

Capitol Technology University

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

Stevenson University

Washington Adventist University

Washington College



## *Cultural Diversity Report*

**2015**

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## INTRODUCTION

- **Statutory Requirement**

The Maryland General Assembly passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland High Education Commission (MHEC). In addition to the campus data, the MICUA report includes an analysis of best practices used by independent institutions to enhance cultural diversity. Based on the law, each public university and community college must develop and implement a cultural diversity program and submit an annual report to its governing body, which must review the plan and submit a report to MHEC. Finally, MHEC is tasked with submitting an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of *Maryland Ready: The 2013 Maryland State Plan for Postsecondary Education*.

As defined in statute, “cultural diversity” means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. As noted in *Maryland Ready*, “The State believes that colleges and universities are uniquely and better positioned to help students develop cultural competency than many other entities, given the diversity that exists on most campuses.”

- **MICUA Diversity at a Glance**

All institutions of higher education are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The data for students is disaggregated by race and ethnicity. Based on IPEDS enrollment data, 32% of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA Colleges and Universities is Hispanic students. Hispanic undergraduate student enrollment nearly tripled (171% increase) between 2004 and 2014, and African American undergraduate student enrollment grew by almost 30% during the same period. By comparison, total undergraduate student enrollment grew by 11%. Based on IPEDS graduation rates, more than half of the MICUA State-aided institutions have eliminated the graduation gap between students of color and the general population. College and universities also report race and ethnicity of full-time faculty. Based on the most recent data, 9% of MICUA faculty are minorities in higher education.

- **MICUA Commitment to Diversity**

MICUA member institutions are actively engaged in efforts to create a welcoming and inclusive campus community, serve culturally diverse students, and hire culturally diverse faculty and administrators. As required by law, the *MICUA 2015 Cultural Diversity Report* is a summary of the many 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 activities, unique programs, and best practices. Many of the examples provided in this document are ongoing, multi-year practices and programs that have proven effective. Other examples are new initiatives and emerging trends. A new development this year is the number of ad hoc events, meetings, lectures, discussions, and other activities related to peace and justice and the unrest in Baltimore City.

- **MICUA Cultural Diversity Survey**

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

1. Does the mission statement of the institution demonstrate a commitment to providing an inclusive learning environment for underrepresented ethnic groups? (Include relevant statements.)
2. Does the institution include diversity goals in its long-range strategic plans? If so, list those goals.
3. Has your institution established an office of diversity and multicultural affairs and/or assigned staff to coordinate programming and oversee the range of issues related to diversity? Describe these efforts.
4. Is cultural literacy a component of the institution's general education requirements or elective programs? (Please describe.)
5. Describe how the institution's print and electronic promotional materials reflect populations with varied ethnicity, race, national origin, age, and gender groups.
6. Describe campus activities and organizations that recognize and celebrate diverse populations, such as clubs, lectures, exhibits, workshops, food tastings, fashion shows, dance performances, films, etc.
7. Provide examples of campus efforts to recruit and support a diverse student population, such as community outreach, college preparation, tutoring, mentoring, financial assistance, intervention services for at-risk students, and college and career advising. Include student support services, orientation programs, first-year seminars, and academic support designed to assist culturally diverse students.
8. Describe financial aid programs or scholarships designed to promote cultural diversity.
9. How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?

10. Describe efforts the institution has made in the past year to recruit diverse faculty, as well as mentoring and professional development programs designed to support culturally diverse faculty members at the institution.
11. How is cultural diversity reflected in the institution's leadership? Describe efforts the institution has made to recruit diverse administrators. Include mentoring and professional development programs in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions.
12. Describe how the institution assesses its performance in promoting cultural diversity.
13. What program would you like to implement to enhance cultural diversity if resources were available?

## EXISTING PRACTICES AND PROGRAMS

- **Mission Statements**

Nearly all MICUA member institutions include a diversity component in the mission statement of the institution. Institutions are committed to providing an inclusive learning environment, and these statements affirm the belief that diversity is essential to a quality education. Listed below are several examples of mission statements adopted by MICUA schools.

Hood College is committed to “creating an environment of support for underrepresented ethnic groups through direct and indirect services ... One of Hood’s six core values is Diversity and Inclusiveness: Living the dream in which individuals are judged by the content of their character.”

The mission statement of Capitol Technology University states that it provides relevant learning experiences that lead to success in the evolving global community. It is “an organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefit a diverse community of learners.”

Stevenson University offers “undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference ... the University embraces the common bonds and obligations within and beyond the campus while respecting individual and cultural differences.”

The Goucher College mission statement points out that “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, a sense of social responsibility, and a system of personal and professional ethics ... We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status.”

One of Loyola University Maryland’s core values is diversity. “The Jesuit educational tradition has sought to celebrate differences, while at the same time seeking out and highlighting fundamental human qualities which are shared across diverse culture ... Loyola sees diversity as an inherent source of richness and a necessary opportunity for learning and growth.”

The McDaniel College mission statement highlights its commitment to inclusion of all students. “With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.”

The Diversity Statement of St. John’s College reads, “The aim of education offered by St. John’s College is the liberation of the human intellect. This is an education for all, regardless of a person’s race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, or sexual orientation. By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity.”

Washington College emphasizes diversity in its mission statement as follows, “We share these values of our founding patron, George Washington: integrity, determination, curiosity, civility, leadership, and moral courage. We offer academic rigor and self-discovery in a supportive, residential community of well-qualified, diverse, and motivated individuals. We develop in our students’ habits of analytic thought and clear communication, aesthetic insight, ethical sensitivity, and civic responsibility.”

Johns Hopkins University (JHU) is comprised of nine academic and two non-academic divisions. The University strives “to create a community founded on mutual caring, respect, and responsibility, where individual differences are valued and celebrated, and where openness, justice, honesty, and self-discipline are espoused and practiced.” In addition, each division of JHU has its own mission statement, many of which include a diversity component. In the School of Advanced International Studies (SAIS), the statement reads, “The SAIS mission is to educate and prepare the next generation of global leaders in government, business, multilateral institutions, and the nonprofit sector to solve multifaceted 21<sup>st</sup> century global challenges by offering a premier graduate education in international affairs that is rooted in faculty scholarship, academic excellence, and strong theoretical and practical foundations in economics, regional studies, and international relations.”



The JHU Bloomberg School of Public Health is dedicated to the “improvement of health through discovery, dissemination, and translation of knowledge and the education of a diverse global community of research scientists and public health professionals.”

- **Strategic Plans and Goals**

Many MICUA colleges and universities include diversity as a goal in their long-range strategic plans. They aim to increase engagement, sponsor cultural activities, and foster an inclusive community. For example, the Maryland Institute College of Art (MICA) includes four themes in its long-range plan: “MICA holds itself accountable for promoting diversity, ... each student should embrace diversity, ... multi-cultural experiences should be integrated into the curriculum, ... and recruitment of diverse students is a priority.”

Washington Adventist University nurtures “an atmosphere where persons of various faiths feel valued and respected.” The University espouses “openness, welcoming spirit, and respect for diversity of faith.” Its strategic plan includes five points aimed at diversity: “offering orientation programs to include gender and disability; establishing a diversity team to create a Comprehensive Diversity Program; implementing cultural activities that promote diversity issues; continuing to integrate diversity into the curriculum, including general education courses; and providing diversity training for our student leaders.”

McDaniel College specifically points to diversity in its strategic plan. For example, in the areas of Community Engagement and Sustainable Resources, the plan states, “Encourage and support all members of the college community to increase participation and engagement in on-campus, local, and global communities ... Provide increased opportunities to foster respect for diversity.”

The Johns Hopkins University Whiting School of Engineering (WSE) strives to “balance gender and race between its many programs, both at the graduate and undergraduate levels. Regarding race, in the current academic year, WSE has a total of over 5,000 enrollments, 47% of whom are white, while the rest identify as Asian, Hispanic, African American, or other. Regarding gender diversity, approximately 31% of WSE’s students are female.”

The School of Education (JHU) in its conceptual framework commits to “respect for differences among learners in the candidate’s classroom/school, ... the development of all students, ...

working in schools characterized by diversity of students, understanding of different learning needs/styles, and an ability to differentiate instruction appropriately.”

- **Leadership to Foster Diversity**

Most MICUA member institutions have established offices of diversity and multicultural affairs to facilitate their commitment to enhancing cultural diversity on campus and have assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition, many schools have created affinity groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives to build an inclusive environment.

The Center for Student Diversity was established at Mount St. Mary’s University to aid in fostering inclusion, collaboration, and relationship building. “The Center for Student Diversity aims to foster an understanding of diversity as a condition of communal richness and intellectual excellence.”

In Spring 2015, Notre Dame of Maryland University commissioned an Institutional Diversity and Inclusion Council “to enhance understanding, cooperation, and education about Cultural Diversity and Inclusion on our campus.” The Council consists of faculty and staff throughout the University who are able to bring the needs and concerns of students, faculty, and staff to the table.

Hood College has one full-time staff member, the Director of Multicultural Affairs and International Student Programs (OMA/ISP), and one part-time staff member, the Area Coordinator for Diversity Initiatives, assigned to coordinate programming, oversee the range of diversity initiatives, and advise multi-cultural student organizations. This year, Hood created a pilot seminar program for first-year students. The program topics are designed “to have broad appeal while reflecting the varied interests and expertise of the faculty who teach them.”

Goucher College established an Office of Intercultural Affairs and hired an Assistant Dean for Intercultural Affairs to provide leadership to this area. The Assistant Dean serves as an “advocate for – and a resource regarding – underrepresented students by creating new student orientation and mentoring programs and establishing relationships with affinity clubs.”

Washington Adventist University has an Office of Diversity, which is led by the Vice President for Ministry, and also has a Steering Committee to give vision and guidance. Three Action Teams are the voice of the Diversity Steering Committee: Administrative, Student, and Academic. These teams collect ideas and pass along to the Steering Committee for implementation.

Johns Hopkins University Applied Physics Laboratory has several resources in place to help coordinate programming and oversee the range of issues related to diversity, including: the Diversity Working Group, Diversity Management and Employee Relations Section, Women and Minority Advisory Council, Employee Resource Groups, Department Diversity Teams, and STEM (Science, Technology, Engineering and Mathematics) Program Office.

Johns Hopkins Bloomberg School of Public Health has a Committee on Equity, Diversity, and Civility (CEDC). This is a School-wide standing committee tasked with “developing and recommending efforts to educate the School community about diversity, equal opportunity, and civility and their importance in the School environment. It monitors policies and procedures that have been approved by the Advisory Board including recruitment, promotion, tenure, salary equity, termination, and equal program accessibility and opportunity of faculty, staff, and students.”

- **Inclusion of Cultural Diversity in Curriculum**

Most MICUA members value a cross-cultural component in the general education requirements. In course syllabi and school honor codes, diversity of thought and opinion are promoted and protected. Students satisfy this diversity requirement by taking classes in ethnic studies, nonwestern civilizations, foreign languages, or courses on diversity and inclusion. Described below are a few examples of undergraduate and graduate curriculum that promote diversity.

Notre Dame of Maryland University offers interdisciplinary minors and certificates in Leadership and Social Change. The School of Nursing and School of Pharmacy (SOP) have cultural competency requirements. The School of Education offers degrees in TESOL and Instructional leadership for Changing Populations. The SOP offers elective rotations to Costa Rica, Nicaragua, and Native American reservations for fourth year students. The English Language Program offers a Spanish Language and Culture course, a Film and Culture course,

and an Introduction to American Culture session to all visiting groups and International Students during orientation.

At Washington College, every student takes a Global Research and Writing seminar, addressing global and/or comparative themes such as Place Making in a Global Age and the Business of Organized Crime. Every student is required to take one or two foreign language courses. In addition to basic language instruction, such courses introduce students to the literature, customs, music, art, religion, history, and politics of the countries and regions where the target language is spoken.

The “McDaniel Plan” comprises the general education requirements at McDaniel College. Under the Plan, Global Citizenship is a required area of study. Students must take one course with a multicultural focus, and two courses with an international or cross-cultural focus. The Global Fellows Program is a curricular/co-curricular program that creates a formal opportunity for students of all academic programs to deepen and broaden their understanding of global issues, develop heightened intercultural competency, and cultivate the skills and attitudes necessary to lead successful personal and professional lives in a global context.

Mount St. Mary’s University’s core curriculum, the *Veritas* Program, includes several courses that promote cultural understanding. One example is the American Experience, a bi-disciplinary (English and History) course taken by sophomores, that engages students with several questions that address the diverse cultures in America from the Pre-Columbian era to 1898. A course called Global Encounters invites students to engage in the exploration of cultures other than those emphasized in other areas of the *Veritas* curriculum.

Johns Hopkins University (JHU) provides a variety of trainings, discussions, and events that are designed to enhance cultural awareness, such as Diversity and Cultural Competence Workshops, Cultural Competency Training, Faculty Collaboration, and the LGBTQ+intersectionality series.

The JHU School of Advanced International Studies offers many diverse programs, such as international campuses (in Europe and China); Chinese and Non-Chinese students studying in target languages; core competencies in comparative politics, theories of international relations, foreign policy, and history; language programs and requirements in over 17 languages; regional studies programs and courses in over 10 regions; courses in international culture, politics, economics, anthropology, sociology, history, etc; co-curricular activities that include international travel/trips to various cultures/countries meeting with leaders of businesses,

governments and local communities; sessions and conferences on various regions; and social activities that involve highlighting students from different cultures and regions.

- **Publications and Promotional Materials**

MICUA member institutions utilize publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups. In addition, information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

Diversity and inclusion are explicit and guiding principles in Loyola University's materials, including its website, *Loyola Magazine*, and admission materials. In 2015, several ad hoc efforts explicitly sought to highlight and celebrate the diversity of identity and experiences on campus, including *Loyola Loves Baltimore*, *Stories in Solidarity*, "*We Have a Dream*"/#OneBaltimore.

Johns Hopkins University ensures that all marketing materials reflect the diversity that makes it such a vibrant community. Students and faculty of different ethnic backgrounds, races, national origin, and genders are included across print and electronic platforms. For example, new promotional pieces created this year in the Peabody Institute include an overview brochure incorporating imagery from classical music, jazz, dance, opera, pedagogy, and Preparatory programs. The diversity of alumni, students, and faculty is evident in the photos running alongside news of recent accomplishments in the monthly *Peabody Notes* e-newsletter as well as the twice-yearly print magazine.

The Office of Communications at Goucher College strives to represent its diverse student body in all of its print and electronic publications and on its website. The College's Expressions of Delivery (a.k.a. Fusion) electronic and printed postcards describe the overnight program for prospective students of color.

Washington Adventist University's premier recruitment publication, the *View Book*, features the diversity of its students. The book highlights all aspects of student life and experiences.

St. John's College's recruitment materials and its website reflect diverse populations. Videos on the admissions portal feature students from various ethnic backgrounds. In addition, the St. John's magazine, *The College*, features stories and profiles of alumni from underrepresented ethnic groups.

Communications is cognizant of the need to reflect the true diversity of the Maryland Institute College of Art's (MICA) students and faculty. News stories are carried on MICA's webpage and in *Juxtapositions Magazine*. The institution featured a student-designed program for the Annual Benefit Fashion Show, which supports the Office of Diversity.

The Library at Stevenson University makes an effort to acquire published materials aimed at a diverse audience, and also materials that reflect and analyze the issue of diversity and multiculturalism. Some examples include: the 2015 Coretta Scott King award winner, *Brown Girl Dreaming*; a Native American Heritage exhibit; the Human Library event; and a Booktalk on a recent work, *The Wedding*, by Dorothy West, a writer who was part of the Harlem Renaissance.

- **Activities and Organizations**

Numerous activities that recognize and celebrate diverse populations take place throughout the year on every MICUA campus—exhibits, workshops, food tastings, lectures, singing groups, fashion shows, and dance performances. These events are usually free and open to the public and the college community. The following presents some noteworthy examples.

McDaniel College has implemented a campus-wide effort that involves many departments, offices, and groups to recognize and celebrate diverse populations. Some examples are the Asian Community Coalition, Black Student Union, Hispano-Latino Alliance, and McDaniel College Feminists. Several global dinners (Taste of Africa, Taste of Latin America, and Taste of Asia) are offered during the academic year. Films, such as “Le Bonheur d’Elza/Elza,” were hosted by various departments and offices on campus and were followed by a facilitated panel or faculty-led discussion. Lectures included “Migration in Contemporary Hispanic Cinema” by Dr. Tom Deveny, and “Legacies of the War on Poverty: Lessons for the Future of Antipoverty Policies” by Sheldon Danziger. The first annual Student Leadership Conference was hosted by the Office of Diversity and Multicultural Affairs and the Office of Student Engagement. Finally, McDaniel sponsored “Ferguson: A 360 Degree View,” a panel discussion on police brutality.

A student from Notre Dame of Maryland University (NDMU) provided this response: “As a member of the SGA Board, I have learned about numerous clubs and organizations on campus that highlight cultural diversity. NDMU has a step team that promotes the strength and unity in African American women. We also have an Acapella group, Pitchfit, which unites women from a multitude of cultural backgrounds who can find common ground in their love for singing. I am also in the Morrissy Honors Program, and last semester we hosted an Afghan food tasting. We were exposed to not only a unique type of food, but were educated about the fascinating culture behind the food of Afghanistan. I am a soccer and lacrosse athlete as well, and I have met women of cultures vastly different from mine, but we unite in our love of sports.”

At Loyola University Maryland, diversity-related programs and offices are plentiful throughout the campus. ALANA Services support programming throughout the year that is focused on multicultural diversity and student support. The Center for Community Service and Justice engages students and the broader Loyola community in education through service for a just and equitable world. OUTLoyola is a group of faculty, staff, and administrators of all backgrounds who are interested in promoting equality for the LGBT members of the campus community and informed dialogue about LGBT issues at Loyola. In response to national unrest in the wake of racial injustice in Ferguson, MO, and elsewhere, and a challenge from Loyola’s own Black Students Association, several campus offices collaborated throughout 2014-15 to help promote a sustained conversation on racial justice beyond the MLK Convocation. Some of the highlights included a convening to discuss racial justice, “After Ferguson: A Community Reflection;” “Hands Up” rally; and “Thinking about Baltimore: We Are All Affected,” a student-led rally for peace and justice.

St. John’s College hosts an annual celebration of Martin Luther King, “Lift Every Voice.” This year, there were monthly international dinners and presentations, a Chinese fiddle concert, Holi Festival, Georgian New Year Celebration, community seminars on “A Realistic Look at The Question of Progress in the Area of Race Relations,” and “Pathshala: The Eastern Classics Study Group.”

Goucher College brings attention to issues of diversity and racial equity by creating a semester-long series of themed events and initiatives titled, “Civil Rights: Past/Present/Future.” Students of color are active in campus leadership, such as UMOJA (the Black Student Union), HOLA (for Hispanic/Latino students), the Goucher Asian Student Union, GISA (Goucher International Student Association), Hillel, Goucher Christian Fellowship, and TALQ BIG (for LGBT

students). This year, several new clubs formed including the United Students of Color Coalition and the Goucher Women of Color Circle. The Kente Cloth ceremony is a pre-Commencement celebration of the accomplishments of the College's students of color with thirty-five students participating in the 2015 event. In Fall 2015, Goucher faculty from a variety of disciplines are planning to offer a seven-week seminar open to all faculty and staff titled, "What is Race?"

The Black Graduate Student Association of Johns Hopkins University (JHU) Zanvyl Krieger School of Arts & Sciences hosted a panel discussion: "Making #BlackLivesMatter: Local Resistance in a National Struggle" in the Spring 2015 semester. The Peabody Diversity Committee of the JHU Peabody Institute sponsors activities and supports groups that recognize and celebrate diverse populations. Many of the organizations in the JHU Bloomberg School of Public Health actively promote diversity within the School and beyond through different events, such as the Cultural Extravaganza (Music/Dance/Fashion) organized by the African Public Health Network, Carnival of the East by the Health Network for Asia Pacific, and Eid ul Adha Annual Banquet by the Johns Hopkins Graduate Muslim Students Association.

Johns Hopkins University facilitates many organizations committed to multicultural awareness and understanding. For example, the Diverse Sexuality and Gender Alliance hosted weekly meetings, held panel discussions, hosted a carnival, and led other events to create visibility around sexual orientation and gender identity. Students Empowering and Educating for Diversity raises awareness regarding racism, sexism, and other forms of bigotry and intolerance. The Mentoring Assistant Peer Program is designed to enhance the transition of underrepresented minorities during their freshman year.

- **Support Team: Recruitment, College Preparation, Intervention, and Community Outreach**

A support team is essential to effectively implement diversity plans and must include staff dedicated to recruitment, community outreach, college preparation, and intervention services for at-risk students. MICUA schools participate in college fairs at high schools with diverse populations and host on-campus recruitment events for prospective students and their families. At the same time, campus staff provides tutoring, mentoring, financial assistance, college and career advising, and community services on campus. The following describes examples of the many outreach and support activities.



In this year's recruitment, Mount St. Mary's University targeted students for the Third Century Scholars program and the Native American Scholars program. The Office of Admissions hosts outside groups on campus for campus tours and presentations on college preparation, college application processes, and college transition. In fact, the percentage of minority students in the Class of 2019 at the Mount stands today at 36%, and it is the largest group of successfully recruited minority students in the Mount's history.

With funding from a grant, the Mount also engages in activities to increase teacher retention and enhance new teacher preparation in high poverty/high minority schools and to enhance the college and career readiness goals for eighth grade students in high poverty/culturally linguistic schools. In November, the Mount hosted approximately 180 eighth grade students from Crestwood Middle School to campus through the grant. In addition, the Mount has an at-risk committee composed of representatives from every professional segment of the community. This group meets on a bi-weekly schedule to review and discuss students who have been identified as at-risk students by professors or other university staff members. The committee assists the Associate Provost in decisions regarding dismissal and probation at the end of each semester. Mount St. Mary's University is a member of the Washington Regional Task Force against Campus Prejudice and hosted its annual conference in June.

Loyola University Maryland established the ALANA Mentoring Program, pairing first-year ALANA students with upper-class students to assist them in acclimating to campus life. The Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. MAN2MAN and Sister-to-sister are two gender-based identity groups coordinated through ALANA Services. The Multicultural Awareness Program is designed to assist first-year ALANA students in acclimating to campus life. In addition, beginning with the admittance of the Class of 2014, Loyola started test-optional admissions.

Goucher College targeted underrepresented populations by participating in community-based organizations, such as Schuler Scholars and the Jack Kent Cook Foundation. The College hosted numerous group visits for organizations and schools that provide access to higher education for underprivileged high school audiences, funded assistance for travel-related expenses for visits by multicultural students during major admissions events, and conducted Gouchers' FUSION program, which highlighted the spectrum of diversity and included an overnight visit program where admitted students are matched with student hosts. Last year, Goucher added the video

application as an option in the admissions process, which attracted a more diverse population. The class enrolling in Fall 2015 is anticipated to be the most diverse class in Goucher's history, with approximately 33% of the class self-identifying as students of color, a 3% increase over last year.

Goucher students have opportunities to engage weekly as tutors, mentors, and volunteers with individuals re-entering society after incarceration (Re-entering Citizens Assistance Program). Other opportunities for internships, volunteering, and leadership include Student Leaders for Civic Action, Futuro Latino Learning Center, Goucher Prison Education Partnership, Read-a-Story/Write-a-Story (RAS/WAS), and the Barclay Middle School Mentoring Project.

Notre Dame of Maryland University encourages participation in a Pre-college Preparation Workshop, the Maryland Crab Crawl College Tour, campus visits for Upward Bound Programs, College Summit, Alcanza, and the Hispanic Youth Symposium. Support services include the New Orientation Program, first-year students' involvement in service (Samaritan Women Center), the Student Success Committee, and the Trailblazer Scholars Program. For the past two years, the counseling center has offered Sister Circle, a weekly support group for women of color. Another example is in 2015, the Athletics Department was awarded the NCAA Ethnic Minority and Women's Internship Grant, which awards a two-year paid athletics internship to an ethnic minority or woman who is seeking a career in athletics. The University will also grant tuition remission and housing to the recipient of this award.

Stevenson University expanded its effort to recruit a diverse student population, including hiring a Director of Multicultural Recruitment and a Hispanic Recruiter in Undergraduate Admissions; creating a translated version of the Quick Facts sheet in Spanish for admissions counselors; selecting Student Ambassadors and OWLS (Orientation and Welcome Leaders) to reflect the diverse student population; hosting group visits from various regions to campus; inviting high school guidance and college counselors to campus from schools across the nation and internationally; and participating in and hosting community outreach organization events to promote college awareness (such as the Baltimore Urban League, Child First Authority, and My Sister's Circle).

The Office of Academic Support at Stevenson University provides tutoring services on all campuses via the Academic Link. Tutors and front desk student workers are strong academic students who represent diverse cultural groups. The Office of Career Services provides services to all students of diverse backgrounds through career counseling, customized career

programming and symposiums, recruitment events, and career and job search resources. Stevenson also has another program, PASS (Partnerships and Student Success), which is a mentoring program to assist at-risk students throughout the University.

Maryland Institute of College of Art began new initiatives this year in recruitment, such as adding questions that identify first-generation college-bound students for the purpose of providing assistance in the admission and financial aid application process. Admissions staff were active members of the Power and Equity Forum to promote diversity and inclusion on campus, and new recruitment efforts were targeted to community-based organizations to identify and recruit students representing underserved populations. Additional support services include the Diversity Grant administered by the Office of Diversity; the Mentoring Network, which targets foundation and transfer students including four major support components: African American, Asian, Hispanic/Latino, and LGBTQIA; the Women of Color Luncheon series; and the special men's programming, acknowledging men as a "minoritized" population on campus (70% female, 30% male) by the Office of Diversity.

In April, the Washington College Office of Multicultural Affairs and the Office of Admissions hosted 30 admitted students in the Multicultural Student Overnight Program. The College also hosted on-campus pre-college preparation workshops for students in grades nine through eleven. The Office of Admissions has hosted a number of AVID, Upward Bound, and other college access programs on-campus for tours and information sessions. The College has a partnership with the Bayside HOYAS that provides tutoring to young students in the Kent County Community. In addition to the HOYAS partnership, the College has partnered with College Horizons, which is a program that works nationally with Native American students. This year, the College is an official host for the middle school component of Horizons of Kent and Queen Anne's, the nonprofit that provides low-income children from pre-kindergarten to eighth grade with a summer program of academic and cultural enrichment.

At Hood College, new students from underrepresented ethnic groups including international students have the opportunity to be paired with AHANA-I (African, Hispanic, Asian, Native American, and International) buddies. New international students are hosted by local families who are volunteers recruited from Hood faculty, staff, and the Frederick Community. Other programs include First-year Living-learning Community, Center for Academic Achievement and Retention, and First-year Seminar Program to provide students with a common living and learning experience.

Last year, Capitol Technology University launched its first Do-it-Yourself Satellite Workshop, open to middle and high school students. The camp was free of charge to students and included science presentations, games, and a trip to the NASA Goddard Space Flight Center. One group of students set up shop in Capitol's chemistry lab to blend potassium with sugar and mix the blend with de-ionized water. What remained was a flammable compound that could be used as rocket fuel when the water boiled off. Another team of students experimented with a model created using 3-D printers at the Astronautical Research Lab.

McDaniel College partners with college bound organizations such as College Bound, College Tracks, First-generation College Bound, College Directions, Inc., and AVID. In addition to building on these partnerships, McDaniel admissions staff provide workshops and visit several high schools in urban areas that provide opportunities to meet diverse student populations. Other programs and services designed to help students, especially diverse populations, include diversity-related presentations, the First-year Experience, Sankofa Mentoring Program, Potential Unleashed, Center for Experience and Opportunity, Student Academic Support Services, Global Initiatives, and Global Bridge.

Washington Adventist University has a campus-wide "Service Day" that has been expanded to two full days (one in fall and one in spring), and a committee was formed to work with academic department chairpersons to link each service assignment to an academic course objective. Through the Office of Enrollment Management, the University also sponsored a day on campus for eighth graders from a number of schools in the community, including Montgomery County Village School and the Takoma Park International Middle School. More than 200 students were given an introduction to college life and the college application process. In addition, Enrollment Management recently hired a bilingual recruiter to work with the Latino population.

St. John's College students tutor at Stanton Community Center and Bloomsbury Square. They also conduct food drives for the Lighthouse Shelter during the school year. St. John's also sponsored a Dr. Martin Luther King, Jr. dinner and a Fannie Lou Hamer award event; held Art Education Workshops for groups of children from Stanton Community Center with art educator Lucinda Edinberg; and provided new academic orientation for students on study habits and preparation for classes.

JUMP (The Johns Hopkins Underrepresented in Medicine Program) is a collaborative effort of several offices at JHU, including the School of Medicine. Activities of JUMP include supplemental advising and mentoring, JUMP-START Pre-orientation Program, Sophomore

Retreat, Pathways to Medicine, Intersession Classes, Health Professionals Networking Brunch, Student National Medical Association National Conference, Milestones Celebration, and a partnership between JUMP and the Program in Molecular Biophysics, Summer 2015.

In addition to JUMP, Johns Hopkins University also worked to enhance the academic success of first-generation, low-income and/or students with disabilities, and participated in the national competition for a Student Support Services (SSS) TRIO program. The SSS Hop-In residential summer bridge program is designed to support the transition of high-ability incoming freshmen to JHU. The Office of LGBTQ Life and Admissions participated in the Campus Pride virtual college fair, designed to provide resources for LGBTQ high schoolers.

Johns Hopkins Bloomberg School of Public Health works diligently to promote a supportive environment that embraces the diverse cultures of its community. For recruitment, Bloomberg faculty attended diversity conferences, such as the annual Biomedical Research Conference for Minority Students; Society for Advancement of Chicanos and Native American Science; American Indian Science and Engineering Society, and the California Forum for Diversity in Graduate Education. Application fee waivers are provided for participants of approved underrepresented minority programs.

In summer 2014, Bloomberg's Diversity Summer Internship Program hosted 18 underrepresented minority students and undergraduates from economically disadvantaged and underserved backgrounds in order to provide them with faculty mentorship and a 10-week graduate level research experience. In addition, the Diversity Student Ambassadors Program is facilitated by the Office of Student Life and connects prospective underrepresented minority students with current students to help build an inclusive campus community.

The JHU School of Education's multi-pronged strategy includes: more full-time face-to-face programs aimed at younger student populations from peer institutions; a new full-time Ph.D. program; and expanding online programs to a nationwide audience of new teachers in underperforming urban schools, educators in the health professions, and public safety professionals nationwide. In addition, several targeted programs sustain critical pipelines for recruiting diverse students to the School of Education, such as the MCPS ProMAT format of the Master of Arts in Teaching Program, and a partnership with the Institute for Recruitment of Teachers. The School of Education and the Krieger School of Arts and Sciences also collaborated to form scholarships for JHU undergraduates who want to pursue education careers.

The Zanvyl Krieger School of Arts & Sciences (JHU) in the past semester hosted a group of McNair students and is actively working to build relationships and pipeline programs with two local HBCU institutions: Morgan State University and Coppin State University. The Director of Admissions and Enrollment is actively engaging with peer institutions via the Leadership Alliance to gather some best practices on how to work with the Leadership Alliance and how to couple it with other programs toward the goal of increasing the underrepresented minority (URM) applicant pool. In addition, the school is working on an online and print handbook, which aims to highlight resources for prospective and current URM and LGBTQ graduate students and postdoctoral fellows at the Homewood campus.

The School of Nursing (JHU) now provides (in an online format) all prerequisite courses for the BSN and Master's entry program for potential applicants who could not identify a university near their home where they could take these necessary prerequisites. The Office of Admissions and the Enrollment Management Unit have developed a strategic plan for the recruitment and retention of students from underrepresented populations in nursing. A comprehensive orientation program for students in all academic programs (both online and face-to-face) is provided as well. The Academic Affairs Department provides both individual and group tutoring for students experiencing academic difficulty.

- **Targeted Financial Aid Programs**

MICUA colleges and universities awarded nearly \$550 million in fiscal 2013 to undergraduate and graduate students in institutional and private grants and scholarships, with the majority of that aid distributed based on need. In fact, MICUA schools award three times more financial aid to needy undergraduate students than is provided by the State and federal governments combined. Many financial aid programs are targeted to students of color. The following examples demonstrate the types of scholarship and grant programs offered by MICUA member institutions to support diversity efforts.

The Hodson-Gilliam Diversity Scholarship at Hood College, named in honor of James H. Gilliam, Jr., encourages students with demonstrated academic achievement and a commitment to diversity to apply for the scholarship to support their enrollment at Hood College. This year, more than 100 Hodson-Gilliam Diversity Scholarships were awarded.

St. John's College awarded scholarships to students participating in the Summer Academy Program. In addition, funding from the Hodson Trust provides need-based financial aid to minority students, and funding from the Ertegun family is designated for need-based financial aid for Turkish students.

In the 2014-2015 academic year at Washington Adventist University, 75% of all financial aid, including federal, state, and institutional funds, was distributed to students from underrepresented populations. By providing generous financial aid packages to all students who have financial need, this model of awarding aid is intentional in promoting a diverse population.

Loyola University Maryland offers the Claver Scholarship, which provides financial assistance to African American, Hispanic, and Asian students of superior academic ability and achievement. The Office of Financial Aid coordinates many additional privately funded, endowed scholarships targeted to student populations per donor wishes, including opportunities geared toward students of color, Baltimore-area graduates, first-generation college-going, women students, etc. ALANA Services also works with the Office of Financial Aid to promote additional scholarship opportunities. In June 2015, science faculty were awarded a \$565,000 grant from the National Science Foundation to develop a scholarship and mentoring program to recruit and graduate academically talented low-income students pursuing a degree in computer science, physics, mathematics, or statistics.

Stevenson University has 19 scholarship programs, including awards to urban youth, non-traditional students, first-generation attendees, students of color, and those of Italian heritage. Stevenson also offers scholarships to prospective students, such as the Cristo Rey Jesuit High School Scholarship, College Bound Scholarship, Urban Scholars, and the Hermanitas Scholarship with Kennett High School in Pennsylvania.

The Educational Opportunity Program (EOP) at Goucher College provides first-generation, socioeconomically disadvantaged students from Maryland with a four-year financial award exclusive of loans. Several endowed scholarships for multicultural students include the Alston EOP, Bell (preference given to Asian students or American students of Asian descent), Brady (intended to assist worthy foreign students), Demere (preference given to foreign students who intend to return to their home countries following their Goucher studies), Feinblatt (need-based financial aid to support students in the undergraduate program), Hearst (awarded to economically disadvantaged students from urban schools in Baltimore), and Waitzer (need-based financial aid to international students from non-Western countries).

Maryland Institute College of Art inaugurated several new scholarship initiatives in the past year to promote inclusion and diversity. The Leslie King Hammond Scholarship for Graduate Students awards 12 incoming graduate students \$5,000 each and is designed to promote cultural diversity; the McMillan-Steward Scholarship for Baltimore Students recognizes and rewards talented minority applicants from the greater Baltimore City region who demonstrate high financial need with three awards of \$10,000 each. In 2016 the awards will increase to \$20,000 each. The Access for Excellence Scholarship provides five full-tuition awards for high financial need from underserved populations intended to promote cultural diversity, and a new partnership established with Latino Art Beat (LAB) offers film scholarships to Hispanic students in addition to current scholarships offered to art and design students.

The Zanvyl Krieger School of Arts & Sciences (JHU) strives to meet the full need of admitted students. Programs specific for diverse populations include the Baltimore Scholars Program that provides full-tuition scholarships for qualifying graduates of Baltimore City Public Schools, the Hodson-Gilliam Success Scholarship program that provides grants in place of loans and allows a select number of underrepresented students to graduate loan-free, and the Hopkins 5 Scholarship Program that caps student loan debt at \$5,000 through graduation for a select number of underrepresented students. In addition, the School encourages applications from minority students for the Woodrow Wilson Fellowship and the Dean's Undergraduate Research Award programs.

The Johns Hopkins Bloomberg School of Public Health has several scholarship programs that help to foster diversity. The C. Sylvia and Eddie C. Brown Community Health Scholarship supports doctoral students committed to eliminating health disparities in Baltimore or other U.S. urban settings. The Johnson and Johnson Community Health Care Scholars Program provides funding for doctoral students to assist community health care organizations across the U.S. to build capacity and improve access to quality health care for medically underserved populations. The Sommer Scholars program targets students from around the world who have leadership skills or the potential to develop those skills. In addition, U.S. minority students and their faculty advisors are encouraged to apply for National Institutes of Health funds that support students, post-doctoral fellows, and eligible investigators from underrepresented groups.

The Peabody Institute (JHU) offers several tuition-free programs to support diverse populations, including: Tuned-In, which supports 50 beginning and intermediate music students; the Estelle Dennis Boys Dance Training program, supporting 30 students of all levels; and Pathways to



Peabody, which supports 35 advanced students. All these programs provide nearly \$400,000 of financial aid to underserved populations in and around Baltimore.

The JHU School of Nursing offers a scholarship from the Health Resources and Services Administration (HRSA), which gives priority to underrepresented students. The School saw a 17% increase in the number of HRSA applications submitted over the prior year. The School of Nursing notes that 33% of the students who applied for the scholarship received the HRSA scholarship – one of the highest percentage rates in the country. In addition, this year the School of Nursing was awarded a three-year Advanced Education Nursing Traineeship (AENT) grant that provides funding for Master of Science and Nurse Practitioner students from underrepresented populations.

- **Student Leadership**

Students of color are involved in all aspects of campus life and in key leadership positions on MICUA colleges and universities. Generally, leadership teaches skills for diverse populations, provides strategies to create an inclusive community, addresses the challenges of underrepresented minorities, and prepares students to be successful in these roles. Examples of some particularly effective leadership programs are described here.

McDaniel College supports student leadership to the best of its ability. The Office of Student Engagement and the Office of Diversity and Multicultural Affairs partnered to host the first annual campus-wide Student Leadership Conference. The Director of Diversity and Multicultural Affairs took four students to the African-American Student Leadership Experience in Washington, D.C. in January 2015. Three of the four SGA executive board members were students of color. Two of the three student members of the Board of Trustees were students of color. The annual Leadership Engagement and Development Program provides service-oriented leadership training for first-year students. One-fourth of this year's participants were students of color.

Students of color participate in a wide range of student leadership positions across Maryland Institute College of Art's campus. This year, the College experienced an 18% increase in the number of students of color who applied to campus leadership positions. The Office of Diversity held training sessions at mentoring network meetings and clubs and sent a separate email to all

students of color about various opportunities to encourage equitable representation by minority communities.

At Washington Adventist University, students of color are heavily involved in leadership positions on campus. An annual Student Leadership Retreat is held in August each year. Student Government Association leaders, Resident Assistants, and campus ministers all participate in the retreat.

Students of color make up 55% of Capitol Technology University's population and most of its leadership positions. For example, the Society of Women Engineers (SWE) is the largest nonprofit educational and service organization at Capitol, representing student and professional women in engineering and technical fields. Another program – the Student Leadership Advisory Board – acts as the student programming board on campus, by planning and supporting on-campus social events.

All leadership programs and positions are open to all students at Goucher College. Several of Goucher's annual student leadership awards specifically recognize students who work to combat prejudice and promote understanding among people of different backgrounds and ethnicities. Goucher also participates in the Baltimore Collegetown Network's Leader Shape Program. In addition, a Goucher College student, in conjunction with several other local university students, ignited a social media campaign resulting in a peaceful protest walk in the aftermath of the events surrounding the death of Freddie Gray.

A student attending Notre Dame of Maryland University provided this response: "Students of color are very involved in campus leadership. Notre Dame of Maryland University encourages students of all backgrounds to be involved as much as they can be on campus, and they accommodate this by having a multitude of outlets for individuals to step up and become a leader. This broad range of organizations and clubs ranges from Road Scholars, which focuses on creating a community feeling for commuting students, to the Student Art Society, which provides a refuge for artistic students and opens the eyes of the community to the diverse talent on our campus."

Stevenson University, like many other institutions, strongly encourages all students to become involved on campus in some way. Involvement with Student Affairs provides many students with leadership opportunities, such as the Jewish Student Association, Muslim Student Association, Black Student Union, Veteran Student Association, and Organization of Latin

American Students. Students also have an opportunity to provide input and have an impact on the Student Government Association and the Mustang Activities and Programming board. In addition, the Office of Academic Integrity has created a Student Academic Integrity Committee, and participating students reflect diverse ethnicities and races, as well as various fields of study.

Leadership training and development is an explicit and ongoing component of Student Development training activities at Loyola University Maryland. Diversity Peer Educators work very closely with ALANA Services to address issues relating to diversity, multiculturalism, and race issues. Pathways to Peer Leadership is designed for first-year students to start off their Loyola career as leaders, while acclimating to the Loyola and Baltimore community. Women's Leadership Workshop is a unique opportunity for 15 women from each class to explore and develop their leadership potential under the guidance of professional faculty/staff from the Loyola community.

St. John's College encourages all students who wish to participate in campus leadership to do so. Many students of varied backgrounds are members of the Student Committee on Instruction and are awarded positions as Mathematics, Laboratory, and Language assistants.

In the past five years, Mount St. Mary's University has had student delegates at four cultural leadership conferences – the African-American Student Leadership Experience, the United States Hispanic Leadership Institute, the East Coast Asian American Student Union Conference, and the Ivy Native Council. The Center for Student Diversity offers over 28 leadership positions through various clubs and organizations.

Students from historically underrepresented populations are engaged in a number of leadership positions at Washington College, such as the peer mentor program, resident assistants, student government senators, Greek Life, and various positions through the Office of Multicultural Affairs (OMA) and the Global Education Office (GEO). The Office of Student Activities collaborates with the OMA and GEO and focuses on leading the institution's charge of developing citizen leaders who value diversity.

Hood College supports all student organizations and offers Leadership training at least twice per academic year for current and prospective student leaders. The annual AHANA-I (African American, Hispanic, Asian, Native American, and International) Award Program is specifically designed to recognize students of color for scholarship, leadership, and service to community. The Black Student Union and La Comunidad (the Hispanic/Latino student organization) have

each established a tier-based executive structure. Each year, one or more first-year students are elected to positions on the board of these three organizations. Each board has also been encouraged to elect junior status level presidents or chairs. Senior status leaders and previous position holders are utilized as mentors and guides to train and support the current elected board members.

Johns Hopkins University (JHU) School of Nursing invites every student to join the Student Government Association. All students are encouraged to participate in JHU events and forums. Currently, 42% of the student leaders at the JHU School of Nursing are students from underrepresented populations. Student leaders at the School of Advanced International Studies organized a campus-wide dialogue with the community about the issues that were happening nationwide related to Ferguson, MO, and the “Black Lives Matter” movement.

The School of Medicine (JHU) provides almost every student of color a leadership role on campus, such as the Student National Medical Association, Latino Student Medical Association, Asian Pacific American Medical Student Association, and the Biomedical Scholars Association. Also, several students of color serve on the Medical Student Senate and are involved in creating and evaluating School of Medicine policies.

The Zanvyl Krieger School of Arts and Sciences (JHU) continues to support the Graduate Diversity Fellows Program. This program provides graduate students with an opportunity to engage in the life of the campus through leadership and service, with a focus on diversity and professional development.

The JHU Office of Multicultural Affairs also supports the development of multicultural student leaders by engaging in on-going training and de-briefing activities for the Mentoring Assistant Peer Program mentors, Students Empowering and Educating for Diversity educators, Men of Color Hopkins Alliance, and leaders of multicultural student organizations.

- **Diverse Faculty and Administrators—Recruitment, Professional Development, and Retention**

A critical objective for MICUA member schools is to increase diversity among faculty and administrators. As Notre Dame of Maryland University points out in its report: “true diversity

cannot simply be defined by the number of leadership positions; it requires that employees of various genders and cultural backgrounds are included and supported at all levels of the decision-making process.” To reach a wide pool of candidates, job searches are consciously designed to be inclusive. Recruitment notices are placed in traditional higher education publications circulated among underrepresented groups, such as *The Chronicle of Higher Education*, *Diverse Issues in Higher Education*, *Hispanic Outlook*, *Journal of Blacks in Higher Education*, and *Women in Higher Education*, in addition to social media sites and online publications.

- **Diverse Faculty**

The position of Associate Dean of International and Intercultural Programs was created in 2014 at McDaniel College to provide intentional intercultural programs and professional development opportunities for students, staff, and faculty. McDaniel College’s Board of Trustees has made diversity a priority among the board.

Recruitment of diverse faculty members is the first step in creating a diverse campus community for Notre Dame of Maryland University (NDMU). Postings on minority hiring sites are targeted to specific disciplines by the Dean of each College. In addition, a supportive climate is essential to the University. For example, all new faculty are paired with a senior faculty member who helps establish voluntary partnerships that enable faculty to share their knowledge and experiences with one another. NDMU also reaches out to graduate schools known for having diverse student populations as well as Historically Black Institutions and Hispanic-Serving Institutions. During the past academic year, NDMU was invited to participate in the Faculty Institutes Guide to Diversity and Inclusion, which featured dialogues and activities that challenged assumptions, urged participants to consider things about individual identities, and facilitated strategies to create a more inclusive campus community.

In the past academic year, 15% of all full-time faculty members at Stevenson University are from minority backgrounds. Most of these are African Americans, but in recent years the University has been able to hire more Asian Americans as well. In terms of gender, a decided majority (55%) of the full-time faculty is female; 71% of administrators are female. Every faculty member has a Faculty Mentoring and Evaluation Committee made up of his/her peers to assist in the process of providing development aimed toward promotion.

At Goucher College, 13% of all new full-time faculty came from underrepresented groups during the 2014-15 academic year. Seven of the eight incoming tenure-track faculty are from underrepresented populations. New full-time faculty members participate in a two-day faculty orientation and a yearlong development program. A formal mentoring program runs concurrently with this development program and pairs each new faculty member with a senior faculty member.

St. John's College's curriculum is interdisciplinary. All faculty members of various cultural backgrounds receive support in appropriate ways to teach classes in multiple disciplines, including weekly faculty meetings with targeted purposes. Professional development at St. John's is focused on small study groups to which new faculty belong.

At Johns Hopkins University School of Education (SOE), more than 15% of faculty members represent ethnic minority backgrounds. SOE faculty search committees utilize the strategies outlined in the document, *Strategies for Successfully Recruiting a Diverse Faculty*, which was developed by the JHU Commission on Equity, Civility, and Respect. In addition, an exemplary mentoring program includes professional development opportunities for faculty to enhance teaching, research, and service in the SOE, University, Faculty Affairs Committee, and wider education field.

For the Peabody Institute (JHU), 25% of Preparatory faculty hires in the past year were African American or Hispanic, 17% were of Asian descent, and 58% were Caucasian.

The JHU Bloomberg School of Public Health routinely engages in a variety of activities and strategies to improve the recruitment and retention of underrepresented minority faculty at both junior and senior faculty ranks. Some examples include the Annual Salary Analysis, Faculty Exit Survey, Faculty Mentoring Program, Sabbatical Program, Faculty Leave and Stop-the-Clock Policies, and Writing Accountability Groups.

The policies of the School of Medicine (JHU) for the recruitment of faculty are based on the consideration of the excellence of candidates for positions, with consideration for individuals from culturally and demographically diverse backgrounds. During a five-year period (2009-2014), 162 women compared to 119 men joined the faculty (representing a 2% increase, from 37% to 39%). The number of underrepresented minority faculty increased 10%.

The Johns Hopkins School of Nursing has several search committees for both senior faculty and junior faculty to teach in the new Master's Entry Program. Faculty members have also been engaged in direct recruiting at professional nursing organizations such as the American Association of Colleges of Nursing doctoral conference, the National Organization of Nurse Practitioner Faculties conference, and the National Association of Pediatric Nurse Practitioners conference. The last five faculty members hired have been African American and Asian.

The Whiting School of Engineering (JHU) made offers to 18 faculty members (five Bloomberg Distinguished Professors) for tenure-line faculty. Among these, five (or 27%) were made to women. The School has also created a focus group composed of five of the most recent faculty hires to evaluate the current mentoring policy and make suggestions for improvement. In addition, qualified high school teachers in the Baltimore area are admitted to JHU and allowed to take one course per semester at no charge until they complete their master's degree through the School.

The JHU Applied Physics Laboratory (APL) has several initiatives in place to attract women and minority candidates with professional experience. APL recruiters visited over 30 universities and colleges, including Historically Black Colleges and Universities and other minority-serving institutions. APL staff also participated in national and regional conference career fairs sponsored by professional organizations, such as the Society of Women Engineers, the National Society of Black Engineers, the Society of Professional Hispanic Engineers, the Black Engineer of the Year Award Conference and Career Fair, and the Grace Hopper Celebration for Women in Computing. Additionally, APL has a College Summer Internship Program that offers practical work experience and financial compensation to students. Summer interns are invited to join an Intern Mentorship Program that is managed by APL's College Recruiting Office in partnership with APL's Employee Resource Groups. APL also targeted outreach to the local labor market through Employ Baltimore, the Greater Baltimore Urban League, and the Wounded Warriors Program. Each of APL's departments has a mentoring program in place for its staff.

- **Diverse Administrators**

Washington Adventist University serves a majority minority student body and its senior leadership is reflective of the campus diversity. The University attracts a diverse pool of applicants for every open position.

As of fall 2014, the Executive Leadership at the Loyola University Maryland is 17% ALANA leaders and 68% women leaders according to institutional self-reported data. The Office of Human Resources coordinates professional development opportunities for all employees, including sexual harassment prevention training. In Academic Affairs, the Vice President restructured the office to create a reimagined position of the Associate Vice President for Faculty Affairs and Diversity, which will be filled by a tenured faculty member. The Office of Academic Affairs and the Deans Offices provide regular leadership training opportunities to Department Chairs that include attention to best practices in diversity and inclusion.

Maryland Institute College of Art (MICA) has two females – one Caucasian and one African American – in its executive (leadership) team. There are three African-American men who serve in key administrative positions, two as Associate Vice Presidents, and one Assistant Dean for Diversity. In addition, MICA's greatest change in institutional leadership was the selection of a new president, Samuel Hoi, who was selected from a pool of over 35 diverse candidates and is an immigrant to the United States from Hong Kong.

The recruitment plan for identifying diverse executive candidates at Notre Dame of Maryland University is two-fold. First, advertisements and announcements welcome diverse applicants as well as applicants who value diversity. Second, mentoring and professional development programs are in place to support culturally diverse administrators, as well as leadership development programs to encourage and promote persons of color to leadership positions. For example, there are committees to address diversity issues and design programs that support inclusion, interfaith religious support, first year of mentoring of new faculty by peers within the department, and monthly mission orientation seminars.

The Board of Trustees at Mount St. Mary's University has increased the diversity of its memberships and hired a senior-level administrator three years ago whose main responsibility is to provide leadership to ensure that the institution's commitment to diversity and inclusion is implemented and central. The Associate Provost for Diversity and Assessment is developing a set of recommendations to diversify administrative and staff positions.

St. John's College has increased its efforts to recruit diverse administrators. The majority of its administrative positions are held by women, including Dean, Assistant Dean, Vice President, Registrar, Librarian, Director of Admissions, and Director of Financial Aid. The Personnel Office offers supports and professional development for all staff.



In January 2014, Goucher College re-instituted a Diversity Standing Committee. One of the first initiatives was to complete a diversity inventory of current programs and practices that promote diversity, multiculturalism, and inclusion. This year, the Committee was tasked with identifying diversity consultants to assist in building the community's capacity for inclusion and racial equity work, including a new relationship with the Baltimore Racial Justice Action.

The JHU Whiting School of Engineering values a diverse leadership. The School manages a University-wide program for Research Administration trainee and current staff positions. This program has created 29 new positions, 18 of which are filled by women, and 10 of whom are minorities.

- **Evaluation in Promoting Diversity**

MICUA institutions evaluate cultural diversity programs and practices using outside sources or campus inner assessments. For example, the National Survey of Student Engagement (NSSE), which assesses student experiences with diverse populations, is frequently used to make strategic plans and goals for the institution. Colleges may also add a series of questions specific to the individual campus in conducting surveys to entering freshmen and graduating seniors.

Washington College assesses its performance in promoting cultural diversity through a number of methods. The Assistant Dean of Students/Director of Multicultural Affairs assesses cultural diversity through quarterly reports, end-of-the-year reports, and group discussions with students, faculty, and staff. The College also uses data from the "Cap and Gown" survey administered to seniors each year as well as data from the NSSE.

Stevenson University also participates in the NSSE, and three of the Cooperative Institutional Research Program (CIRP) surveys are distributed to incoming freshmen in the spring of their first year and graduating seniors. Additionally, the University assesses its performance in promoting diversity by analyzing enrollment and other data about diverse students and the campus climate.

At Loyola University Maryland, each department within the Division of Student Development performed a self-assessment of its department's diversity efforts in regard to its services and programs. Other assessments include participating every three years in the Collaborative for

Academic Careers in Higher Education survey on faculty job satisfaction and campus bias reporting, which is overseen by the Assistant Vice President for Student Development.

Mount St. Mary's University conducted a Diversity and Inclusion Campus Climate Survey in March 2015. Other assessments include CIRP, Higher Education Research Institute, NSSE, and a Senior Survey developed by Mount St. Mary's University.

Hood College cultivates and promotes cultural diversity through programs, events, and activities of the Office of Multicultural Affairs and International Student Programs (OMA/ISP); the academic curriculum; and other co-curricular initiatives. The Global Perspectives Inventory (GPI) used in 2011 and 2014 to assess global learning provides rich benchmarking data about students' intercultural competence.

Through coursework, field experiences, and survey data, the Johns Hopkins School of Education examines its performance to promote diversity. Additionally, the School of Education continually collects data by surveying employers, former supervisors, and alumni. The JHU School of Medicine has annual employee and satisfaction engagement surveys, exit interviews, as well as cultural needs assessments to evaluate the institutional climate with respect to cultural diversity. Similarly, the University's School of Nursing annually examines the diversity of students and faculty and develops strategies to support and increase diversity. The JHU Whiting School of Engineering continues to monitor student and faculty reports related to diversity outcomes. The Carey Business School reviews the employee recruiting and employee turnover statistics and determines trend data for all employees.

The Peabody Residence Life Office administers a survey on a bi-annual basis among residents that include select questions from the JHU Student Climate Survey that focus on inclusion, acceptance of differences, and diversity at the Peabody Institute. Exit surveys for graduating seniors and graduate students are administered at the end of every academic program.

A variety of metrics to assess student diversity at the Bloomberg School of Public Health (JHU) include the Annual Student Data Report, as well as data on Brown Scholars and Sommer Scholars. Policies for faculty recruitment, appointment, and promotion are reviewed and modified periodically following discussion and consensus in several venues, including the Committee on Appointment and Promotions; Committee on Equity, Diversity, and Civility; Faculty Senate; and Advisory Board. In addition, the Faculty Exit Survey is given to all

professional faculty who choose to leave the School in order to identify and ameliorate reasons for their leaving.

## **WISH LIST**

Several MICUA institutions identified plans to implement new initiatives to enhance cultural diversity if sufficient resources are identified, including expanding courses, establishing more scholarships, and adding more trips to enhance cultural knowledge. For example, Notre Dame of Maryland University would like a Diversity Speaker Series; training for faculty, staff and students; expansion of cultural heritage programs; and a multicultural education center or office of diversity to enhance services.

Mount St. Mary's University would like to have a cultural/social justice trip for seven days to Memphis, TN, to serve the community and research the civil rights movement. In addition, more need-based scholarships would significantly help, especially for low-income and first-generation students and individuals with disabilities.

The Office of Multicultural Affairs and International Student Programs (OMA/ISP) at Hood College would like to provide more training opportunities for faculty and staff to facilitate diversity workshops. The College also would like to implement a campus-based student, faculty, and staff training series to increase cultural competency, awareness, and acceptance. In addition, the "Tunnel of Oppression" would be a great addition to the Hood College experience.

McDaniel College wants to build a summer bridge program to provide academic support to talented but underprepared students. Another opportunity would include developing a Center for Diversity, Inclusion, and Engagement, where students from multicultural student organizations could meet. Finally, the creation of a Chief Diversity Officer position would enhance strategic planning and support of campus-wide diversity.

St. John's College would like to implement greater financial aid and greater academic support for first-generation college students. Washington Adventist University would like to re-build an array of annual mission trips and a robust study abroad program and re-establish a comprehensive English as a Second Language program. Washington College would like to establish a number of mentoring and professional development programs to support culturally diverse administrators.

Given additional funding, Maryland Institute College of Art would like to reinstate the NAACP Academic, Cultural, Technological, and Scientific Olympics (ACT-SO) program with Baltimore City/County public schools, where 10-12 students receive financial assistance to attend Portfolio

Prep classes through MICA's Young People's Studio program. Other than providing scholarships, a mentor would be hired to oversee each student's experience in the year-long program. The Office of Diversity would like to fund a Speakers Series with artists who correlate to each constituent group under the umbrella of the Office. Another possible project is to develop a prospective students weekend in the spring to introduce already admitted MICA applicants to the campus community.

Loyola University Maryland would like to develop a regional consortium to create affinity groups, deepen networks, and share resources for minority and other underrepresented faculty in the greater Baltimore area. Other initiatives include establishing Inclusive Excellence postdoctoral fellows for underrepresented faculty; expanding the ALANA Mentoring Program to graduate students who identify as African, Latino, Asian, Native American or multiethnic; increasing ALANA faculty hiring; institutionalizing the Ignatius Scholars Program; and developing a McNair Program to enhance the success of first-generation college-going students.

Johns Hopkins University School of Medicine would like to implement two programs. One is the recruitment of highly qualified faculty of color in the basic science departments and the other is an "Unconscious Bias" workshop for faculty and administrators to allow them to become more aware of unintentional biases, preferences, and micro-aggressions.

The Peabody Institute (JHU) would like to invite local dining establishments to offer a taste of local cuisine and discuss food similarities and differences amongst different cultures. The Institute would also like to offer international and domestic alternative break trips to promote musical and cultural exchanges and to help underprivileged communities. The Offices of Residence Life and Student Activities would like to host a cultural harmony week. The Student Affairs Office would like to conduct events, such as an International Cultural Day, Music of Asia Concert Series, GLBT speaker series, and Women's History Month events and programs.

Establishing, reinstating, and increasing funding opportunities to minority students could secure enrollment of a diverse student body at the Bloomberg School of Public Health (JHU). In particular, two programs could provide the utmost benefit: the C. Sylvia and Eddie C. Brown Community Health Scholarship and the Diversity Summer Internship Program.

## **BEST PRACTICES**

Legislation passed in 2008 charged MICUA with reporting best practices used by Maryland's independent colleges and universities to enhance cultural diversity. In the interests of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices:

- **Improving the Campus Environment**

- (1) Inclusion of cultural diversity in the institution's mission statement and 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 to eliminate discrimination, 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 goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity must be a component of the general education rubric.
- (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and a central consideration in a broad range of campus activities.
- (3) Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.
- (4) Librarians ensure that the library holdings include diverse materials, and faculty ensure that instructional materials cover diverse populations and perspectives.
- (5) Colleges and universities 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) Effective strategies to recruit diverse students 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 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. Endowed scholarship funds—though not exclusively for minority students—may be 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 improves.
- (9) Remove barriers that preclude low-income and first-generation students from considering college. Waive the application fee for underrepresented students, especially those who have participated in summer internships during high school. Provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Eliminate the requirement for SAT/ACT scores as part of the application process. By waiving fees, providing scholarships, 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 experienced students to serve as orientation leaders. These student leaders are able to 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) Grouping students together in a “family” (i.e., cohort) of individuals who mentor and support one another throughout their college experience is an effective practice. 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. Institutions offer courses and majors in ethnic studies and encourage students to enroll in courses in non-western civilizations to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing embed community-based projects into the curriculum. These field experiences may be 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. Effective service-learning programs allow students to work alongside professionals to rebuild communities and learn about cultures of disenfranchised citizens. 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. 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) Study abroad programs that provide immersion in other cultures, customs, and languages are important for participating students and the campus at large. 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.
- (20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are reported.

(21) Student affairs professionals make certain that diversity is part of the residential 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 matters related to 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 with diverse viewers. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions 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 foster ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These students may serve 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 offer training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. 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) Diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.
- (30) Institutions may benefit by sponsoring 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 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. In addition, institutions 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 identify areas in need of improvement.



# MICUA

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The Maryland Independent College and University Association (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State. Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

