- Loyola University Maryland is committed to meeting the full demonstrated financial need of all applicants accepted for admission. The University awards scholarships from three endowed funds to high-need minority students. This reduces the dependence on loans in a typical aid package, which is particularly important for low-income students.
- Mount St. Mary's University developed two new scholarship programs aimed at expanding opportunities for underrepresented groups. The first is the *Third Century Scholars* program, which is targeted for high-need African-American and Hispanic students from the Washington, DC area who plan to earn a degree in business or education. Second, the *Native American Scholarship* program was created in partnership with the St. Labré Indian School in Montana. The agreement allows St. Labré graduates to attend Mount St. Mary's with the two institutions providing matching funds.
- The *Fannie Lou Hamer Scholarship* at Sojourner-Douglass College is specifically intended to assist public housing residents in Baltimore City access higher education.

- **Student Support Services and Orientation Programs**

Many of the MICUA institutions have narrowed or eliminated the achievement gap between students of color and the total population. This means that students of color have retention and graduation rates that are comparable to all students enrolled at the institution. This success is primarily due to excellent student support services and orientation programs. Early placement testing identifies students who may need additional academic support, such as tutoring and study skills, in order to successfully complete college courses.

At nearly all MICUA institutions, new student orientation programs—usually several days in duration—incorporate discussions and activities about diversity. Group ice breakers and residence life activities are designed to encourage discussions about diversity, inclusiveness, and tolerance. Often, a book is assigned to read prior to the orientation session, and students discuss their individual reactions to the readings. Sometimes the book selection involves a controversial topic and invokes a wide variety of viewpoints. In its orientation sessions, Sojourner-Douglass College spends time discussing issues impacting the success of students of diverse backgrounds and difficult circumstances, who often have special needs.

Two features of the McDaniel College orientation program involve diversity awareness. The College uses an extensive system of Peer Mentors who assist first-year students with orientation, first-year seminar, and other transition issues. Careful training of Peer Mentors and Residence Assistants in diversity issues is a part of the preparation training in August of each year. The Dean of First-Year Students works closely with Peer Mentors to support their mentees throughout the semester. Orientation itself includes several events focused on diversity awareness, such as the *Color Orange*, an improvisation performance piece, as well as invited speakers.

First-year seminars are designed to ease the first-year student transition to college. The learning objectives are realized through readings, class discussions, and class projects that explore diverse cultures. Students develop cultural fluency and develop an appreciation of cross-cultural differences. In addition, seminar faculty closely monitor first-semester performance and students who may be at risk academically.

The *Partnership in Academic Student Success* (PASS) program at Stevenson University is an example of a year-long program. PASS provides mentoring, support services, and strategies for academic success. The PASS program also encourages student engagement in campus activities.

One of Goucher College's early-immersion programs for first-year students, *FOSTER*, examines issues of diversity, power, oppression, and privilege. The aim of *FOSTER* is to develop community-based open dialogue. After students participate in an intensive retreat, they venture into Baltimore for practical application of the knowledge that was learned. First-year students also learn about diversity at Goucher through its *Connections* seminar, which includes, among other activities, a diversity-focused speaker who challenges them to think about how they will learn from individuals whose identity and culture is different from their own.

Hood College's *Buddy Program* pairs new students of color, including international students, with upper-class students. This program contributes to the environment of support—both academically and socially—for underrepresented ethnic groups. Intentional strategies are developed to reach these students at key times throughout the year, such as mid-semester breaks, pre-exam periods, and end of the semester/year. In addition, Hood provides opportunities for students of color and international students to make connections with the greater Frederick community through special programs.

In its residence hall, Baltimore International College students participate in rap sessions, called *Pillow Talk*. These sessions allow students to explore social and personal issues with peers and hall directors. The setting provides a safe, welcoming environment for the discussion of issues related to diversity, sexism, racism, relationships, etc.

The *Office of African, Latino, Asian, and Native American Services* (ALANA) at Loyola University Maryland provides many services to students of color at the institution. Through intentional programming and a myriad of services, the office fosters the academic, cultural, personal, spiritual, and leadership development of ALANA students. Furthermore, the ALANA Services staff seek to create and maintain an environment of respect and awareness, while advocating for ALANA students and responding to their needs.

Johns Hopkins opened a new multicultural center last spring. The center not only provides office space for the various student groups and staff of the center, but has classroom space, meeting space, and lounge space for studying and relaxing. This vibrant new center is a long-awaited addition for the JHU campus community.

- **Student Leadership**

MICUA member institutions encourage all students to become involved in campus and community activities and to serve in leadership roles. Most institutions report that students of color are well represented in key leadership positions on campus. Many institutions provide leadership training to help students be successful in these roles. This training incorporates the theme of what it means to be a leader in a community made up of diverse populations.

For example, Washington College provides diversity training for resident assistants and peer mentors. The training uses the multicultural competency model as a framework to assist student leaders in developing skills in creating and promoting diversity on campus. In addition, the College implemented a summer reading program on social justice for students who hold leadership positions.

College of Notre Dame offers a *Certificate for Leadership and Social Change*, which is available to students from all majors. This program provides leadership training and skills through academic classes, mentoring, and practical experiences, including leadership of diverse populations.

Both Goucher College and Maryland Institute College of Art have joined the Baltimore Collegetown Network's *LeaderShape Program*. This is a service-oriented leadership development program connecting college students to community organizations in Baltimore. Through a series of team-building exercises, a diverse group of participants learn new skills and attitudes.

Washington Adventist University conducts an annual Student Leadership Retreat. This year, WAU instituted a *Watering the Seed Leadership Training*, conducted each semester. This course enables students to measure their success as leaders and reach their potential. In addition, the program assists those who may not immediately recognize their own leadership skills, but after specific training begin to feel comfortable with leadership roles.

- **Recruiting Diverse Faculty and Administrators**

Faculty and staff recruitment, selection, and promotion procedures are designed and operated to eliminate bias. Applications for employment are drawn from as wide a pool as possible with

positive action designed to encourage applications from underrepresented groups. One successful strategy includes advertising in print and on-line publications that have wide circulation to underrepresented groups, such as *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Women in Higher Education*, etc. The use of professional networks to do outreach is also highly successful. Professional associations specific to certain disciplines (such as the *National Consortium for Graduate Degrees for Minorities in Engineering and Science*) often have job postings that are accessed by potential faculty or administrators. Finally, institutional representatives visit historically black and minority-serving institutions to recruit graduate students who may be interested in faculty and administrator positions.

Staff development opportunities at many institutions meet the particular needs and enhance the skills of underrepresented ethnic groups. Faculty and staff are supported in efforts to assume leadership positions through training opportunities. At most institutions, new faculty are mentored by senior faculty. Each fall, College of Notre Dame conducts an orientation program for new faculty. The program includes a session about the Notre Dame student profile and relevant issues of culturally diverse students. Senior leaders at Washington College provide individual mentoring to culturally diverse faculty and staff members. In addition, the College has developed customized professional and educational development programs.

Last year, Goucher College joined the *Consortium for Faculty Diversity* (CFD), an association of liberal arts colleges committed to strengthening the ethnic diversity of students and faculty members at these institutions. All full-time faculty at Goucher currently participate in a yearlong development program to provide support with campus acclimation; discussions of classroom and pedagogical challenges; information about the reappointment, promotion, and tenure process; and introductions to other faculty and academic support offices. A formal mentoring program runs concurrently and pairs each new faculty member with a senior faculty member. Those from underrepresented groups are paired with senior faculty from similar backgrounds, and new faculty and their mentors meet formally and informally throughout the year. In addition, Goucher is partnering with five other local colleges to offer *Building Bridges*, a leadership-development program for a diverse group of mid-level supervisors at the College.

During the next five years, Mount St. Mary's University is seeking to increase its minority faculty from 4 percent to 10 percent. The institution created the *Horning Fellowship* to bring African or African-American doctoral candidates to campus. The Fellows work with the Mount community to enhance its goals to build a truly diverse campus. In addition, the Fellows teach half-time (two courses per semester) in the School of Education and Human Services, while completing their dissertations.

To enhance faculty diversity throughout Johns Hopkins Institutions, the *Mosaic Initiative* was launched in April 2008. Together, the University and Johns Hopkins Medicine committed \$6.25 million over five years to assist in the recruitment of the best faculty who will add to the excellence and diversity at Johns Hopkins. This initiative will expand the pipeline for women and faculty of color and provide funds for: (1) inviting visiting faculty leaders to campus for lectures and presentations; (2) identifying and recruiting female and minority graduate students who may be interested in faculty positions upon completion of graduate school; and (3) conducting professional development workshops for current graduate students.

All new faculty and administrators at Loyola University Maryland are assigned a mentor and introduced to affinity organizations on campus. Some of these groups include the *Black Faculty, Administrators, and Staff* (BFASA) and *OUT Loyola*. As an administrator becomes comfortable in his/her position and familiar with the University, a supervisor may suggest that he/she join the *Next Generation Leadership Program*, which is designed to prepare mid-level directors for the next level of leadership.

- **Evaluation and Measuring Success**

Many institutions conduct surveys of entering freshmen and graduating seniors to measure the success of the educational experience. Elements of cultural diversity are incorporated into these assessments. In order to determine whether the objectives of various cultural activities are realized, questionnaires are collected and analyzed after campus events. With the goal of improving attendance and satisfaction, the questionnaires ask participants to make recommendations for future activities and events to showcase cultural diversity on campus. The number of attendees at specific events is just one determination of success. Another indicator that Hood College uses in assessment of its cultural events is the number of students who ask questions during a topical discussion or request to meet with a guest speaker/artist/performer after an event.

Capitol College states as one of its assessment principles that “Graduates will be able to demonstrate an understanding of different cultures and values.” Students are encouraged and in some cases required to address cultural diversity in course assignments. Curriculum is examined and taught using a global lens, and textbooks are examined to ensure that they include the global and cultural diversity perspective appropriate to the field of study.

With the support of a \$300,000 grant from the Teagle Foundation, Goucher College, McDaniel College, and Washington College are members of a consortium (along with Ursinus College and Washington & Jefferson College) charged with assessing multiculturalism on campus. The three-year project strives to improve student learning and engagement through the assessment and enhancement of diversity initiatives inside and outside the classroom. After conducting a needs assessment on each campus, visiting teams from each consortium member facilitate focus group interviews with students, faculty, and staff to gather information about diversity at each college.

One of College of Notre Dame's general education learning outcomes is "development of a global perspective." This outcome measures students' understanding of global, cross-cultural awareness and attitudes. As part of the degree requirement, students are required to take at least one course focused on gender studies and one on cross-cultural studies. The survey results validated that Notre Dame fosters a respectful and inclusive environment, with 99 percent believing that their capacity to appreciate diverse cultures and perspectives was enhanced by their experience at the College.

A large percentage (74 percent) of graduating seniors at Baltimore International College expressed satisfaction with the extent to which BIC faculty include diversity and international resources in the coursework.

Each division at Johns Hopkins University prepares an *Annual Diversity Plan* that contains both quantitative and qualitative data to measure progress made in reaching its goals for increasing the diversity of students, faculty, and staff. Admissions data is tracked to ensure progress on indices of cultural diversity (racial, ethnic, socio-economic, and gender) for the student body. Surveys of students assess the campus climate for students of color, and the institution follows trends over time. Similarly, hiring data is analyzed and tracked to assist with future recruitment.

- **Wish List**

If additional resources become available, many of the MICUA institutions identified initiatives that would enhance cultural diversity programming. For example, Goucher College would like to create a dedicated budget for the College's disability initiative, which was launched last year to raise awareness about individuals living with disabilities.

College of Notre Dame would like to implement a program to support faculty research regarding issues related to diversity. Funding for this program would provide stipends for students to partner with faculty in such research endeavors. The program could also provide opportunities for students to learn more about diverse issues as they apply to various disciplines and publish and present findings at professional conferences. This program falls in line with the College's current strategic plan emphasis on creating global citizens. Such an opportunity could also enhance student and faculty recruitment and retention.

Given sufficient resources, Hood College would establish an *Expanding Horizons* program with funding for increased study abroad opportunities for Hood students, particularly in West Africa, Southeast Asia, the Near East, and South America. In addition, the program would support visiting or exchange professors from countries abroad, as well as representing minorities and subcultures in the United States.

St. John's College would like to develop a summer program for high school students and high school teachers.

Additional resources would allow Mount St. Mary's University to host diversity training and workshops for student life administrators, faculty, and student leaders. This program would benefit the university community in creating a welcoming environment for students of all backgrounds.

Johns Hopkins University suggested several initiatives various divisions would implement with additional resources. The Peabody Institute would like to offer international and domestic alternative break trips to promote musical and cultural exchanges and help underprivileged communities. Another suggestion is a nationwide recruitment program for minority librarians. This specialty area is often overlooked in efforts to recruit talented faculty and administrators.

If resources were available, Loyola University Maryland would implement a multi-phase cultural competency program for all employees and current students. This type of program would include: 1) a review of campus facts and data that describes the history of hiring and educational practices; 2) a longer and more in-depth qualitatively significant discussion of various types of privilege, Jesuit core values, and the University's academic and educational strengths; and 3) a coaching/mentoring program that emphasizes diversity-minded institutional leadership, supervision/management, and policy development and practice.

Stevenson University would like to implement diversity and sensitivity training for faculty, students, and staff to promote the value of diversity, broaden awareness, and support cultural competence in the global community. In addition, Stevenson would create a website for diversity resources.

Maryland Institute College of Art would like increased support for diverse guest speakers and artists-in-residence to broaden the cross-cultural perspective that students receive in the studios. In addition, MICA would like to create a *Diversity Institute* to prepare students to operate in a culturally diverse global society. The program would consist of weekly innovative cultural learning labs and activities designed to take students beyond their cultural comfort zones. Guest presenters would take students through simulation exercises in order to develop cross-cultural skills. Upon completion of the first phase, students would have the opportunity for real world excursions that allow them to practice their newly acquired skills. Participation in the *Diversity Institute* would enhance students' co-curricular experiences and future resumes.

Recent market research and stakeholder surveys conducted by Baltimore International College revealed the need for a foreign language component in the College's academic curriculum. Specifically, the research identified conversational/workplace Spanish as the desired language due to the increased number of Hispanic customers and employees in the hospitality industry. The College intends to implement this as soon as resources and appropriate faculty can be identified.

BEST PRACTICES

Based on the law, MICUA must report best practices used by Maryland's independent colleges and universities to enhance cultural diversity. MICUA has identified the following best practices:

- **Improving the Campus Environment**

- (1) Inclusion of cultural diversity in the institution's mission statement and/or strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek not only to eliminate discrimination, but also to foster positive relations between members of different racial and ethnic groups and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic plan goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity is a component of the general education rubric. Diversity is a continuous process and is significant to the pursuit of academic excellence.
- (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is carried out.
- (3) Campus publications and classroom presentations should reflect diversity in photos and articles. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.
- (4) Librarians should ensure that the library holdings include diverse materials, and faculty should ensure that instructional materials are diverse. In addition, displays of artwork in various locations on campus should include works by diverse artists.
- (5) Colleges and universities should sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

- (6) MICUA institutions employ several effective activities to recruit diverse students. Some examples of these effective recruitment strategies include: 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.
- (7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college attendance. Institutional representatives often invite students on campus visits and introduce prospective students to students of color who are successful at the institution.
- (8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. 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 targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable even to low-income students. As a result of these efforts, the number of student applications increases and diversity increases.
- (9) MICUA institutions make an effort to remove barriers that preclude 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. By waiving fees and making standardized tests optional, institutions improve access and foster a welcoming environment.
- (10) The year-long freshman experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities focus on issues of race, oppression, power, and privilege, and provide an opportunity for

dialog about these issues. In small group settings, students share, explore, and learn about one another's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity that remains throughout the college experience.

- (11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of upper-class students to serve as orientation leaders. These student leaders have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.
- (12) 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.
- (13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.
- (14) Entering students are grouped together in a "family" (i.e., cohort) of individuals who mentor and support one another throughout their college experience. If one individual in the "family" falls behind in a course or program, the remaining members of the family assist to bring the family member back on track.
- (15) The curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among the students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Many institutions offer courses and majors in ethnic studies. Students are encouraged to enroll in courses in non-western civilization to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing have community-based projects embedded

into the curriculum. Often these field experiences are in schools or other settings that include disadvantaged children and/or adults.

- (16) Colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, home repairs, etc. Students work alongside professionals to rebuild communities and learn about cultures of the disenfranchised citizens of Maryland. These community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.
- (17) Institutions make a commitment to human rights for all citizens, and promoting social responsibility becomes an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.
- (18) Many institutions offer study abroad programs that provide immersion in other cultures, customs, and languages. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.
- (19) Leadership development is an important aspect of campus life. 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. Leadership training helps students develop leadership potential and incorporates themes revolving around what it means to be a leader in a community of diverse populations. Some institutions sponsor student chapters of national organizations that reflect a particular ethnic or gender identity, such as the

National Society of Black Engineers, which offers free tutoring for its members, or the Society of Women Engineers, which provides professional development opportunities to ensure that women achieve full potential in careers as engineers and leaders.

(20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are included.

(21) Student affairs professionals make certain that diversity is part of the residence life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants includes addressing cultural differences.

- **Best Practices Related to Faculty and Administrators**

(22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions target media outlets whose audiences include persons of color. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions also participate in career fairs sponsored by minority associations, such as the Association of Black Psychologists or the Society of Women Engineers. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Institutions have ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These institutions are often able to retain the students as college faculty upon completion of their graduate programs.

- (25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.
- (26) Institutions participate in training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The programs are implemented with department chairs prior to beginning new faculty searches. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.
- (27) Institutions offer professional development to diverse faculty and administrators. Such programs are designed to prepare educators for leadership at the next level.
- (28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.
- (29) Some institutions offer diversity awareness training for faculty, staff, and administrators. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.
- (30) Some institutions sponsor local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as Women in Science and Engineering or the Black Faculty and Staff Association. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional and/or national meetings of the association. These activities shine a positive spotlight on the cultural diversity within the participating institutions.

(31) Flexible scheduling options provide incentives especially for faculty and staff with young children. Some examples are job sharing, working at home, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

(32) 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.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and are used to identify areas in need of improvement.

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