

2011

MICUA

Cultural Diversity Report



MICUA

Maryland Independent College
and University Association

60 WEST STREET
SUITE 201
ANNAPOLIS, MD 21401

PHONE: 410-269-0306
FAX: 410-269-5905
www.micua.org

TABLE OF CONTENTS

	<u>PAGE #</u>
INTRODUCTION	3
Statutory Requirement	3
MICUA Diversity at a Glance	4
MICUA Commitment to Diversity	4
MICUA Cultural Diversity Study	4
EXISTING PRACTICES AND PROGRAMS	6
Mission Statements, Strategic Plans, and Diversity Leadership	6
Inclusion of Cultural Diversity in Curriculum	8
Publications and Promotional Materials	10
Activities and Organizations	11
College Preparation, Intervention, and Community Outreach	14
Recruiting Diverse Students	18
Targeted Financial Aid Programs	20
Student Support Services and Orientation Programs	23
Student Leadership	25
Recruiting Diverse Faculty and Administrators	26
Evaluation and Measuring Success	28
WISH LIST	30
BEST PRACTICES	32
Improving the Campus Environment	32
Best Practices Related to Students	33
Best Practices Related to Faculty and Administrators	36
Assessment and Evaluation	38

MICUA 2011

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, 29 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 (150 percent increase) between 2000 and 2010, far outstripping the total student enrollment growth of 17 percent. Additionally, African-American student enrollment grew by 35 percent during the same period. Half of the MICUA member institutions have eliminated the graduation gap between underrepresented minority students 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 are minorities who are underrepresented in higher education.

- **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 2011 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 initiative or effort on each campus, but provides a general overview of common practices, unique programs, and best practices. Many of the examples provided in this document are on-going, multi-year, and effective practices and programs. Others are new initiatives and emerging trends.

- **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 MICUA member institutions that receive State Sellinger 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.

EXISTING PRACTICES AND PROGRAMS

- **Mission Statements, Strategic Plans, and Diversity Leadership**

Most mission statements adopted by the MICUA member institutions include a diversity component, 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 and the belief that diversity is central to a quality education. Listed below are several examples of diversity statements and goals adopted by MICUA member institutions.

The Notre Dame of Maryland University mission statement reads, in part, "Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility."

Included in the mission statement for Goucher College is the assertion, "The College's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, as sense of social responsibility, and a system of personal and professional ethics."

The mission statement of Loyola University Maryland declares that "...the University will inspire students to learn, lead, and serve in a diverse and changing world."

St. John's College's mission statement reads "St. John's College is a community dedicated to liberal education. Such education seeks to free human beings from prejudice and unexamined opinion, to help them reflect on the nature of things and on the ends and means of human endeavors, and to enable them to make thoughtful choices in public and private life."

The Maryland Institute College of Art's mission statement includes the following: "The College is dedicated to having a faculty that is diverse racially, culturally, and in terms of aesthetic direction."

The mission statement at Sojourner-Douglass College includes an edict to "Foster greater commitment to fundamental social change, diversity, and pluralism." Furthermore, the College's goals include more explicit directives to provide access to an opportunity for higher education to

minority students throughout the State of Maryland and beyond and to develop leaders with the capacity to apply theory to community problem solving.

The Stevenson University mission statement includes the following commitment: “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, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its individual 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.”

Institutions also include diversity goals in their strategic plans. These strategic efforts impact enrollment, hiring practices, curriculum, and community. One of the goals of Mount St. Mary’s University’s strategic plan is to “increase ethnic and racial diversity on campus.” The Notre Dame of Maryland University’s strategic plan includes a goal to “Create leaders in a global learning community which promotes justice, health, sustainability, and peace.”

The Washington College strategic plan states: “The College will provide an environment in which the ethnic, economic, religious, and geographical diversity of its students, faculty, and staff will enhance learning and social interactions to create a vibrant community.” In addition, the College created a diversity committee that consists of faculty, staff, and students to provide leadership and guidance on campus programs and policies.

The strategic plan for St. John’s College 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 challenges 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.

Several institutions include a set of core values in their strategic plans. Hood College includes a statement within its core values that the institution is committed to “celebrating diversity and inclusiveness.” At Loyola University Maryland, diversity continues to be a significant element of its strategic plan and divisional activities. Loyola’s core values include “fostering campus-wide education, cultivation, and promotion of diversity; and cultivating the whole person to

succeed in a diverse and changing world.” Recently, the Loyola President appointed a Special Assistant for Mission Integration to work with communities that share interests in justice, mission, and diversity and facilitate thoughtful conversations about the links between diversity and justice issues.

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 an office and director’s position, McDaniel College created a *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 the exceptional contributions of faculty, staff, and students in advancing and celebrating diversity and inclusiveness at the institution.

- **Inclusion of Cultural Diversity in Curriculum**

Cultural diversity is an essential element in the pursuit of academic excellence and continuous improvement at all 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. General education requirements at most independent institutions include a cross-cultural component. This requirement may be satisfied by taking classes in a foreign language, ethnic studies, or courses on non-western civilizations. A few noteworthy examples are described below.

Stevenson University recently initiated a new honors seminar entitled *Foundations of Stigma*, which delves into three aspects of multiculturalism: race and ethnicity, gender, and sexuality. The course examines the historical events that have contributed to stigma against marginalized

groups in society. Students examine their own perceptions of stigma and identify strategies for compassion as a society.

McDaniel College revised its general education program in Fall 2007 and introduced a diversity graduation requirement. All entering students are required to take at least one course in the area of *Multiculturalism in the United States*. These courses study issues such as race, class, ethnicity, gender, religion, and sexual orientation and attempt to foster appreciation of cultural groups that have been marginalized in the United States. The College also requires two international courses—one of which must be non-western—which also include issues of diversity. The College offers specific programs in Africana Studies and recently added new programs in Latino and Latin American Studies, Asian Studies, and Arab Studies.

At St. John's College, undergraduates take part in a rigorous, all-required curriculum based on reading and discussing original texts. As part of its core curriculum, every senior is required to read and discuss selections by Frederick Douglass, Booker T. Washington, W.E.B. Dubois, and Abraham Lincoln.

Notre Dame of Maryland University offers master's and doctoral programs 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 prepare competent professionals to integrate the knowledge gained from relevant contemporary theory when creating learning environments that improve the academic performance of all students and meet the particular needs of new learners.

Hood College's mandatory core curriculum has a component entitled "Non-Western Civilization," which requires students to complete course work from an array of 27 different courses involving examination of cultural diversity. In addition to this general requirement, virtually every academic department emphasizing "language-based" study—e.g., history, religion and philosophy, English, and foreign languages—offers additional courses related to diverse cultures. Hood students may also complete minor course work in African-American Studies, Women's Studies, African Studies, Middle Eastern Studies, East Asian Studies, Gerontology, and South and Southeast Asian Studies, all of which introduce students to diverse cultures or populations.

A core principle at Capitol College states 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.

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. Throughout the education curriculum, teacher candidates must understand and plan for the cultural, ethnic, and linguistic diversity that will face them in the classroom. All elementary/special education and early childhood education majors develop an action plan for social change and are required to develop thematic units representative of diverse populations. In Fall 2010, the University added a new master’s program, *Educational Leadership for a Diverse Society*, which provides a unique emphasis on inclusion and multicultural education. In the Department of Social Work, each course has a list of diversity elements that must be addressed in class discussions and assignments, and the syllabus is mapped to ensure that these diversity elements are represented throughout the course.

Since 2007, Loyola University Maryland students have been required to complete a diversity course as a pre-requisite for graduation. The University developed a set of criteria for faculty review of the courses qualified to satisfy the requirement. More than 130 courses are designated in the undergraduate curriculum.

- **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. MICUA and its member institutions feature students and faculty of color in their publications, promotional materials, and websites. In addition, many of these publications and websites include statistical information on multicultural matters. Information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

The publications of Washington Adventist University depict the rich diversity on campus, as acknowledged by *U.S. News & World Report*. For example, the University’s premier

recruitment tool, the *View Book*, highlights all aspects of student life and experiences, including information about clubs and organizations—such as the Black Student Union, Caribbean Student Society, Filipino American Student Association, and the Latino Student Union.

Goucher College strives to represent its diverse student body in all print and electronic publications and on its website. The *Here is Goucher* video series features a diverse array of student and faculty views about their experiences at the College. *Expressions of Diversity* postcards, which describe the overnight program, are sent to prospective students of color.

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 webpage of Maryland Institute College of Art (MICA) features an online gallery of works from students of diverse backgrounds. The MICA Office of Communications is devoted to equitable coverage of all events on campus and spotlights events that have diversity as a central mission or theme. Campus publications include diversity news stories about MICA students, faculty, staff, and alums.

At Notre Dame of Maryland University, students of color are regularly featured in publications, marketing materials, and on the University's website. Specifically, admissions publications—both print and electronic—include statistical information and data regarding multicultural offerings and organizations. Information related to events and services for diverse populations is highlighted in the University newspaper and student handbook.

- **Activities and Organizations**

MICUA campuses host numerous activities throughout the year to recognize and celebrate diverse populations. The campus community experiences various cultures through music, dance, readings, workshops, exhibits, lectures, book discussions, film, theater, fashion shows, and culinary activities. Most of these events are free and open to students, faculty, staff, administrators, neighbors, and friends.

In addition, the institutions host a variety of events during Black History month, Women's History month, Hispanic Heritage month, Native American History month, and Asian Awareness month. MICUA institutions also encourage a broader understanding of other religions. For

example, Notre Dame of Maryland University, a Catholic institution, sponsors an annual Seder ritual with members of the Baltimore Jewish community. Attendance for this event continues to grow annually.

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 participate in an oral history project on the first African-American students who attended the College. Students conduct oral interviews, which are 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.

Johns Hopkins University sponsors *Students Educating and Empowering for Diversity* (SEED). This peer education team conducts programs to promote conversations about diversity issues. By using film, books, lectures, and artistic works, *SEED* engages students in dialogue about sensitive issues.

Mount St. Mary's University held a series of *Courageous Conversations* throughout the year. Faculty led discussions with students on topics related to diversity and gender equity. One presentation was entitled *Stereotypes, Perceptions and Hollywood*.

For the second year, Stevenson University sponsored *Multicultural Awareness Week*, featuring a two-day presentation called *Tunnel of Oppression*. The *Tunnel* included 22 unique displays covering 210 feet and depicting social injustice and forms of oppression. Faculty incorporated research and presentation skills into their lesson plans. Students conducted research individually and in group collaborations and presented their findings and experiences via the displays. Many Stevenson clubs and organizations contributed to the dynamic exhibits.

Most 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 Notre Dame of Maryland University 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 (MICA) annually participates in *Urban Plunge*, 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 complete a variety of service projects, including mural painting, design work, and wetlands clean-up. Discussions after the event touch on diversity topics.

Washington Adventist University (WAU) promotes a variety of clubs and organizations that are specific to particular culture groups. WAU celebrates diverse cultural heritages, 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 takes many different forms and is the central and cohesive element of every institution's diversity plan. Most outreach plans include college preparation and intervention services for at-risk students, including college and career advising, mentoring, tutoring, and financial assistance. These services are provided on campus, at local schools, and in communities. Many institutions provide travel assistance for low-income students to visit campus, and some campuses sponsor overnight visits. The following are examples of outreach activities at the MICUA member institutions:

Sojourner-Douglass College works with community organizations, such as the Baltimore Racial Justice Action and Fusion Partnerships, to co-produce and present on campus seminars, workshops, and mini courses on racism and diversity. These events are open to the public and usually free. The College provides scholarships for students who cannot afford the modest registration fees for some of the courses. Evaluation questionnaires are compiled and analyzed to assess the extent to which objectives were realized and to plan for future programming.

Washington College hosted the second annual *Reconciliation Ceremony* with the city of Chestertown. The ceremony brings together black and white citizens of the town to talk about past injustices and discuss ways to transcend them in living together in today's world.

Johns Hopkins University (JHU) faculty and students engage in a wide range of community service activities. For example, JHU students teach squash and swimming lessons to inner-city youth and provide tutoring after the athletic training activities.

The JHU Whiting School of Engineering supports robotics competitions for Baltimore City middle and high school students. Baltimore Polytechnic High School uses the JHU diving well to test its underwater robotics program. The School of Engineering also offers *Engineering Innovation*, a national summer engineering education program for middle and high school students with a particular focus on underrepresented populations.

The JHU Center for Social Concerns offers more than 50 free programs to support underrepresented ethnic groups in Baltimore City. The *Art Brigade* provides artistic outlets to inner city children through a variety of visual mediums. *Peace by Peace* offers conflict resolution and management skills to elementary school children. Women from various multicultural organizations at JHU 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.

In Fall 2010, the JHU School of Medicine partnered with *The Door*, an after-school science program, to pilot a science curriculum for children ages five to nine. JHU faculty led discussions at the school about anatomy and physiology, conducted animal dissections, and talked about life skills. Students then visited JHU labs to observe and perform hands-on experiments. In addition, the School of Medicine hosted the annual *Moving AHEAD* (Health Equity, Access, and Diversity) film and lecture series. The 2011 event featured Dr. Ben Carson and his film, *Gifted Hands*, and included discussions of strategies for career preparation, healthy relationships, violence and bullying prevention. Approximately 500 elementary, middle, and high school students from Baltimore City Public Schools participated.

Representatives from JHU's School of Medicine, School of Nursing, and the Bloomberg School of Public Health participate in *Bienestar Baltimore*. This initiative provides health outreach to the Latino community in East Baltimore and includes screening for tuberculosis, prenatal classes, and teaching English as a second language classes.

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 and mentoring program.

The JHU School of Education, in partnership with the Urban Leadership Institute, houses the *Paul Robeson Academic International School of Excellence (PRAISE) Academy*. The *PRAISE Academy* offers academic enrichment, personal empowerment skills, and parenting support for 40 African-American boys in middle and high school and their families. The School of Education also hosts the EPA's *Student Environmental Development Program's Summer Camp*. This interactive program brings 30 Baltimore City middle school youth to campus for environmental science activities. The six-week college-prep program includes classroom and field trip experiences and teaches teamwork, leadership development, communication skills, and life skills.

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. All of the boys from St. Ignatius Academy attend performances at Peabody each semester. Peabody's *Boys Dance* provides scholarship support for boys from Baltimore City to participate in ballet.

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*. In addition, the College secured a National Science Foundation grant to assist in the recruitment of high ability/high need Science, Technology, Engineering, and Mathematics (STEM) students. Another grant provides funds for outreach to students in Prince George's County.

Notre Dame of Maryland University 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. The mentors assist *Academy* students with homework, provide enrichment activities, and participate in community service projects. 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. The Maryland Campus Compact awarded a volunteer position to the University. The volunteer aided in enhancing and expanding efforts at the *Academy*.

Notre Dame students also participate in *Food for Thought*, an after-school tutoring program for elementary school children in inner city Baltimore. The children at *Food for Thought* are from the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, and Peru. All are bilingual, which gives students from Notre Dame Spanish classes the perfect opportunity for service-learning projects.

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 formed a 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.

One of Goucher College's successful endeavors is the *Futuro Latino Learning Center* that offers adult computer-literacy courses, English as a Second Language (ESL) classes, and a cultural enrichment program for Spanish-speaking children in the community. Another project places Goucher students in the Baltimore County Detention Center and Jessup Correctional Institute to provide tutoring and GED preparation as part of the *Maryland Prison Project*.

Maryland Institute College of Art has a long history of arts-based community engagement to improve lives and strengthen neighborhoods. *MICA PLACE* (Programs Linking Art, Culture, and Education) is located in East Baltimore and supports the development of the College's master's programs in community arts and social design. In addition, the facility is an incubator space for community-based collaborations that engage research, art, and design toward creative solutions for social change. *MICA PLACE* displays the works of local artists (from children to seniors) and hosts after-school programs and tours for children.

Another MICA program is the *Community Art Collaborative (CAC)*, an *AmeriCorps* national service program that engages students in a year of service in low-income Baltimore communities. MICA provides 60 percent of the funding for CAC. Seven MICA graduate students participated as full-time *AmeriCorps* members in 2010-11, along with 17 additional participants. CAC member recruitment pays particular attention to attracting a diverse pool of members, with one quarter of this year's corps coming from students of color. CAC service connects the College to the community, with CAC members placed at 17 community-based organizations in low-income neighborhoods and under-resourced schools. During the year, corps members served nearly 1,000 youth in after-school art programs at 19 different public schools. They have facilitated 170 community-strengthening projects, including murals, gallery openings, adult workshops, and poetry readings. The majority of the communities served by CAC members are African American, with growing representation by Latino, African, Asian, and Middle Eastern immigrant populations.

St. John's College students tutor at the Stanton Community Center and Bloomsbury Square and bring the children to campus for meals and art gallery visits. In addition, students, faculty, and staff participate in the Annapolis Human Relations Commission discussion series with Bloomsbury Square residents.

Stevenson University annually holds a *Build Community Day*. This year over 500 students participated with *Habitat for Humanity* to rehabilitate houses and *First Fruit Farms*, a provider of fresh produce for shelters, soup kitchens, and food banks. These service learning projects

provide opportunities for giving back to the community while experiencing cultural immersion, team building, and fun.

- **Recruiting Diverse Students**

MICUA institutions participate in college fairs at high schools with diverse populations and host 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 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.

For several years, Washington Adventist University has been recognized by *U.S. News & World Report* as one of the most diverse institutions in the nation. In 2010, *U.S. News* ranked WAU as the fourth most diverse baccalaureate college in the north. The institution hired a bilingual recruiter to work with the Hispanic population in the neighboring community and throughout the U.S. The WAU enrollment management team (including admissions, advising, and financial aid) is balanced according to gender, race, ethnicity, and age.

One recruitment tool that Hood College uses is the *Go to High School, Go to College* fair in Prince George's County. This college fair exposes more than 600 students in Maryland and the District of Columbia to various college preparation services, including the admissions process, academic preparation, and financial aid.

In order to attract a more inclusive pool of students, half of the 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. 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.

St. John's College is expanding its current recruitment efforts to attract more students of color and international students. The College is integrating diversity efforts into its new prospect management program.

Notre Dame of Maryland University has been successful in recruiting and retaining students of color, who make up 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. Notre Dame has also developed partnerships with Japan, 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 annually sponsors a recruitment event for diverse students, called *Mosaic Day*. Each year the participation in that event increases. The Mount conducted a diversity seminar for admissions staff and recruiters. In addition, the University hired a bilingual counselor to assist with the Spanish-speaking populations of prospective 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 35 percent in 2011. Total minorities in the freshman class have increased from 15 percent in 2007 to 23 percent in 2011, an all-time high for the Mount.

McDaniel College has partnered with the *College Bound Foundation* to identify and recruit inner city low-income minority students from Baltimore City. Additionally, McDaniel offers six-to-eight full-tuition scholarships to highly qualified Baltimore City students annually. 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. 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. The institution has 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.

With funding from the Gates Foundation, Capitol College is designing a statewide *Learn and Earn* program to increase the interest of low-income youth in Science, Technology, Engineering, and Mathematics (STEM) education and careers. Capitol is leading a partnership with another four-year institution, four community colleges, and corporations.

Johns Hopkins University annually hosts *Hopkins Overnight Multicultural Experience (HOME)*, a special recruitment event for culturally diverse prospective and admitted students. Students are hosted by current JHU students, attend classes, participate in activities on campus and in Baltimore, and stay overnight in the residence halls. In addition, someone from the University places personal telephone calls to all admitted minority students to encourage their attendance.

Similarly, 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**

Collectively, 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. Additionally, MICUA member institutions dedicate substantial portions, if not all, of their financial aid resources to need-based financial aid. In fact, St. John's College and Loyola University Maryland meet the full financial need of all admitted applicants. Funding for these programs comes from institutional resources and private giving. For example, the Hodson Trust provides need-based financial aid to minority students enrolled at St. John's College.

In 1953, ten of the MICUA member institutions founded the Independent College Fund of Maryland, known as the I-Fund. The core mission of the I-Fund is to raise funds—principally from businesses and foundations—to support scholarships and grants for students enrolled at member institutions. Several years ago, the I-Fund established the Urban Scholars Program to provide financial assistance to Baltimore City students who demonstrate an interest in diversity. The program includes a \$10,000 need-based scholarship, mentoring, skill-building workshops, networking, and internship opportunities for each of the four years of a student's college education.

The following examples demonstrate the types of scholarship and grant programs offered by MICUA member institutions to support diversity efforts:

- In Fall 2010, Loyola University Maryland and Notre Dame of Maryland University were featured on the nationally televised program *Extreme Makeover: Home Edition*. The two institutions joined *Extreme Makeover* to assure a college education for the seven young women and eight young men of Baltimore's Boys Hope Girls Hope. The two institutions awarded full, four-year scholarships covering tuition, fees, room and board, and books. The *Extreme Makeover* team constructed a residence in northeast Baltimore for the girls of Boys Hope Girls Hope, a national nonprofit organization that provides at-risk children with a stable home, positive parenting, high-quality education, and other supports needed to reach their full potential. Many staff from Loyola and Notre Dame volunteered their time to help construct the home for the girls.
- Loyola University Maryland created the McGuire Scholars program to help non-exempt staff pursue a college degree. The program targets lower-wage employees, and a high percentage of African Americans and Asians take advantage of this opportunity.
- Mount St. Mary's University offers two scholarship programs specifically 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. This ongoing initiative yields an average of two new students each year.
- The *Fannie Lou Hamer Scholarship* at Sojourner-Douglass College is specifically intended to assist public housing residents in Baltimore City access higher education.
- Washington College designates financial aid funds for students from traditionally underrepresented populations. These funds are awarded on the basis of demonstrated need to qualified applicants.
- 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 30 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 2010, Hood awarded 20 Hodson-Gilliam scholarships, valued at \$160,000 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. The number of Baltimore City Public School graduates admitted to JHU has increased from an annual average of three prior to the start of the *Baltimore Scholars Program* to 18 annually in the years since its inception. 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.

- **Student Support Services and Orientation Programs**

More than half of the MICUA State-aided institutions have narrowed or eliminated the achievement gap between underrepresented minority students and the total population. This means that underrepresented minority students 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, including effective orientation programs, academic support, and mentoring. Early placement testing identifies students who may need additional academic support, such as tutoring and study skills, in order to successfully complete college courses.

Many MICUA institutions offer first-year seminars or other student orientation programs. 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.

Student orientation programs often include ice breakers and residence life activities 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.

The *Trailblazers* program at Notre Dame of Maryland University was developed to encourage academic and social success among first-generation students. Each of the 33 enrolled students has a big sister mentor, who serves as a source of information and is also a first-generation student. The students attend workshops to foster academic success, such as developing study and research skills, utilizing campus resources, finding internships and employment, conducting proper internet and social media behavior, and completing a service-learning project. The University also offers a *Summer Bridge* program, which is a two-week intensive head-start program for 20 pre-nursing students. Students benefit from a deeper introduction to college life and a review of mathematics and science to ensure academic success and retention.

The *Buddy Program* at Hood College 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.

Loyola University Maryland provides many services to students of color at the institution. The *Office of African, Latino, Asian, and Native American (ALANA) Services* fosters the academic, cultural, personal, spiritual, and leadership development of students. The goal of *ALANA* is to create and maintain an environment of respect and awareness, while advocating for *ALANA* students and responding to their needs. The *ALANA* services staff developed a program of support and mentoring particularly for African-American male students. The program pairs students with African-American male faculty and administrators and promotes conversations about academic success and life choices. The program has been in place for a several years and has successfully aided in retention at Loyola.

During orientation at Washington College, first-year students attend a program called *Making the Transition* that incorporates cultural diversity through skits performed by peer mentors. Following the skits, faculty and peer mentors lead discussions on the diversity issues addressed in the skits.

Sojourner-Douglass College discusses issues impacting the success of students of diverse backgrounds and difficult circumstances during its orientation sessions. In addition, the College operates a *Wellness Center* to provide support and counseling to students to improve retention and ensure an institutional environment that is encouraging and accommodating for all students' needs and circumstances.

McDaniel 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; *New Faces of America*, highlighting diverse perspectives and experiences; as well as invited speakers.

For more than 15 years, the Office of Multicultural Affairs at Johns Hopkins University has used the Mentoring Assistance Peer Program (MAPP) as the premier tool to enhance the transition of underrepresented minorities during their freshman year. Approximately 200 freshmen participate annually, along with upper-class student mentors assigned to each freshman. The mentors go through extensive training during the summer and assist underrepresented students with academic excellence, career development, social connectivity, cultural exploration, and community involvement throughout the year.

Stevenson University offers a first-year transition program, known as the *Partnership in Academic Student Success* (PASS) program. PASS provides mentoring, support services, and strategies for academic success. The program also encourages student engagement in campus activities.

FOSTER is an early-immersion program at Goucher College, which examines issues of diversity, power, oppression, and privilege. The aim of *FOSTER* is to develop community-based open dialogues for first-year students. After students participate in an intensive retreat, they travel 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.

- **Student Leadership**

Most MICUA institutions report that students of color are well represented in key leadership positions on campus, and many institutions provide leadership training to help students be successful in these roles. This training addresses leadership skills in a diverse community, challenges of underrepresented minorities attending predominantly white institutions, and strategies to create an inclusive campus community.

Hood College offers leadership training on campus at least twice per academic year. In addition, the College supports the attendance of students at state and regional leadership conferences. Nearly half of the participants are students of color. The annual *AHANA-I* (African American, Hispanic, Asian, Native American, and International) awards program at Hood recognizes students of color for scholarship, leadership, and service to community.

The *Certificate for Leadership and Social Change* at Notre Dame of Maryland University is available to all students. This program provides leadership training and skills through academic classes, mentoring, and practical experiences, including leadership of diverse populations.

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.

The *LeaderShape Program*, operated by the Baltimore Collegetown Network, 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. Several MICUA member institutions participate in the *LeaderShape Program* and other Collegetown initiatives.

Washington Adventist University challenges its student leaders to develop goal setting, communication, trust, and accountability leadership skills. Students of color are well-represented among the leaders of student government and the many clubs and organizations on campus. In addition, a diverse group of WAU students serves on the various committees that govern the University.

- **Recruiting Diverse Faculty and Administrators**

The diversity of faculty and administrators employed by MICUA member institutions has increased in recent years. Based on the most recent IPEDS data, 19 percent of full-time faculty are minorities who have been historically underrepresented in higher education.

MICUA member institutions seek applications for employment from a wide pool and design searches to encourage applicants 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*, *Journal of Blacks in Higher Education*, *Women in Higher Education*, etc. In addition, campuses use professional networks and professional associations specific to certain disciplines, such as the *National Consortium for Graduate Degrees for Minorities in Engineering and Science* or the *National Black Nurses Association*, to recruit diverse applicants. Finally, institutional

representatives visit historically black and minority-serving institutions to recruit graduate students who may be interested in faculty and administrator positions.

Minority faculty and staff are offered professional development opportunities and encouraged to seek leadership positions. Training opportunities are available on campuses and through outside organizations, such as *Leadership Maryland* and other leadership institutes for higher education professionals. At most institutions, new faculty are mentored by senior faculty. Each fall, Notre Dame of Maryland University 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 University has developed customized professional and educational development programs.

Goucher College, Loyola University Maryland, Maryland Institute College of Art, and Notre Dame of Maryland University (along with Towson University and University of Baltimore) just completed the inaugural year of *Building Bridges Across Maryland*. The leadership-development program fosters collaboration and idea sharing among a diverse group of mid-level supervisors from different backgrounds.

Goucher College participates in 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 new 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.

Last year, Mount St. Mary's University launched a five-year effort to increase its minority faculty from five percent to ten 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.

In April 2008, Johns Hopkins Institutions launched the *Mosaic Initiative* to enhance faculty diversity throughout the campus. 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 has expanded the pipeline for women and faculty of color and provided matching funds for JHU departments to: (1) invite visiting faculty leaders to campus for lectures and presentations; (2) identify and recruit female and minority graduate students who may be interested in faculty positions upon completion of graduate school; and (3) conduct professional development workshops for current graduate students.

For 20 years, the Carey Business School at Johns Hopkins has offered a *Leadership Development Program* (LDP) for minority managers. The LDP was the nation's first graduate development program specifically developed to enhance leadership and decision-making skills for beginning and mid-level managers with demonstrated potential for further advancement. The LDP program enrolls 25-30 underrepresented minority managers annually in the Washington-Baltimore area.

Loyola University Maryland assigns mentors to all new faculty and administrators. In addition, new faculty and administrators are encouraged to participate in affinity groups, such as 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**

Elements of cultural diversity are incorporated into assessments and surveys of entering freshmen and graduating seniors. For example, Loyola University Maryland uses a probing survey to better understand student attitudes, behaviors, and experiences around diversity and difference on campus. In order to determine whether the objectives of various cultural activities are realized, questionnaires are collected and analyzed after campus events. The questionnaires ask participants to make recommendations for future activities and events to showcase cultural diversity on campus and improve attendance and satisfaction. The number of attendees at specific events is just one determination of success. Hood College assesses the number of students who ask questions during a topical discussion or the number of requests to meet with a guest speaker/artist/performer after an event to measure success.

The Business and Information Sciences Department at Capitol College incorporates global and cultural diversity throughout the curriculum. Where appropriate, case studies are used to examine the topics and issues associated with cultural diversity. Textbooks used in the program are examined to ensure that they include the global and cultural diversity issues appropriate to the topic of study. Capitol's faculty is multicultural and provides first-hand resources for cultural diversity exploration.

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 consortium received a three-year grant 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 during the first year, visiting teams from each consortium member spent the second year facilitating focus group interviews with students, faculty, and staff to gather information about diversity at each college. In the third and final year, the Teagle planning team will review the data and develop recommendations for each institution.

Notre Dame of Maryland University measures student understanding of global, cross-cultural awareness and attitudes as part of its general education learning outcomes. Students are required to take at least one course focused on gender studies and one on cross-cultural studies. Notre Dame students—along with those at many MICUA institutions—participate in the *National Survey of Student Engagement* (NSSE), which assesses student experiences with diverse populations. Based on a recent NSSE survey, 91 percent of seniors believe that Notre Dame encourages understanding of people of other racial and ethnic backgrounds, compared to 86 percent nationally, and 97 percent reported that they have included diverse perspectives in class discussions and writing assignments, compared to the national norm of 93 percent.

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

Several MICUA institutions identified plans to implement new initiatives to enhance cultural diversity if sufficient resources are identified. For example, Goucher College would like to create a dedicated budget to expand the College's disability initiative, which was launched two years ago to raise awareness about individuals living with disabilities.

McDaniel College would like to implement an extensive program of diversity education and leadership development for faculty, administrators, and staff. The program would also create student leaders with the capacity to become diversity education facilitators and increase engagement and activism on campus and in the community. In addition, the College would like to expand its mentoring program to provide targeted outreach and support for underrepresented minority students.

Notre Dame of Maryland University 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 University's current strategic plan emphasis on creating global citizens. Such an opportunity could also enhance student and faculty recruitment and retention.

Hood College would like to 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.

Mount St. Mary's University requires additional resources 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 to enhance cultural diversity. If funds were available, the Peabody Institute would create a branch of the Peabody Preparatory in the

new East Baltimore Community School. More support is needed to increase the pipeline for minority students attending graduate school. Additional funds for summer stipends could be used to promote summer research experiences for underrepresented minorities to be more competitive in gaining admission to graduate school. The School of Medicine would like to establish a *Faculty Ambassadors* program with minority-serving institutions to provide stipends and travel funds for faculty exchanges, visiting lecturers, and grant-writing research. In addition, the School of Medicine suggested a *Minority Cancer Research Leadership Summit* to highlight cutting-edge research, policies, and practices to eliminate cancer disparities. The *Summit* would also serve as a recruitment tool to attract underrepresented minority faculty, fellows, and post-doctoral scholars.

If resources were available, Loyola University Maryland would implement a program designed to improve recruitment, retention, and promotion of employees of color. This program would provide training for supervisors and include best practices for mentoring, change management, and organizational development.

Stevenson University would like to develop culturally relevant pedagogy to support each degree program with at least one required cultural competency course; expand scholarship opportunities for underrepresented groups, particularly for African American males, to decrease attrition; create a website for diversity resources; and produce responsive teaching guides and workshops for cultural immersion, competency, diversity, and sensitivity training for faculty, students, and staff.

Maryland Institute College of Art would use additional resources to attract 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 free 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.

BEST PRACTICES

Based on the law, MICUA must report best practices used by Maryland's independent colleges and universities to enhance cultural diversity. Over the years, 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 to visit the campus 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 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 require additional skills to succeed. 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.

MICUA

Maryland Independent College
and University Association

Capitol College

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Sojourner-Douglass College

Stevenson University

Washington Adventist University

Washington College