



MICUA

Maryland Independent College
and University Association

Cultural Diversity

SUMMARY REPORT 2009

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

CULTURAL DIVERSITY

2009 SUMMARY REPORT

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CULTURAL DIVERSITY

2009 SUMMARY 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 Cultural Diversity Committee**

In November 2008, MICUA formed a Cultural Diversity Committee, comprised of institutional representatives, to advise the Association on the best methods to collect and report data on campus efforts to enhance cultural diversity. The following campus representatives served on the MICUA Cultural Diversity Committee:

- Dr. Heather E. Harris, Special Assistant to the President, Director of Multicultural Affairs, and Associate Professor of Business Communications, Stevenson University;
- Mr. Joseph E. Lebhertz, Director of Institutional and Government Relations, Mount St. Mary’s University;
- Ms. Wendy Belzer Litzke, Director of Government and Community Relations, Goucher College;
- Ms. Katrina Bell McDonald, Associate Dean of Multicultural Affairs, Johns Hopkins University;
- Mr. Mathew J. Palmer, Assistant Director of State Affairs, Johns Hopkins University;
- Ms. Saschane M. Stephenson, Executive Director, Marketing and Communications, Columbia Union College;
- Dr. Olivia White, Vice President for Student Life and Dean of Students, Hood College; and
- Ms. Mikhael Mei Williams, Director of Media Relations, Maryland Institute College of Art.

As required by law and with the guidance of the Attorney General's letter, the Committee developed a draft survey to collect meaningful data about campus environments and institutional efforts to foster culturally diverse and literate students, faculty, and administrators. In January, MICUA met with the Chief Academic Officers to refine the campus survey. In March, MICUA sent the cultural diversity survey to the president of each institution eligible for State Sellinger aid and recommended that the president identify a single individual to coordinate responses from various campus leaders.

- **MICUA Cultural Diversity Survey**

All 15 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 two years 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 two years 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 two years 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 respond to MICUA's request for information.

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. 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."

In some cases, the MICUA institutions have adopted diversity statements or community principles similar to the following statement adopted by Stevenson University:

The University commits itself to diversity as it relates to awareness, education, 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."

Several MICUA institutions incorporate a commitment to cultural diversity in their strategic plans. These strategic efforts impact enrollment, hiring practices, curriculum, and community. For example, St. John's College adopted the following strategic goal in 2008: "Increase interest and applications from students we have had difficulty attracting (students of color, international students) by expanding current admissions efforts and exploring partnerships, print and web opportunities, international visits, and specialized publications." As part of the strategic planning process, some campuses have created diversity councils to assess the current campus climate and provide dedicated leadership to support diversity efforts and enhance inclusion. Many campuses employ administrators for diversity and multicultural affairs to provide visible and dedicated leadership to the colleges' diversity efforts.

As an example, Loyola College in Maryland established a Diversity Working Group in the 2007-2008 academic year to develop a plan to assess and enhance campus climate. The Diversity Workgroup included faculty, staff, and administrators and retained the services of consultants. As part of the planning process, the Workgroup developed a protocol to assess current understandings and experiences of campus climate. The full assessment process will begin fall 2009 and operate in concert with and in support of the campus branding effort that accompanies the change in designation from a college to a university. The institution will adopt the name, "Loyola University Maryland" in September.

- **Inclusion of Cultural Diversity in Campus Curriculum**

Diversity of thought and opinion are promoted and protected in course syllabi and school honor codes. Courses that study diverse populations and perspectives are represented in the undergraduate and graduate curricula and some of these courses are required for graduation. At College of Notre Dame of Maryland, classroom exposure to diverse populations begins with the IDS 100 First-Year Student Seminar. The purpose of the seminar is to provide additional support to first-year students by helping them to become successful learners, to make informed decisions about their lives, and to take responsibility for their intellectual and professional growth. Each year students are responsible for completing a common reading that explores a diverse culture. This reading informs class discussions and class projects. At Hood College,

candidates for a bachelor's degree must complete course work from an array of programs entitled Non-Western Civilizations. Most of these courses involve examination of cultural diversity. In addition to this general requirement, most academic departments at Hood College emphasize "language-based" study and offer additional courses related to diverse cultures. The curriculum at Washington College includes minors in Black Studies and Gender Studies, as well as a required first-year seminar with a global or international theme.

- **Publications and Written 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 of color are regularly featured in marketing materials and websites. Information related to events and/or services for diverse populations is featured in college newspapers, student handbooks, and media outlets. In addition, most campuses regularly publish reports, calendars, and other unique materials for the purpose of broadening the multicultural dimensions of the educational experiences, as illustrated by the following examples:

- Goucher College recently produced *Celebrating Diversity*, a report that explores the benefits of the Jessie Ball DuPont Fund that enabled Goucher to bring three outstanding visiting scholars to campus;
- 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;
- The Third Century Scholars Program at Mount St. Mary's University produces a periodic bulletin to update members of the community on their efforts to assist low-income, underrepresented students in obtaining a college degree and returning to serve and lead in their communities; and

- The Applied Physics Laboratory at JHU produces a quarterly newsletter, *Diversity Dynamics*, which communicates information on diversity activities, recognizes diverse staff members who have received awards or supported the Laboratory's diversity efforts, and contains educational articles that may impact diverse populations.
- **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, film, theater, 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. This is a brief sample of just a few of the many activities taking place on MICUA campuses:

- *Breaking the Glass Ceiling: A Perspective in Color, Gender and Leadership*, a panel discussion at College of Notre Dame of Maryland;
- *The Spelling Bee*, a play about racial perceptions and prejudices at Johns Hopkins University;
- *The Architecture of the Quilt*, a discussion and photography exhibit by the African-American artist and educator Linda Day Clark at Stevenson University;
- *The Center for the Study of Black Culture*, a collection of books and other resources at Washington College;
- *The UMOJA – African Alliance Fashion Show*, an annual event at Goucher College;
- *African American Jeopardy: Do you know your Black History?*—an event at Mount St. Mary's University;
- *The Status of Women in Sub-Saharan Africa*, a presentation at Hood College;

- *Entrepreneur Conference*, sponsored by the Johns Hopkins Carey Business School, brings representatives of diverse small businesses to campus to discuss business experiences, objectives, and practices with students;
- *African Film Series*, a monthly film series at McDaniel College explores cultural diversity through foreign and domestic films; and
- *Lift Every Voice*, a performance by multiple Gospel choirs in honor of Martin Luther King, Jr. at St. John's College.

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

- **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:

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

- Capitol College has developed a comprehensive outreach program to attract students who are underrepresented in the Science, Technology, Engineering, and Mathematics (STEM) disciplines. To support its efforts, the College has secured a grant from the National Science Foundation.
- College of Notre Dame of Maryland provides extensive outreach to underrepresented populations through community service and service-learning experiences. One example is the “Food for Thought” program. Notre Dame students enrolled in beginning Spanish courses are required to provide after-school tutoring to grade school students who speak English as a Second Language. Ninety percent of the students served by the program are Hispanic-American students. Notre Dame students are required to submit a reflection paper about their experiences and may continue to volunteer at Food for Thought after the class has ended. Many students choose to continue to participate in the program at the end of the semester.
- Goucher College offers a variety of volunteer service activities through its Student Life Division that connect students to the community. These can be one-time service activities or more continuous, weekly activities like tutoring, mentoring, or targeted services for at-risk students. For example, Goucher received a grant from the U.S. Department of Justice to provide intervention services to prevent violence and gang activity in the greater Baltimore region.
- The Hood College admissions office regularly hosts student and community groups on campus for college and financial aid presentations. These groups include Head Start, College Bound, Goals for Girls, and DC CAP.
- Johns Hopkins University has numerous community outreach programs that bring underrepresented groups to campus and bring college personnel to community groups. For example, the Peabody Preparatory Division of Johns Hopkins University offers a “Tuned-In” program, which identifies students from the inner city with talent and offers free lessons and ensembles in the Preparatory.

- The Loyola College Center for Community Service and Justice (CCSJ) is a community outreach program which provides services to the homeless, disadvantaged adults, and elementary and secondary students. Loyola undergraduate students are volunteering through CCSJ somewhere in Baltimore City every day.
- McDaniel's Center for Community Outreach and Service coordinates various service learning and volunteer programs that engage students and faculty with youth groups, community and civic associations, and nonprofit organizations. A focal point of the program has been the Boys and Girls Club of Westminster, which provides support for a community with a strong minority and low-income population. In addition, the College operates "Field of Dreams" and "Teamwork 'n' Talent," two programs to engage McDaniel students with local middle schools in an effort to reduce risky behaviors.
- The Community Arts Partnership Office at the Maryland Institute College of Art (MICA) promotes cross-cultural exchange and support for underrepresented ethnic groups. For example, the Office has a longstanding relationship with two local elementary and secondary schools with majority African-American student bodies. MICA intern teams teach art at the schools on a weekly basis. This is just one example of the many partnerships MICA has with local schools.
- Mount St. Mary's University offers many outreach programs that bring underrepresented groups to campus and/or bring college personnel to community groups and nonprofit organizations, including soup kitchens and shelters for men and women.
- The Community Outreach Office at Sojourner-Douglass College is leading a variety of initiatives intended to expand the College's role as a catalyst for underrepresented populations, including the creation of the Inner Harbor East Community Development Corporation, the Oldtown Community Transformation Project, and several direct service activities, such as the Workforce Transportation and Referral Center.

- Students at St. John’s College regularly volunteer as tutors at the Annapolis Boys and Girls Club. Last summer, students at the College received a “Projects for Peace” grant from the David Foundation to provide leadership development programs for at-risk teens from the community.
- Through the Service Corps program at Stevenson University, students have provided college preparation and intervention services to young people in many diverse communities. For example, the University has developed a partnership with three elementary and secondary schools in Baltimore City. Students are brought to the Stevenson campus to experience the campus educational, cultural, and social programs. Other partnerships include Sports4Kids to provide gym classes for elementary students and REACH, a science camp for girls.
- Students at Washington Adventist University (formerly Columbia Union College) engage in numerous community-based projects as part of their curricular requirements. Many of these projects are targeted to underserved and diverse communities. For example, biology and chemistry students present class lectures at local elementary schools, social work majors participate in community service projects, and nursing students provide clinical services.
- In 2008, Washington College implemented the “Multicultural Student Overnight Program,” which provides incoming students from historically underrepresented populations the opportunity to start the transition from high school to college before the school year begins.

These examples represent a small sample of the many outreach activities taking place on the campuses of the MICUA member institutions.

- **Recruiting a Diverse Student Body**

In search of a more diverse and accomplished student body, eight State-aided MICUA institutions have joined the growing list of colleges and universities that no longer require applicants to submit a SAT or ACT score. Baltimore International College, Goucher College, Loyola College in Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, Washington Adventist University (formerly Columbia Union College), and Washington College practice some form of "test-optional" admissions. "High standardized test scores, while a laudable accomplishment, tell you far less about a person's talents and potential to succeed in college than course selection, grades earned, personal statements, and extracurricular involvement and achievements," said Loyola's President, Rev. Brian Linnane, S.J. "We believe this approach will allow [Loyola] to become a more inclusive university that recognizes more fully the great depth and breadth of gifts and experiences our prospective students could bring to our community."

All campuses host numerous events and offer targeted programs to attract diverse students. For example, the MICUA colleges and universities host minority focused on-campus recruiting, internship programs, summer enrichment programs, leadership institutes, and career fairs. In addition, MICUA institutions advertise in diverse periodicals, journals, and newsletters. Most MICUA member institutions work with outside organizations, such as the College Bound Foundation, First Generation College Bound, Hispanic Youth Foundation, DC Achievers, United World Colleges, and others, to attract students who are underrepresented in higher education. Several MICUA campuses actively recruit at diversity-oriented college fairs in Maryland, the District of Columbia, and the Mid-Atlantic region. In addition, many MICUA campuses work with local school systems, community colleges, and historically black colleges and universities to recruit a diverse student population. MICUA institutions maintain over 130 articulation agreements with Maryland community colleges to ease the transfer of community college students.

- **Targeted Financial Aid Programs**

Targeted financial aid programs are critical to serving low-income students and attracting a diverse student population. All MICUA member colleges and universities dedicate substantial institutional resources for student financial aid. Due to increased demand, nearly all MICUA State-aided institutions have provided financial assistance to higher proportions of full-time students. 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 minority students. The following examples demonstrate the types of scholarship programs offered by MICUA member institutions to support diversity efforts:

- Loyola College in Maryland administers three endowed scholarship funds that provide scholarship assistance to students from the Greater Baltimore Area who demonstrate exceptionally high financial need. These funds allow the College to meet the recipient's full demonstrated financial need and to reduce the reliance on student loans;
- Sojourner-Douglass College manages a scholarship program for students who reside in public housing;
- The Johns Hopkins University Baltimore Scholars Program provides full-tuition scholarships to graduates of Baltimore City public schools accepted into the University's undergraduate programs;
- The Kent County Vincent Hynson '87 Scholarship at Washington College targets minority students who graduate from a local Kent County school and covers full tuition, room, board, and books;
- St. John's College distributes 100 percent of its financial aid budget to students based on need;

- College of Notre Dame of Maryland has numerous scholarship programs targeted to needy students. Last year, 16% of full-time undergraduate students at the College had income levels below \$25,000; and
 - Recently, the Maryland Institute College of Art solicited gifts and established new scholarships to support the College's ongoing Diversity and Inclusion Initiative.
- **Student Orientation and Support Services**

Most MICUA member institutions offer student orientation programs, and some MICUA institutions mandate that all students participate in the orientation program. Effective orientation programs provide meaningful information on the college resources and policies, help students acclimate to campus life, and allow students to make connections with other students, faculty, and staff. Involvement of minority students in the orientation process is critical to the success of the programs, including involvement of minority students in orientation leadership positions. In recent years, many MICUA campuses have expanded their orientation programs to provide an increased focus on cultural diversity. The following are three examples of effective orientation programs:

- Goucher College provides an early immersion program for first-year students known as FOSTER. The program examines issues of diversity, power, oppression, and privilege. The aim of FOSTER is to develop community-based open dialogues. After students participate in an intensive retreat, they venture into diverse local neighborhoods for practical application of the knowledge that was shared. In addition, Goucher provides training to students who participate on the College's Orientation Committee to help them explore their own viewpoints and cultural understandings, the implications for working with students of different cultures, and how to handle situations that may make others (and themselves) uncomfortable.

- In response to a student climate survey, the Johns Hopkins University School of Medicine identified a need to strengthen communications between members of diverse students groups. The University used this opportunity to open a dialogue about diversity and civility and to increase awareness of the school's support and resources to respond to student diversity issues and disability needs. As the first step in this process, the University revised its student orientation program to promote awareness of services and student groups.
- The McDaniel College Orientation program uses an extensive system of Peer Mentors who assist first-year students with orientation, the First-Year Seminar, and other transition issues. McDaniel carefully trains Peer Mentors in diversity issues in August of each year. The Dean works closely with Peer Mentors to support their underrepresented mentees throughout the semester. Orientation itself includes several events focused on diversity awareness, such as the "Color Orange," an improvisation performance piece.

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

- **Diverse Student Leadership**

MICUA colleges and universities encourage all students to engage in campus and community activities and to serve in leadership roles. In addition, MICUA institutions recognize that a diverse student leadership is critically important to campus climate and essential to developing the leadership skills of young adults. Some MICUA institutions require all students to join campus organizations and serve in executive positions at some time during their academic career. Many campuses provide training to help students achieve their leadership goals.

For example, the Office of Diversity at the Maryland Institute College of Art provides work-study opportunities for students and trains students to be mentors, diversity program managers, and leaders on campus. Loyola College offers the *Project Empowerment* program through its Counseling Center. The program is available to freshman and sophomore African-American women for the purpose of helping students develop their innate leadership potential. McDaniel College offers a Leadership Institute designed to help prepare students to be leaders in the 21st Century. The Institute helps identify new leaders for campus organizations and helps current student leaders compete locally and globally. As a result of these and other efforts, underrepresented students are involved in all levels of leadership on and off MICUA campuses. This year, the student body president at Washington College is an African-American female student. At St. John's College, a student of color is the student representative to the Board of Visitors and Governors.

- **Recruiting and Supporting a Diverse Faculty, Staff, and Administration**

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

Additionally, MICUA faculty and administrators participate in periodic conferences, training sessions, and workgroups to enhance the institutions' ability to attract, hire, and retain diverse faculty and administrators. For example, faculty at College of Notre Dame recently attended a conference sponsored by Diversity Works, titled *The New Paradigms for Diversifying Faculty*

and Staff in Higher Education. In some cases, new faculty hires participate in a comprehensive training at the beginning of the year to provide relevant information about academic advising, promotion, and tenure. Such orientation programs provide valuable assistance and support to faculty who are underrepresented in higher education.

In addition, institutions provide diversity training for supervisors and staff. The Applied Physics Laboratory (APL) at Johns Hopkins University provides mandatory Diversity Awareness Training for all supervisors. The objective of the training is to make participants more aware of how their actions and behaviors can be perceived by others and the different biases that all staff bring to the workplace. To ensure that participants can relate to the training and understand its importance, real-life APL diversity scenarios are incorporated into the curriculum. The scenarios selected are collected by APL's Women and Minority Advisory Council and are scripted to ensure confidentiality. Each year, supervisors are encouraged to attend follow-up diversity training. APL also offers an annual Diversity Awareness Seminar for new laboratory staff and staff members who were unable to attend any of the prior sessions.

Several MICUA institutions participate in associations or consortia to increase the diversity of their faculty and administrators. Twenty-three colleges and universities in the mid-Atlantic region participate in the Higher Education Recruitment Consortium, headquartered at Loyola College in Maryland, including College of Notre Dame of Maryland, Goucher College, Hood College, Johns Hopkins University, Loyola College in Maryland, Maryland Institute College of Art, Stevenson University, and several Maryland public universities and community colleges. The purpose of the consortium is to enhance employment outreach, increase diversity in the applicant pools, and share recruitment and retention best practices. Underscoring their commitment to diversity, Goucher College, Washington College, and McDaniel College participate in a consortium to bring top African-American visiting scholars to their campuses.

- **Measuring Success**

Elements of cultural diversity are incorporated into various assessment programs utilized by MICUA institutions. Colleges measure the effectiveness of coursework in creating an understanding of global, cross-cultural awareness and attitudes by conducting focus groups, surveying first-year students relative to graduating seniors, and hosting assemblies and town hall meetings. As an example, one of the general education learning outcomes at College of Notre Dame of Maryland is: *Development of a global perspective*. Notre Dame measures student understanding of global, cross-cultural awareness and attitudes through graduating senior surveys, and the academic departments report their performance in meeting this goal in annual assessment reports.

A common student survey instrument used by several MICUA member institutions is the National Survey of Student Engagement (NSSE), which includes an assessment of students' experiences with diverse populations. The NSSE measures the following:

- Percentage of first-year students and percentage of seniors who report that they have had serious conversations with students of a different race or ethnicity than their own;
- Percentage of first-year students and percentage of seniors who report that they have included diverse perspectives in class discussions or writing assignments;
- Percentage of first-year students and percentage of seniors who report that they have had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values;
- Percentage of first-year students and percentage of seniors who report that they have tried to better understand someone else's views by imagining how an issue looks from his or her perspective;

- Percentage of first-year students and percentage of seniors who say that the college or university encourages contact among students from different economic, social, and racial or ethnic backgrounds; and
- Percentage of first-year students and percentage of seniors who say that the college or university encourages student understanding of people of other racial and ethnic backgrounds.

MICUA colleges and universities use the NSSE surveys to evaluate their past performance and identify areas in need of improvement.

Colleges and universities also survey faculty, staff, administrators, and alumni to measure campus diversity issues. Hood College uses the Higher Education Research Institute Survey (HERI), which includes questions concerning campus climate and respect for the expression of diverse values and beliefs. The survey measures attitudes and diversity in faculty, curriculum, research, and writing. Based on the most recent HERI results, more than four out of five Hood alumni indicated that the College taught them to understand people of other racial and ethnic backgrounds.

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, 25% of undergraduate students enrolled at MICUA member institutions are students of color. Additionally, the fastest growing population at MICUA member institutions is the enrollment of African-American students. African-American student enrollment grew by 90% between 1995 and 2005. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data, 19% of MICUA full-time faculty are minority.

- **Wish List to Enhance Cultural Diversity**

The MICUA institutions were asked to identify programs and activities that they would like to implement to enhance cultural diversity if funds were available. Here is a brief summary of the MICUA “wish list” if additional funding were available:

- Faculty research on diversity related issues;
- Stipends for students to participate in faculty research on diversity issues;
- Initiatives to raise awareness about living with disabilities;
- Study-abroad and student and faculty exchange programs;
- Programs for visiting and exchange professors;
- Scholarship programs; and
- Field trips for students to visit local historical and cultural sites.

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 the 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.

CONCLUSION

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 Cultural Diversity Report* is a summarization of various programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. As such, 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.

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