

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

2017

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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 Higher 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. 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 2013 Maryland State Plan for Postsecondary Education*, “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 figures for students are disaggregated by race and ethnicity. Based on 2016 IPEDS enrollment data, 35 percent of undergraduate students enrolled at MICUA member institutions are students of color. Hispanic students are the fastest growing population at MICUA colleges and universities. Between 2007 and 2016, Hispanic undergraduate student enrollment increased by 145 percent, while African American undergraduate student enrollment grew by 27 percent. In comparison, total undergraduate student enrollment grew by only 2 percent at MICUA institutions. 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 student population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 24 percent of full-time faculty members at MICUA institutions are minority and 8 percent are African American or Hispanic.

- **MICUA Commitment to Diversity**

All 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 2017 Cultural Diversity Report* is a summary of the many programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity during the 2016-17 academic year. 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 reflect new initiatives and emerging trends.

- **MICUA Cultural Diversity Survey**

In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on programs that promote and enhance cultural diversity. All 13 MICUA member institutions that receive State Sellinger funds responded in writing to the following survey questions in spring 2017:

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**

All MICUA member institutions are committed to providing a diverse learning environment and community. MICUA colleges and universities value diversity highly and include it in their mission statements. Listed below are several examples of mission statements adopted by MICUA institutions.

The mission of **Capitol Technology University** is to “educate individuals for professional opportunities in engineering, computer and information sciences, and business.” The University provides “relevant learning experiences that lead to success in the evolving global community.” In its values statement, the University describes itself as “an organization with faculty and leadership who stimulate and implement new curricula for the professions we serve, and that benefits a diverse community of learners.”

Goucher College is dedicated to “a liberal arts education that prepares students within a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” 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.” The College believes these goals are best achieved “in an environment that responds to students both as individuals and as members of multiple groups.”

Hood College’s mission statement commits to providing an inclusive learning environment for underrepresented ethnic groups. The College’s mission statement, newly revised in June 2016, states, “Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.”

Johns Hopkins University’s *Roadmap on Diversity and Inclusion* describes the University as “an intellectual community that draws an extraordinary constellation of individuals from across the country and around the world, each of whom brings a unique background and perspective.”

It states that “university leadership must commit to and be vigilant in fostering and developing the channels through which various perspectives can be sought and leveraged, enriching the excellence and effectiveness of our work.” The University aims “not only to have our students learn facts, figures, and critical thinking but also to inspire a greater sense of the complexities of a multicultural world and a clearer understanding of how to engage and grapple with diverse groups and ideas.”

Diversity and inclusion are explicit and central components of **Loyola University Maryland’s** mission statement, core values, and strategic planning. The mission statement reads, “Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms ... Loyola also seeks to encourage all of its constituents to respect, value, and welcome the inherent value and dignity of each person as a gifted contributor to the community as a whole.”

Maryland Institute College of Art’s (MICA) newly revised mission and vision statements describe the institution’s role in providing “transformative art and design education for a diverse and ever-changing world.” The College “seeks to serve students of all backgrounds, throughout the nation and across the globe. Our student body is a universe of multiplicity, and our curriculum strives to be correspondingly multi-dimensional, intersectional, and flexible.” Further, MICA is “integral to the city’s fabric as a socially engaged anchor institution ... As such, we interact with our urban setting imaginatively and responsibly, for the mutual benefit of our diverse student body and Baltimore’s communities.”

In its mission statement, **McDaniel College** is described as “a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. 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.”

Mount St. Mary’s University includes diversity as part of its mission statement and “strives to graduate men and women who cultivate a mature spiritual life, who live by high intellectual and

moral standards, who respect the dignity of other persons, who see and seek to resolve the problems facing humanity, and who commit themselves to live as responsible citizens.” As part of its Inclusive Excellence mission, the University “will make conscious decisions to create a nurturing and welcoming campus climate where similarities and differences are respected and supported by ensuring the active participation of the entire campus community. Campus-wide initiatives will enhance the understanding and appreciation of the diversity of our campus, local, and global community.”

The mission statement of **Notre Dame of Maryland University** states that the University “educates leaders to transform the world. Embracing the vision of the founders, the School Sisters of Notre Dame, the University promotes the advancement of women and provides a liberal arts education in the Catholic tradition. Notre Dame challenges women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility.”

The **St. John’s College** diversity statement states the aim of education 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.” Students and teachers also learn from their differences and discover their shared humanity by “reading great books and struggling together with the fundamental questions that they raise.”

Stevenson University’s mission statement describes the University as “an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference ... The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.”

Washington Adventist University regards diversity as a crucial factor. Based on its mission statement, the University “admits students of any race, gender, age, disability, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, gender, age,

disability, color, or national and ethnic origin in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school- administered programs.”

The mission statement of **Washington College** reflects its commitment to challenging and inspiring “emerging citizen leaders to discover lives of purpose and passion.” The College offers a campus environment that welcomes diversity in thought, identity, and opportunity, and is committed to providing opportunities to engage with diverse students, faculty, and staff. The College “welcomes people of all backgrounds and beliefs who wish to participate in a diverse educational community.” The College also “strives to be a place where all students, faculty, administrators, and staff are able to live, study, and work in an atmosphere free from bias and harassment.”

- **Strategic Plans and Goals**

Many MICUA colleges and universities identify and highlight diversity in their strategic plans and goals. MICUA members create welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities. For example, **Goucher College’s** goals developed in 2016-17 include strategies to “create a culture that is transparent, student-centered, collaborative, and data-driven; improve the student experience and the value of a Goucher degree; focus communication and align practice with what is distinctive about Goucher; and become more affordable while maintaining quality.”

Hood College includes several references to diversity and support for underrepresented populations in its strategic plan for 2017-20. These strategies include initiatives “to increase recruitment efforts of undergraduate and graduate international students; recruit more diverse board members, faculty and staff; increase recruitment and strengthen support services for veteran and active military students and their families; conduct comprehensive review of shared governance policies, processes and practices; and strengthen understanding and participation in shared governance by all constituents.”

At **Johns Hopkins University**, the **School of Nursing’s** strategic plan includes the following aims: “cultivate a welcoming and inclusive campus environment with opportunities to learn and work in a diverse range of settings; recruit and retain a diverse faculty, staff and student body;

ensure that our students acquire the knowledge, experience and competencies to succeed in a diverse and interconnected world; and enhance pathways for underrepresented minority faculty and staff to move into leadership positions.” Likewise, the **School of Medicine** strives to “create a culture where diversity, inclusion, civility, collegiality and professionalism are championed, valued and exhibited through actions, incentives and accountability.”

Mount St. Mary’s University shares similar goals in its plans. In its Institutional Diversity goals, the University pledges to “enhance the campus climate for inclusion; recruit and retain a more diverse student body, faculty, and staff; and prepare all of our students, faculty, and staff to thrive personally and professionally in a world that is diverse, global, and interconnected.”

In its 2015-20 strategic plan, **Notre Dame of Maryland University** states, “We will provide a dynamic and diverse campus culture where students experience and are empowered by campus citizenship and opportunities for personal and professional success.” Additionally, one of University’s sub-goals is to provide students with opportunities to develop connectedness, empowerment in relationships, and respect for diversity.

Washington College, in its long-range strategic plan, commits to “increase the racial, ethnic, religious, sexual orientation, national origin, and socio-economic diversity of the student body; support and recruit excellent teacher-scholars and staff committed to the distinctive character of a Washington College education; and increase the racial, ethnic, and gender diversity of faculty and staff.”

- **Leadership to Foster Diversity**

Most MICUA member institutions have established offices of diversity and multicultural affairs to demonstrate their commitment to enhancing cultural diversity on campus and have assigned staff to coordinate programming, work with students, and oversee the range of issues related to campus diversity. Also, many colleges and universities have created committees, workgroups, and task force groups comprised of students, faculty, and staff to complement this work and develop collaborative initiatives to build an inclusive environment.

In 2016, **Goucher College** reorganized its offices and structures to better support its diversity, racial equity, and inclusion initiatives. The College’s Center for Race, Equity, and Identity

(CREI) has now been in existence for two years, with an Assistant Dean of Students – Race, Equity, and Identity, Assistant Director for LGBTQIA Students, international student advisors, and multiple student interns. The College’s Assistant Dean of Students supervises the Center’s operations, programmatic efforts, and advocacy for students of color, first-generation students, socioeconomically disadvantaged students, LGBTQIA students, and international students.

In June 2016, **Hood College** restructured several positions within the Division of Student Life, including the positions of Director of International Student Services and Multicultural Affairs and Assistant Director of Student Engagement. Also in 2016, the College established a Task Force on Transgender Inclusivity to explore, review, and recommend best practices and policies that will affirm and support transgender students, faculty, and staff at the College. For example, all single-occupancy bathrooms were designated as gender neutral facilities last summer.

In 2016-17, **Johns Hopkins University’s** student affairs division added a new position, the Associate Dean of Diversity and Inclusion. The Associate Dean oversees several areas, including multicultural affairs, LGBTQ life, gender equity, and campus ministries. In addition, the JHU Social Justice and Equity Collective, comprised of several offices and departments (Office of Multicultural Affairs, Center for Africana Studies, Center for Social Concern, and Urban Health Institute) has provided insightful programmatic offerings to highlight social justice issues and activism. In November 2016, the University’s **Bloomberg School of Public Health** formed the Diversity Advocate Network, comprised of at least one faculty member from each department who serves as liaison between Dean’s office, departments, and search committees with the goal of ensuring implementation of the School’s Faculty Diversity and Inclusion plan.

Loyola University Maryland has adopted a multi-office, multi-position approach to institutional diversity and is in the process of establishing the President’s Council for Diversity, Equity, and Inclusion. The University will hire a senior leader to establish and implement an overall strategic plan. The approach includes ALANA (African, Latino, Asian, Native American) Services, the Center for Community Service and Justice, and the Women’s Center. The University has also implemented a multi-position approach through the positions of Assistant Vice President for Human Resources and Title IX Coordinator, Assistant Vice President for Student Development and Title IX Deputy, Associate Vice President of Student Life for

Inclusion and Community Development, and Assistant Director of Interfaith and Ecumenical Ministries.

In 2016-17, **Notre Dame of Maryland University** restructured and elevated its existing Director of Student Leadership and Inclusion position to an Associate Dean for Inclusion and Community Standards. This position will allow the University to enhance programming, generate education on issues of diversity and inclusion, and provide oversight to the range of issues relevant to community members.

In August 2016, **Stevenson University** hired a new Assistant Vice President to provide leadership and oversight for the University's Office of Multicultural Experience. In February 2017, the University opened the Center for Diversity and Inclusion, which is a physical space where open conversations about diversity routinely occur. In fall 2017, the President's Working Group, including the President, Vice President for Human Resources, Vice President for Student Affairs, Assistant Vice President for Multicultural Experience, and Director of Talent Management, was established to coordinate University-wide diversity initiatives.

Washington Adventist University's Office of Diversity is led by the Vice President for Ministry and has a Diversity Steering Committee to provide vision and guidance. The responsibility of the Committee is to serve as an advisory group, facilitate and coordinate initiatives, develop programs, and support training and conflict resolution. Three action teams (administrative, student, and academic) serve as the voices of the Committee and help ensure accountability.

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

Most MICUA member institutions include cross-cultural components in their general education requirements. Students satisfy these diversity requirements by taking courses in areas such as ethnic studies, nonwestern civilizations, foreign languages, diversity, and inclusion. In course syllabi and school honor codes, diversity of thought and opinion are promoted and protected. Described below are a few examples of undergraduate and graduate courses and programs that promote diversity.

Capitol Technology University values and incorporates diversity into the curriculum. One of the University's assessment principles states: "Graduates will be able to demonstrate an understanding of different cultures and values." The curriculum is examined and taught using a global lens, and students are encouraged, and in some cases required, to address cultural diversity in course assignments. The Department of Business and Information Sciences, for example, incorporates global and cultural diversity topics throughout the program. Case studies are used to examine topics and issues associated with cultural diversity. Textbooks are examined to ensure they include diversity issues appropriate to the topic of study. Additionally, the University's library offers monthly programs that feature diversity topics, including special displays, literature recommendations during Black History Month, and guest speakers on Women in Science.

During the 2016-17 academic year, all incoming undergraduate students at **Johns Hopkins University** were required to participate in a two-hour "Identity and Inclusion" program. This interactive workshop was developed to help students reflect on their identities and learn about the importance of diversity and inclusion within the Hopkins community. During the workshop, students spoke with fellow students about their campus experiences, learned more about the University's diversity resources, and explored opportunities to enhance their learning around identity, inclusion, and social justice. At the graduate level, the University's **School of Education** places teacher candidates in high-needs professional development schools with diverse enrollments in the Baltimore-Washington corridor. The School offers multicultural education and culturally responsive teaching courses for its Master of Arts in Teaching, Ed.D., and Ph.D. programs. These courses explore the social, organizational, and structural factors influencing educational opportunities, experiences, and outcomes of culturally diverse students. Through personal reflection and analysis, teacher candidates determine the best way to positively impact students, regardless of ethnicity, gender, socioeconomic status, or sexual orientation. In addition, the University's **Carey Business School** offers courses that cover cultural literacy issues, themes, and topics, including Teamwork and Diversity in a Global Environment, Global Business, and Managing in a Diverse and Global World.

Maryland Institute College of Art (MICA) includes cultural literacy as a component of the institution's general education requirements in both the liberal arts and in the Foundation/First

Year Program. MICA's Foundation program has historically had a focus on cultural literacy and experiential learning. For example, in the core course "Elements of Visual Thinking," one of the course learning outcomes is to "expose students to the value of collaboration, teamwork, and community in a local, regional, national and global context." Over the past two years, the Foundation Program has undergone extensive review and redevelopment, resulting in a new program called the First Year Experience (FYE), launched for incoming students in fall 2017.

McDaniel College's general education requirements are part of the "McDaniel Plan." To meet the learning goals for "Global Citizenship," students must "develop an understanding of the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens." To fulfill this requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus. In addition, McDaniel's Global Fellows Program, launched in 2012, is a curricular/co-curricular program that provides a formal opportunity for students from all academic backgrounds to deepen and broaden their understanding of global issues, develop heightened intercultural competencies, and cultivate new skills. In May 2016, the College graduated its first cohort of 12 students who completed these requirements, thereby earning the "Global Fellows" distinction on their academic records. There are currently over 60 McDaniel College students participating in the Global Fellows Program.

Washington Adventist University has discussions on a regular basis regarding the importance of embedding diversity into the curriculum. For example, the Department of Biology and Chemistry consistently addresses issues of diversity in both disciplines. The Department of Education offers the elementary education and special education dual certification program, and instruction in diversity is embedded in course objectives and activities. All teacher candidates are required to complete a course on exceptionalities, which focuses on recognizing and planning for diverse needs of students in a variety of classroom learning experiences. In addition, the program requires teacher candidates to take coursework in working with diverse students.

- **Publications and Promotional Materials**

MICUA member institutions develop and disseminate publications and electronic materials to reach students, prospective students, faculty and staff, alumni, 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 newspapers, student handbooks, and institutional websites.

Students of color make up more than half of the population of **Capitol Technology University**, which features its diverse student body in all print and electronic promotional materials. The University's newsletter, *Capitol Chronicle*, includes photos and articles on diverse, accomplished alumni and faculty who have made significant contributions to the University and to their fields. The University posts diverse photos and articles on its various social media accounts including Twitter, Facebook, and Instagram, among others, to create an inclusive online community.

Diversity and inclusion are guiding principles in **Loyola University Maryland's** print and electronic promotional materials. These include the website, videos, advertisements, social media channels, *Loyola* magazine, and admission materials for undergraduate and graduate students. Examples can be found throughout the University's website and YouTube channel. For example, the "Humans of Loyola" campaign is a student-run social media initiative that highlights diverse groups in the campus community. "Strong Truths Well Lived" is a television commercial representing Loyola's diverse campus community. Campus Ministry launched "Stories in Solidarity," a Facebook page that includes student and community member stories about their commitment to racial justice. "A Hound's Life" is a student blog that features diverse undergraduate writers.

Johns Hopkins University's Carey Business School strives to demonstrate diversity and to accurately reflect the School's diverse population in its publications. The Marketing and Communication Office considers factors such as gender, ethnic background, age, sexual orientation, national origin, and beliefs when representing the Carey community. This includes representing diversity in both written content and imagery. In addition, the School's website is optimized for users with disabilities and complies with standards established by the Americans with Disabilities Act (ADA). Likewise, the University's **Paul H. Nitze School of Advanced International Studies (SAIS)** produces print materials that profile women, underrepresented

minorities, foreign students, and older mid-career professionals. During the upcoming year, SAIS plans to place advertisements with HBCU Connect and the Association of Professional Schools of International Affairs (APSIA).

Diversity and inclusion are explicit and guiding principles in **St. John's College's** materials, including the College's website and print publications. *The College* magazine features stories and profiles on a range of students and alumni, reflecting their diversity. Recruitment materials and videos on the College's admissions portal also feature students from diverse backgrounds.

Washington College is excited about the changing demographics of the students it recruits, as well as the diverse intersecting social and cultural identities that make up its community of students, faculty, staff, alumni, and supporters. Promotional materials are designed to reflect these broadly diverse populations, and the College Relations and Marketing team works to accurately reflect not only the varied backgrounds of its students, but to showcase their unique strengths, achievements, and outcomes. The Global Education Office works closely with College Relations and Marketing to create specific promotional materials for international exchange partner schools to help attract visiting exchange students to campus. The College also works to have male/female, international/domestic, and racial diversity in its stories and images in ways that accurately reflect the campus population.

- **Activities and Organizations**

MICUA member institutions take a holistic approach to promoting diversity on campus through a combination of student organizations, cultural celebrations, workshops, lectures, and special events to create an inclusive and supportive environment. These events are usually free and open to the public and college community. The following are some noteworthy current examples.

Capitol Technology University has several clubs and organizations that support culturally diverse students. The National Society of Black Engineers is active at the regional and national levels in its mission to encourage minorities to pursue engineering and technical-related degree fields at the undergraduate and graduate levels. The University hosts a chapter of the Society of Women Engineers, the largest nonprofit education and service organization representing women students and professionals in engineering and technical fields. In addition, Capitol's oSTEM student group unites LGBT students and their allies who are studying in STEM fields.

Johns Hopkins University’s Krieger School of Arts and Sciences builds diversity through education and collaboration. The School’s departments and programs host seminars and lectures that feature diverse topics and speakers. The “HCIE–Different Together Forum” featured Councilman Bill Henry and brought together individuals, committees, departments, and units on the Homewood campus that are involved with or interested in working to improve diversity and inclusion on campus. The “JHU Forum on Race in America,” which began in 2015, is an ongoing discussion on race and racism, and their effects on American culture. The “Philosophy and Center for Africana Studies Conference on Race, Recognition, and Respect” featured prominent race and identity scholars in philosophy and other humanities disciplines.

During the 2016-17 academic year, the President’s Task Force on Diversity, Equity, Inclusion, and Globalization at **Maryland Institute College of Art (MICA)** charged the Program and Engagement Sub-Committee with the development and delivery of programs that address issues around diversity. For example, the “Baltimore Rising” exhibit in the Lazarus Center brought together a broad survey of works by 15 artists—most with significant ties to Baltimore—who address the social, economic, political, and racial issues that propelled the City to the national spotlight in 2015. An artists’ panel titled “Can Artists Ignite a Revolution?” was held on campus in November 2016. This event focused on the role of the arts in revolution, featuring photographer J. M. Giordano, visual artist and musician Paul Rucker, and multidisciplinary artist and educator Joyce J. Scott. Also over the past year, multiple MICA student clubs and organizations hosted events promoting diversity, including Asian Student Alliance events highlighting Asian food and culture, as well as an event celebrating the Lunar New Year; MICA’s Jewish student organization, OY!, which hosted a community Sukkot building and cultural lesson, as well as traditional dreidel games; and the Queer Trans Non-Binary group, which organized a day of remembrance open mic night.

Stevenson University offers a variety of resources to enhance diverse campus life. During the 2016-17 school year, the University hosted a day-long conference for LGBTQAI+ student leaders in the Baltimore area. The Office of Multicultural Experience collaborated with various campus constituencies to develop programming for National Hispanic Heritage Month, which included a fiesta sponsored by the Organization of Latin American Students. In addition, the University’s annual fall symposium brought together representatives of law enforcement,

forensics employers, and minority and women employee organizations to focus on diversity and inclusion in law enforcement agencies and forensics professions.

In April 2017, **Washington Adventist University** held a week of diversity celebrations, involving various student clubs and organizations and featuring the cultural heritage of one club per day, including food from that particular culture. Throughout the year, Campus Ministries held a weekly convocation featuring speakers and presentations on a variety of topics. For example, during Black History Month, students presented an engaging and informative series of programs and skits that highlighted significant events in Black history. The campus also celebrated Latino Heritage Week with several speakers and programs. In spring 2017, the University focused on women's issues and provided opportunities for members of the campus community to sign petitions to end violence against women.

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

A support team is essential to effectively implement diversity plans and must include campus staff dedicated to recruitment, community outreach, college preparation, and intervention services for at-risk students. MICUA members take action before, during, and after students apply and are admitted to their institutions, providing students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

As part of its mission to educate a diverse community of learners, **Capitol Technology University** provides internal programs and engages in meaningful external partnerships to recruit and retain diverse students. In 2013, the University secured a five-year, \$655,000 grant from the National Science Foundation to support its efforts to recruit high-ability, high-need STEM students. Capitol was a founding member of First Generation College Bound and has maintained a board seat since 1990. Capitol also maintains active ties with College Bound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. The University offers the Capitol Institute for Student Success, a free program for at-risk entering freshmen that provides developmental coursework in mathematics and English during the summer months. In addition, Capitol sponsors an annual STEM career expo for high

school juniors and provides bus transportation to the event. The expo features hands-on STEM experiments and highlights academic and career opportunities available in the STEM fields.

Goucher College expanded its diversity recruitment efforts this year. The College conducts in-person student recruitment in 32 states and provides on-campus enrollment assistance for students and families. The College held the Maryland Scholars Program orientation for admitted applicants in April, in conjunction with “Got into Goucher Day.” Goucher continues to offer the Goucher Video Application (GVA) as an option in the admissions process. Fifty-two percent of students who applied with the GVA self-identified as minority. In addition, Goucher offers numerous community outreach opportunities through courses, student clubs, and organizations. Weekly signature programs supported by Student Leaders for Civic Action provide opportunities for students who are interested in para-professional roles, including Animal Welfare, which provides monthly volunteer opportunities in local animal shelters and rescue groups such as the Baltimore County Humane Society; the Environment Justice Initiative, which provides volunteer opportunities for environmental beautification and clean-ups in Baltimore parks and waterways; and Baltimore City’s Project PLASE, which provides volunteer opportunities for recovering perishable food from Goucher’s dining halls for people in need. Also, the highly popular Goucher Prison Education Partnership (GPEP), which began in 2012, enrolls more than 60 students incarcerated at Maryland Correctional Institution for Women and the Maryland Correctional Institution–Jessup, who are taught by Goucher faculty, volunteer students, and professors from other institutions.

Hood College ensures its campus reflects the surrounding population through the recruitment of students from urban areas such as Baltimore and Washington, D.C. Hood recruiters also maintain contact with guidance offices and college advisors at high schools in these areas. Once students are on campus, those who identify as minority members are encouraged to join Multicultural Buddies, a peer mentoring program comprised of current students who help first-year students with their adjustment to campus. International students at Hood can join a similar program called International Buddies, and participants are assigned host families who play a vital role in their transition. Hood recruits international students through the Davis United World College (UWC) Scholars Program. Hood enrolls 2-3 new UWC Scholars with outstanding credentials and potential each year. These students receive a full scholarship for four years. The

College's Center for Academic Achievement and Retention offers general studies and mathematics support for students who need assistance in improving basic reading, writing, and mathematics skills. First-year students who need to sharpen these basic skills can also join the First Year Seminar pilot program.

Each college, school, and division at **Johns Hopkins University** provides unique programs to promote diversity among students, faculty, and staff. The University's **Whiting School of Engineering** houses the majority of its community outreach programs in the Center for Educational Outreach (CEO). The CEO serves 2,500 kindergarten through twelfth grade students and teachers in Baltimore to develop community partnerships and increase exposure to and interest in STEM for underserved communities and schools. In 2015, Whiting entered into a 10-year partnership with Barclay Elementary/Middle School to develop a project-based curriculum that emphasizes critical thinking and engineering. For Whiting's graduate students, the Office of Graduate Admissions provides fee waivers or reduced fees for applicants from select organizations which serve underrepresented and minority populations. The School has also started attending and recruiting at the California Forum for Diversity, Graduate Horizons (graduate school mentoring for Tribal Nation students), and the EOP STEM Diversity Expo, which focuses on students with disabilities and veterans. Likewise, the University's **School of Nursing** has a strategic recruitment plan that includes visiting diverse colleges and universities, including historically Black colleges, and hosting exhibits at various conferences. Exhibits have been held at regional and national conferences of the National Black Nurses Association, the Hispanic Nurses Association, and the Annual Biomedical Research Conference for Minority Students, among others. Faculty members attend and incorporate information about the School's programs into conference visits to attract underrepresented minorities.

Loyola University Maryland continues to provide a diverse and inclusive campus environment by offering an array of programs and student groups which form a solid support network. First-year students are paired with upper-class students through the ALANA Mentoring Program to supplement biweekly academic and career enrichment workshops offered to all students in areas such as time management, study tips, and different learning methods. ALANA Services' pre-fall Multicultural Awareness Program assists first-year students in acclimating to campus life through academic enhancement, intercultural exploration, social adjustment, and community

service. ALANA Services coordinates the Ignatius Scholars Program for 30 first-year students who identify as first-generation, demonstrate significant financial need, or come from a diverse background. This program, which offers assistance with the academic and social transition to college life, is made possible through ALANA Services' collaboration with the Academic Advising and Support Center and a grant from the Maryland Higher Education Commission.

Maryland Institute College of Art (MICA) prides itself in creating many levels of support services, programs, and activities for diverse students. In April 2017, MICA hosted its second annual "In/Depth" weekend, the primary purpose of which is to build a pipeline for underrepresented students into the College. This year's program focused on Baltimore area high school sophomores and juniors. MICA's Diversity Mentor Network, now in its 25th year, has evolved to mirror the growing population of diverse students, expanding to provide first-year Hispanic/Latino, Asian, Native American, International, and LGBTQIA students with upper-class mentors. MICA also provides a wide variety of supportive resources and programs, including orientation sessions which focus on gender identity/sexuality and building inclusive communities. MICA's Community Arts and Services program places students into numerous Baltimore communities to bring art and art education to underserved populations. MICA also provides sessions on global travel and work opportunities for both domestic and international students and internship orientations designed to specifically support international students and their immigration needs.

The Office of Admissions at **McDaniel College** has created a seven-year strategy for new student recruitment that includes work with community-based organizations in multiple states, diversity based campus visit programs and bus tours, and peer mentors, trained by the Director of Diversity and Multicultural Affairs. In 2016, McDaniel and the Howard County Public School System (HCPSS) announced the Teachers for Tomorrow (T4T) program to provide full scholarships, tuition, and room and board to a select group of students who have committed to work in HCPSS for three years after graduation. T4T was created to increase the diversity among HCPSS teachers and the overall workforce, while providing college access to academically talented students with limited resources. In addition, McDaniel's Student Academic Support Services (SASS) Office partners with students, faculty, and staff to promote students with disabilities to be independent, self-advocate, and achieve their full academic potential. The

College also offers the First Year Program to provide support for new first-year students and transfer students. Every new student is assigned a peer mentor to support the transition into McDaniel during the first year. In summer 2016, the College established the EDGE Experience to further assist students with their acclimation to McDaniel. During the academic year, participants in the program meet periodically with upper-class students, faculty, and staff in order to continue their academic and social development.

This year, **Mount St. Mary's University** continued its ongoing efforts to promote diversity on campus through initiatives such as the Native American Scholarship Program and Third Century Scholars Program. All students are assigned academic advisors and mentors who serve as first-year seminar professors and coordinate small bi-weekly classes to maintain ongoing contact between advisors and students. Further, the Mount's Career Center provides ongoing career development guidance for all students.

In August 2016, **Notre Dame of Maryland University** fully launched its new Academic Pathways Program (APP). This program is designed for students who are motivated in their academic work but may need additional support at the start of their college career. The University's Trailblazers Program provides ongoing, vital support to help first-generation students in the Women's College reach their personal and academic goals. The University welcomes diverse students to campus by embedding diversity and inclusivity initiatives into student leader training, summer orientation, Welcome Week, and NDMU 100 (First Year Seminar). All staff who participate in these activities are required to complete diversity awareness training. Counselors in the Counseling Center are provided clinical training and supervision throughout the year to develop multicultural competencies and sensitivities. The training broadens the counselors' understanding of the roles that a student's culture, identity, ethnicity, race, gender, and other aspects of diversity play in the counseling process.

St. John's College encourages diversity of students and thought on campus. The Admissions Office acts on the campus' commitment to diversity by offering fly-in programs, organizing special tours for prospective students, and hosting the Summer Academy, an on-campus summer college experience for high school students. The College also exposes students to diverse populations by offering opportunities to engage with and give back to the greater Annapolis community. For example, St. John's students lead tutoring programs at the Stanton Community

Center and at Bloomsbury Square Community Center for kindergarten through eighth grade students. St. John's also sponsors a Dr. Martin Luther King, Jr. dinner, a Fannie Lou Hamer award event, and a "MLK Lift Every Voice" concert to further celebrate diversity.

Stevenson University values on-campus diversity, organizes events and programs to foster an inclusive environment, and offers social support for all students. For example, Safe Space Training provides attendees with an overview of the LGBTQ+ experience by focusing on proper pronoun usage; LGBTQ+ first impressions; core vocabulary; differences between gender identity, sexual orientation, and biological sex; heterosexual privilege; student and faculty/staff scenarios; and allyship. Stevenson's Office of Academic Support provides tutoring services from diverse tutors and staff and has collected donations from the community to create an on-campus food pantry for students with food insecurities. The University also actively recruits diverse students through the Coordinator of Multicultural Recruitment in Undergraduate Admissions, community outreach events with organizations that serve diverse students, and scholarships for students in diversity-based organizations. Stevenson extends its support of diverse students with workforce preparation during the annual Diversity Career Expo. The Expo highlights diversity recruiting initiatives of various employers; allows students to have candid conversations around diversity recruiting; creates pathways for employers to meet with diverse, capable Stevenson students; and facilitates connections between students and potential employers.

In 2015, **Washington College** launched George's Brigade. This program works with high-performing students whose families would otherwise not have the resources to pay for higher education. Students who are selected to participate have their full financial needs met, including tuition, room, board, and comprehensive support programs to help them succeed from initial enrollment through graduation. The College has introduced test optional admissions and has spread its recruitment efforts across the globe, enrolling students from 35 states and 40 nations, including a substantial number of students from China and India. A recent development within the College's Enrollment Management division is a newly created position, Assistant Director of Admissions and Multicultural Recruitment, which holds significant responsibility for oversight and coordination of institutional efforts to recruit and enroll students from backgrounds underrepresented at the College.

Many courses at **Washington Adventist University** have embedded service components to reinforce the importance of diversity within the community. The University has expanded its campus-wide “Service Day” to two full days (fall and spring) and formed a committee with academic department chairs to link service assignments to academic course objectives. Individual departments utilize their specialty areas to serve the community, such as the Department of Nursing, which includes clinic-based service activities in underserved local areas in many of its courses. Students in biology and chemistry courses, along with pre-service education majors, serve in diverse local elementary schools. Social work majors and students in campus ministry programs also participate in community service projects. The University’s Office of Enrollment Management sponsors a day on campus for eighth grade students from a number of schools in the community, giving more than 200 students, the majority of whom are students of color, an introduction to college life and the college application process.

- **Targeted Financial Aid Programs**

In 2016, MICUA and its member institutions launched the Guaranteed Access Partnership Program (GAPP), designed to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford an independent college or university. Through this program, MICUA institutions match up to the maximum amount (\$18,400 for the 2017-18 academic year) of the State’s Guaranteed Access (GA) grant, for up to four years. This means that students who complete the FAFSA, show financial need, and attend a MICUA member institution may be eligible to receive up to \$36,800 per year, or \$147,200 over four years toward their bachelor’s degree.

The following examples illustrate the types of scholarships and grant programs offered by MICUA member institutions to support diversity efforts.

Goucher College established the Education Opportunity Program (EOP) in 2006 to provide first-generation, socioeconomically disadvantaged students from Maryland with a four-year financial aid award exclusive of loans. The College offers financial aid to EOP participants through the Alston EOP and the need-based Feinblatt Scholarship. The College also provides several endowed scholarships for multicultural students: the Bell Scholarship funds Asian students or American students of Asian descent; the Brady Scholarship funds international

students; the Demere Scholarship aids international students who intend to return to their home country following their Goucher studies; the Hearst Scholarship is awarded to economically disadvantaged students from urban schools in Baltimore; and the Waitzer Scholarship provides need-based financial aid to international students from non-western countries in Africa, Asia, Latin America, and the Middle East. These scholarships are made possible through gifts from alumni, foundations, employees, and others who understand the value of a Goucher education.

Johns Hopkins University's Applied Physics Laboratory introduces students to postsecondary education early by sponsoring Maryland Mathematics, Engineering, Science Achievement (MESA). This STEM initiative, for Grades 3 through 12, targets students who are traditionally underrepresented in STEM fields, such as minority and female students, and offers annual scholarships to students planning to major in STEM at a two-year or four-year institution. The University's **Paul H. Nitze School of Advanced International Studies (SAIS)** offers several types of financial aid options, awarded on the basis of need and merit. For example, the Abraaj Fellows Program is open to students from all nationalities and backgrounds for partial or full scholarship support to pursue the Master of Arts in Global Policy.

Loyola University Maryland offers a strong need-based grant assistance program to support a diverse campus climate. Full-time students who demonstrate financial need are eligible for between \$200 and \$38,275 from the Loyola Grant, the amount of which is dictated by need and the availability of funds. The competitive Marion Burk Knott Scholarships are four-year, full-tuition scholarships for incoming Catholic freshmen residing in the Archdiocese of Baltimore who show academic merit and demonstrate financial need. A list of privately-funded scholarship opportunities is maintained on the website of Loyola's ALANA Services and, in collaboration with the Office of Financial Aid, these opportunities are promoted to the students they are designed to serve.

McDaniel College offers many financial aid opportunities for underserved and underrepresented students. McDaniel makes competitive scholarships available for CollegeBound and CollegeTracks students, which has resulted in greater awareness of the College and an increase in applications from Baltimore area students. To encourage students with various collegiate experiences to attend the institution, transfer scholarships are offered, ranging from \$8,000 to \$18,000 annually. International student scholarships are also available on a competitive

academic basis; these awards range from \$10,000 to full tuition. Current full-time undergraduate McDaniel students who have exhausted all sources of aid, demonstrate financial need determined by the FAFSA, have completed at least 15 credits at McDaniel, and have a minimum 2.0 GPA can receive support through the McDaniel Opportunity Award. Also, McDaniel College Grants, which range from \$2,000 to \$27,000, are available to students who demonstrate financial need.

Mount St. Mary's University offers multiple scholarships and grant opportunities for minority students and students with financial need. In 2007, the University established the Third Century Scholars Program to recruit and assist low-income, underrepresented Washington, D.C. metro area students who want to serve and lead in their communities. The program provides students with scholarships as well as mentoring and social support. The University also established the Native American Scholars Program to recruit students from the St. Labre Indian School in Montana. Each student receives a Presidential Scholarship matched by St. Labre, as well as guidance and support in adjusting to college life. The University's Center for Student Diversity maintains a rotating list of scholarships available for minority students on its website and "Scholarship Board," making financial aid opportunities easily accessible for students.

To create an on-campus community reflective of the multicultural world off-campus, **St. John's College** provides both need-based and merit-based scholarships. Approximately 70 percent of students at St. John's receive need-based financial aid. Many need-based awards are granted through the Hodson Trust. For instance, the Hodson Trust Scholarship provides four-year grants to students who demonstrate academic promise and financial need, and the Hodson Trust Internship Program funds student internships both in the U.S. and abroad, exposing students to different cultures and career fields. The Ertegun Education Fund, created with a donation by an alumnus' widow, offers need-based financial aid to students of Turkish heritage or who are from Turkey, and the College offers its own need-based financial aid for international students of all ethnicities. The College's need-based financial aid program enables students and families from all economic backgrounds to afford the College.

- **Student Leadership**

Diverse students are involved in all aspects of campus life and in key leadership positions at MICUA member colleges and universities. Student leadership opportunities provide strategies to

create an inclusive community, address the challenges of underrepresented minorities, and prepare students to be successful in post-graduate life. Some examples of particularly effective leadership programs are described here.

Students of color make up 55 percent of **Capitol Technology University's** student body and most of its student leadership positions. Each fall semester, the Department of Student Life and Retention holds a student club fair to recruit students for positions in student clubs and organizations. In addition, the student life team provides leadership training for all resident assistants; presidents and vice presidents of student clubs and organizations (such as NSBE, SWE and oSTEM); and members of the Student Leadership Advisory Board.

Out of more than 65 student organizations at **Hood College**, students of color comprise nearly one fourth of the executive leadership positions, including presidents, executive board members, and committee chairs. The Student Government Association, House Forum/Councils, Resident Assistants, Orientation Assistants, Admissions Ambassadors, Class Councils, and various committees use a nomination or application recruitment method. Each year, one or more first-year students are elected to positions on boards, such as the Campus Activities Board, Student Government Association, House Councils, and various committees on campus. The Student Government Association recently amended its constitution to include a Diversity Chair, who is a voting member on the executive board.

Johns Hopkins University's Krieger School of Arts and Sciences and **Whiting School of Engineering** continue to support the graduate-level Diversity Fellows Program. This program provides graduate students with an opportunity to engage in campus life through leadership and service, with a focus on diversity and professional development. In addition, graduate student groups work to implement programming to attract minority students to STEM fields and to expose students to the variety of career paths in STEM fields inside and outside of academia. The Office of Multicultural Affairs supports the development of diverse student leaders by engaging in ongoing training and debriefing activities for student groups such as the Mentoring Assistant Peer Program mentors, Students Empowering and Educating for Diversity educators, and Men of Color Hopkins Alliance.

At **Loyola University Maryland**, students of color are deeply involved in campus leadership, including the Student Government Association executive leadership team and leadership positions in ALANA-related clubs and organizations such as the Black Students Association. Diversity Peer Educators (DPE) work closely with ALANA Services staff to address issues related to diversity, multiculturalism, and race on campus. DPEs strive to promote diversity education and awareness through discussions, film presentations, and other programs focusing on race, gender, sexual identity, and physical and mental disabilities. Loyola's MOSAIC program is an initiative for women students of color that provides resources, support, and encouragement. MOSAIC focuses on developing an inclusive environment that fosters sisterhood and continuous support while involving, informing, and inspiring women. In addition, the University's Women's Leadership Workshop provides a unique opportunity for 15 women from each class year to develop and explore their leadership potential under the guidance of three to four professional faculty and staff from the Loyola community.

Students of color at **McDaniel College** are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and other student-led organizations on campus. The College's Office of Student Diversity and Inclusion works with students to develop leadership skills and meets monthly with the presidents of the organizations that fall under its umbrella. Students have also been instrumental in the development of the College's Global Bridge program, which runs with the support of a team of student mentors, most of whom were in the U.S. less than five years before arriving at McDaniel.

Maryland Institute College of Art (MICA) has created a program called iLead, which promotes student leadership opportunities in campus offices, clubs, and organizations. As an outgrowth of the iLead program, the percentage of minority applicants to student leadership positions has outpaced the percentage of minority students enrolled at MICA. MICA's Office of Diversity and Intercultural Development has hired over 15 student leaders, the majority of whom are students of color, who serve as peer mentors for other students of color, LGBTQIA students, transfer students, and international students. Likewise, diverse students are represented in other student positions on campus including the Student Activities Office, Residence Life, and the Joseph Meyerhoff Center for Career Development.

Mount St. Mary's University's Center for Student Diversity, along with other offices, strives to encourage leadership involvement among all students through various campus clubs and organizations. The campus has a commitment to student leadership, and students are involved in everything from academic clubs to athletics and ministry. Out of 429 student leaders in the area of Student Life, 27 percent identify as students of color. The Center houses seven culturally based clubs, two gender support initiatives, and a peer educator program, all of which are led by students of color.

St. John's College encourages students to participate in campus leadership opportunities. All student clubs are initiated and run by students. Many students of varied backgrounds are members of the Student Committee on Instruction and are awarded positions as mathematics, laboratory, and language assistants.

At **Washington Adventist University**, students of color are highly involved in leadership positions. The University encourages students to expand their leadership potential by providing opportunities for leadership in small groups, as well as with larger clubs, and the Student Association. The Student Association is comprised of students from various racial and ethnic groups, as representative of the institution's diverse student body. An annual Student Leadership Retreat is held in August of each year that includes Student Association leaders, resident assistants, and campus ministers. Also, the institution's governance structure places students on various committees within the University. Students are selected to ensure that a diverse mix of backgrounds and cultures is interwoven throughout the committee structure.

Washington College launched the DELTA (Developing Ethical Leadership through Athletics) Program in September 2015, which includes all team captains and SAMs (Student Athlete Mentors) and provides opportunities for students of color to become involved in leadership roles within their team and the Athletic Department. The College's Office of Student Affairs has a total of 32 peer mentors, five of whom are students of color, who serve as mentors to first year students. Each peer mentor works with approximately 12-16 new students during their entire first year of college.

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

A critical objective for MICUA member institutions is to increase diversity among campus faculty, staff, and administrators. To reach a wide pool of candidates, job searches for faculty and staff on MICUA campuses are intentionally designed to be inclusive. Recruitment notices are placed in 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**

At **Goucher College**, faculty position listings are posted on a variety of culturally diverse websites, and recruitment materials specifically mention the College's commitment to diversity. As part of the position authorization and hiring process, departments are required to assemble diverse search committees and provide a detailed plan to the Provost describing specific recruitment strategies aimed at attracting a diverse applicant pool. Faculty search committees are also encouraged to include interview questions about inclusive pedagogies. New full-time faculty members participate in a two-day faculty orientation and a year-long professional development program to provide support with campus acclimation; to discuss classroom and pedagogical challenges; to share information about the reappointment, promotion, and tenure process; and to introduce new faculty to academic support offices and other campus resources. A formal mentoring program runs concurrently with this program and pairs each new faculty member with a senior faculty member at Goucher. Faculty members from underrepresented groups are paired with senior faculty from similar backgrounds whenever possible, and mentors and mentees meet informally throughout the year.

In fall 2015, **Johns Hopkins University** launched a Faculty Diversity Initiative (FDI) to develop a multifaceted approach to faculty recruitment and retention. The University has announced a \$25 million initiative to increase the diversity of its faculty. The University's schools, colleges, and divisions have a number of strategies in place to recruit diverse faculty and to follow best practices and policies recommended by the Provost's Office. For example, the **School of**

Medicine's Office of Diversity and Cultural Competence has led efforts to recruit talented underrepresented faculty and trainees and to ensure that the School is vigorously pursuing its goal of a diverse climate. Since fiscal year 2016, the School has hired 54 underrepresented faculty members across a broad range of academic departments, including Biophysics and Biophysical Chemistry, Medicine, Neurological Surgery, Neurology, Neuroscience, Ophthalmology, Pediatrics, Psychiatry, and Surgery. In addition, the University's **Peabody Institute** launched a new Faculty Diversity Initiative in 2016-17. The Institute implemented the use of Interfolio in September 2016 and has trained its faculty members in unconscious bias.

At **Loyola University Maryland**, the Office of Academic Affairs has developed recruitment and retention policies that follow best practices in diversity and inclusion for faculty hiring. Once a faculty line is approved, mandatory training sessions are held for search committees, including components on disrupting implicit bias in the search process. Best practices include: holding strategy sessions with the Dean and Academic Affairs on building a diverse and talented candidate pool, providing a mandatory affirmation of the diversity of the pool before proceeding to semi-finalist interviews, having external search committee members appointed from outside the department, and incorporating information about institutional diversity into campus visits. Academic Affairs also works with search committees and departments to connect recruitment with ongoing faculty development and retention. This includes a universal tenure-track mentoring program pairing all first-year, tenure-track faculty with mentors outside their home departments, supported by mentor training and resources on issues faced by minority faculty. In August 2016, the University hosted an annual fall teaching workshop, "Race in the College Classroom." It was attended by over 150 faculty, including colleagues invited from other area institutions, and focused on providing faculty with direct experiences and strategies for addressing race in the classroom through an interactive theater workshop by Theater Delta: Interactive Theater for Social Change. In May 2017, the University hosted "Liberating Service-Learning: A Community Development Model," which was a two-day workshop open to faculty, staff, and community partners. The workshop introduced new ways of thinking about service-learning that supplemented Loyola's nationally recognized service-learning program.

Notre Dame of Maryland University supports a number of activities and initiatives to increase the recruitment and retention of highly qualified and diverse faculty. For example, all new

faculty are paired with a senior faculty member, which helps establish partnerships that enable faculty to share their knowledge and experiences with one another. Job advertisements include a diversity statement welcoming diverse applicants, as well as applicants who value diversity, to apply. Notre Dame's Vice President of Mission conducts a year-long program for new faculty and senior administrators on the legacy of the School Sisters and the history of the University. This program encourages an inclusive campus community and provides new faculty with opportunities to personally experience strength in differences and foster relationships that build community.

Over the past year, **Stevenson University** started using DirectEmployers to assist with attracting diverse applicants. The University also created the position of Associate Vice President for Diversity, Inclusion, and Compliance. The Human Resources department offered several professional development programs in support of the University's efforts around diversity and inclusion, including "The Dangers of a Single Story," "Why Diversity is Upside Down," and "Search Committee Training on Diversity." Further, each new full-time faculty member hired at the rank of Assistant Professor or Associate Professor has a Faculty Mentoring and Evaluation Committee (FMEC). The purpose of this committee is to assist in ongoing evaluations and to help position the faculty member for success in promotion to higher ranks. The FMEC includes the chair of the faculty member's department as well as two other faculty members of higher rank, one from within and the other from outside the mentee's department. These committee members are chosen by the faculty member in consultation with the chair.

○ **Diverse Administrators**

Hood College actively seeks to recruit diverse candidates at all levels of the administration. Currently, four of the College's seven senior level administrators are women. The College uses a search firm to recruit candidates at the senior level, and these firms are informed of the College's commitment to diversity beyond what is traditionally included in job announcements. Recruitment notices for senior level and management positions are placed in higher education publications such as the *Chronicle of Higher Education*, *Diverse*, and *Hispanic Outlook*, as well as other publications, websites, and job placement boards that are targeted to reach specific minority populations. The College's commitment to diversity is also reflected in the makeup of

the Board of Trustees. The 26-member board is comprised of 14 women and 12 men, including one woman who is Asian and two African-American men. Through the efforts of the Trustee and Governance Committee, Hood's Board is committed to recruiting diverse leadership.

Johns Hopkins University's Bloomberg School of Public Health has set a goal to increase the number of women who chair academic departments and has recently recruited several female academic administrators. Currently, seven department chairs and program directors (58%) are women. The University's **Paul H. Nitze School of Advanced International Studies (SAIS)** administrative staff is particularly diverse; approximately half of its director-level officers are people of color. Over the past two years, SAIS has created four new "Assistant Dean" positions. These appointments were made to two Latina women, one Caucasian woman, and one African American male. Likewise, the University's School of Education has strong female representation in its leadership positions. The Interim Dean is female and the remaining Dean's positions (Vice Dean, Associate Dean, and Assistant Dean) were all held by women during the 2016-17 academic year.

Maryland Institute College of Art (MICA) uses search firms to include diverse candidates in the pools they present and ensures that selection panels represent diverse populations. In the senior leadership of the College, three of eight Vice Presidents are women, one of whom is a woman of color, and the President is international and Asian. In support of faculty and administrators of color, MICA's Assistant Dean for Diversity hosts a monthly off-campus dinner open to all faculty and administrators of color to provide resources, conversations, and support. Twice a year, this group meets with the President, Provost, and other allies to discuss campus interests and issues that are most germane to faculty and administrators of color.

St. John's College has many efforts in place to recruit diverse administrators and to create a campus community that is a welcoming place for people of all racial and ethnic backgrounds. A majority of the administrative positions on campus are held by women. There are mentoring and leadership development programs in place to encourage and support the career progression of culturally diverse administrators. As a small campus community, this work is facilitated through person-to-person interaction and individual care and attention for staff development.

Washington Adventist University's leadership clearly reflects the diversity of its student body. Programs in place to support culturally diverse administrators include mentoring and leadership development programs to encourage, promote, and retain persons of color in leadership positions. WAU's mentoring and leadership programs are offered for and are equally accessible by persons of all races and ethnicities.

At **Washington College**, racial and gender diversity is reflected in the composition of both the executive leadership team and the Board of Visitors and Governors. Washington College's 12-person executive leadership team is comprised of one individual of African descent (8%), eight women (75%), and one individual who identifies as a member of the LGBT community. The College's Board of Visitors and Governors is comprised of three individuals of African, Latino, Asian, or Native American descent (8%), and ten women (28%). The College supports the professional development of its leadership team through regular participation in professional conferences. In recent years, the College has supported three of its minority members to attend the Harvard Institute for Educational Management, an intensive, total-immersion experience that provides a rare opportunity to assess one's leadership skills, renew one's commitment to higher education, and develop tangible strategies for long-term professional and institutional success.

- **Evaluation in Promoting Diversity**

MICUA institutions evaluate cultural diversity programs and practices using a range of internal campus assessments and outside sources. For example, the National Survey of Student Engagement (NSSE) is frequently used to inform strategic plans and goals for institutions, including those related to cultural diversity. Colleges and universities may add a series of questions specific to their campus when administering the NSSE and similar external surveys. Also, the Middle States accreditation standards and self-study process incorporate a review of diversity and cultural inclusion in self-study reports and evaluation site visits.

Since 2015, **Goucher College** has been working with Baltimore Racial Justice Action (BRJA) to identify the most significant racial issues facing the institution and to prepare a plan for addressing these issues over a two-year period. BRJA's work has been informed by ongoing assessment efforts, including a number of focus groups and surveys over the past year such as the Residential Life Staff Survey (August 2016); Facilities and Administration Management

Staff Survey (November 2016); Student Affairs Non-Management Staff Survey (December 2016); Graduate Program Survey (January 2017); and Goucher OIS, CDO, Registrar's Office, ACE, GPEP, CAST, and Accessibility Services Survey (February 2017).

Hood College is committed to ensuring that students are exposed to many different cultures, ideologies, and opportunities. The College uses a wide variety of instruments to assess its performance in promoting cultural diversity. Throughout the year, surveys such as the Student Satisfaction Inventory, NSSE, internal assessments/surveys, climate surveys, and club and organization evaluations are used to provide important feedback regarding the College's commitment to and progress in promoting cultural diversity. Throughout the College, senior leadership and management teams are working on programs to assess student learning outcomes both inside and outside of the classroom. A student life assessment team was appointed to help develop a plan, which will contribute to the general assessment of campus programs and activities, including programs promoting cultural diversity. The first-year pilot of this assessment plan has been implemented and data continue to be gathered.

Johns Hopkins University tracks retention, graduation, and satisfaction rates among underrepresented students, as well as progress made in implementing the commitments made in the institution's *Roadmap on Diversity and Inclusion*. The Homewood Council on Inclusive Excellence also plays a role in evaluating campus culture and disseminating diversity data to constituents and stakeholders to increase transparency and to provide accountability for diversity progress. Over the past year, the University convened the Council of 25 members; met with the deans and vice-deans of the Whiting and Krieger schools to discuss a collective vision for faculty diversity; and set short-term goals toward assessing and improving campus climate and education around inclusive practices. In addition, the University's Diversity Leadership Council, an advisory group appointed by the President, conducts regular campus climate surveys with faculty and staff.

Loyola University Maryland regularly administers institutional effectiveness assessments to measure recruitment, enrollment, and retention of undergraduate and graduate students by race, gender, religion, first-generation college-going status, and socioeconomic status. The University

has also conducted a campus climate survey with undergraduate and graduate students, faculty, staff, and administrators. Beginning in 2012, two mandatory questions geared toward diversity learning aims were included on the student evaluation forms for all diversity-designated courses. Every five years, the University's Undergraduate Curriculum Committee reviews course materials and assessment data to assess the learning objectives in these diversity-designated courses, and where appropriate, to recertify the courses for another five years. In addition, Loyola partners with the Collaborative on Academic Careers in Higher Education (COACHE) to survey tenured and tenure-track faculty about satisfaction in various areas of faculty life, including teaching, scholarship, service, academic leadership, governance, and work-life balance. Beginning in 2016, Academic Affairs contracted with an external firm to conduct a salary equity study for the University's tenured and tenure-track faculty, taking into account race, gender, rank, discipline, and time since degree.

Maryland Institute College of Art (MICA) is open to the critical voices of students, faculty, and staff around issues of diversity, equity, and inclusion. The 2016-17 academic year marked the second year of a two-year President's Task Force on Diversity, Equity, Inclusion, and Globalization. The Task Force was developed to look at systems and structures related to diversity at MICA and to ensure that all members of the community have equal opportunity for success. This work was concluded in summer 2017, and a roadmap for growth and improvement at MICA will be shared with the campus community in fall 2017. Over the past year, the Task Force commissioned an independent external audit of MICA's efforts and supports related to cultivating a diverse campus community. Conducted by two well-established practitioners who spent months studying MICA's infrastructure, the audit was delivered to MICA in November 2016, and the Task Force has spent significant time analyzing those findings.

McDaniel College has partnered with the Higher Education Research Institute to assess student learning related to diversity. The Diverse Learning Environments (DLE) Survey is based on research that shows that optimizing diversity in learning environments can facilitate achievement of key outcomes, including improving students' habits of mind for lifelong learning, competencies and skills for living in a diverse society, and student retention and success. The

DLE captures student perceptions regarding the institutional climate; campus experiences with faculty, staff, and peers; and learning outcomes.

At **Mount St. Mary's University**, all events sponsored by the Center for Student Diversity are evaluated, and those results are collected and analyzed by the Center with the goal of improving attendance, awareness, knowledge, and satisfaction for upcoming events. In 2015, the Mount Inclusive Excellence Committee (MIEC) administered a campus climate survey to students. MIEC has examined the results of the survey to derive insights for the University's goals and objectives and is tracking useful longitudinal information from the survey. In addition, the Mount specifically reviews and addresses findings from the diversity questions from the NSSE, Cooperative Institutional Research Program (CIRP) surveys, and the senior survey developed by the University.

Notre Dame of Maryland University conducts assessments of cultural diversity in a variety of ways, including course evaluations, program assessments, feedback surveys, and standardized instruments such as NSSE, CIRP surveys, Collegiate Learning Assessment, Noel Levitz Student Satisfaction surveys, and the University's own assessment rubrics and surveys. In addition, the University has conducted surveys with incoming freshmen and graduating seniors and administered surveys from the Institutional Diversity and Inclusion Council.

Stevenson University participates in the NSSE and administers CIRP surveys to incoming students, freshmen in the spring of their first year, and graduating seniors. Each of these surveys includes several questions that address satisfaction with and participation in cultural activities on campus, as well as student perceptions of the cultural climate of the institution. Both freshmen and seniors respond to questions on the availability of and their level of participation in cultural awareness workshops and culturally related courses. The findings from these surveys are shared with executive staff and all members of the campus community, and research briefs and reports are prepared by Stevenson's Office of Institutional Research and Assessment. The University also administers an employee survey which includes several diversity-based questions.

Washington College uses a combination of the Beginning College Survey of Student Engagement (BCSSE) and the NSSE to understand students' expectations and subsequent experiences of diversity with their social interactions and the curriculum. The results from the NSSE have engaged the campus in further conversations about promoting and celebrating diversity in the areas of campus climate, curriculum, and student learning about diversity. The College's Diversity Committee is creating an assessment plan to examine the institution's diversity initiatives, based on an expansion of the NSSE survey with additional questions that were used in a study funded by the Teagle Foundation in 2009-11 to develop goals and action items for the institution. The College has set three-year goals for increasing the diversity of its incoming classes: 20% Pell-eligible and 20% students of color by fall 2019 (currently both metrics are at 17%). In addition, the Director of the Office of Intercultural Affairs reports annually on the work of the office, including data on cultural events and attendance, and has developed four learning outcomes that provide the basis for measuring progress and guiding action items for the institution.

WISH LIST

Many MICUA institutions have identified plans to implement new initiatives that enhance cultural diversity, if additional resources were to become available in the future, including expanding courses, establishing more scholarships, offering more cultural diversity related programming, and adding more trips to enhance cultural knowledge. Several “Wish List” examples are included below.

Over the past two years, **Goucher College** has built a significant infrastructure to promote cultural diversity, racial equity, and an inclusive campus community. The College’s consulting relationship with Baltimore Racial Justice Action has been immensely helpful in these efforts. The establishment of the College’s Center for Race, Equity, and Identity (CREI) has provided a central location for campus programming efforts, as well as support for targeted student populations. Given additional resources, the College would make additional investments in the following areas: increase resources and staffing for CREI; work intensively with each of the College’s Centers to embed racial equity into the curriculum and pedagogy; establish an executive level, ongoing entity responsible for implementing, maintaining, and monitoring progress toward racial equity; review and revise recruitment, hiring, and performance evaluation policies and practices; and facilitate conversations with board members and major donors on the importance of racial equity to the future of Goucher. Additional resources also could be used to increase staff (particularly student positions) for the College’s new Center for the Advancement of Scholarship and Teaching. Funding could be used to deliver more training and develop a more consistent mechanism for including student input in faculty development programming. Resources for this Center and the academic divisions, more generally, would enable the College to build on the faculty’s capacity to deliver a student-centered, problem-based, integrative curriculum that effectively addresses issues of race, culture, equity, and identity across all programs and courses.

Through the continued restructuring of its Student Life division, **Hood College** would like to solidify the Office of Diversity and Inclusion. This would allow for more direct attention to students of color and other underrepresented student groups, training and education opportunities for the campus community, and support for academic and co-curricular programs. Currently, the

Assistant Director of Student Engagement and Director of Diversity and Inclusion support the work of multiple campus offices. During the 2016-17 academic year, the College developed the foundation for a campus-wide retention plan. One of the suggested initiatives was to establish a peer-to-peer mentoring program, especially working with African-American male students. The Office of Diversity and Inclusion would like to work collaboratively with other offices and members of the greater Frederick community to implement a program for this student population. In fall 2017, the President of Hood will establish a new task force to carry out the diversity and inclusivity objectives of the College's new strategic plan. This task force will be comprised of students from diverse groups, faculty, staff, and trustees. The purpose of the task force will be to explore issues related to diversity and inclusivity, provide educational programming to the campus, serve as a conduit to the President on diversity and inclusivity issues, establish annual goals, and monitor progress toward these goals.

One major initiative over the past year in **Johns Hopkins University's School of Medicine** has been to survey, interview, and conduct focus groups among people identifying as transgender. The purpose was to determine what negative experiences they have had when coming into contact with the U.S. healthcare system, what they would consider affirming care, and factors they use to determine where to get care for themselves. This was done in support of efforts to establish a Center for Transgender Health at Johns Hopkins Medicine. The Center had a soft launch in February 2017 and will begin treating patients over the next few months. Moving forward, if the School of Medicine had sufficient resources, it would like to create a repository of data from transgender health centers around the world to help establish evidence-based "standards of care" for transgender related healthcare services. The University's **Whiting School of Engineering** would like to offer a tailored academic orientation program to reach undergraduates from diverse backgrounds who may not have benefitted from a rigorous STEM curriculum in high school, in order to better prepare students for the academic demands of Johns Hopkins. Such a program would provide students with a network of resources before they begin their college careers and would help tremendously with the recruitment and retention of a more diverse student body. Additional financial resources would provide fellowships and scholarships to allow the School to strengthen initiatives such as the Baltimore Scholars program for Baltimore City students. This would help to address the real needs of students from lower

incomes and for whom the tuition, room, board, books, and associated costs at Johns Hopkins can be prohibitive.

At **Maryland Institute College of Art (MICA)**, formal recommendations from the President's Task Force on Diversity, Equity, Inclusion, and Globalization, due early in the fall 2017 semester, will include ideas for robust programming that creates sustainable cultural shifts at MICA. Included in current planning is a new joint Academic Affairs and Students Affairs initiative that will allow both faculty and non-faculty experts to provide instruction and training in the classrooms to engage foundation level students. A portion of this new focus will be centered around diversity in all its iterations. The size, geographic location, and institutional positioning of MICA's Office of Diversity and Intercultural Development, along with other offices doing related work, are being actively considered, and there will be recommendations for growth in these areas as part of the Task Force's final report.

McDaniel College's Office of Student Diversity and Inclusion would like to see the addition of a Diversity and Inclusion Center on campus. This Center would provide meeting space and a central location on campus for the College's cultural organizations to call their own.

Mount St. Mary's University has a strong desire to grow the diversity of its faculty and administrators and has discussed the possible implementation of a global ambassadors program which would allow students the opportunity to participate in culturally immersive trips to regions in the African and Latin American diasporas; the expansion of mentoring and programming for students of color to assist with college acclimation; and the development of a leadership program to increase the cultural awareness and competency of student leaders. The University also has discussed hiring an adjunct instructor to lead its student gospel choir, sponsoring trips to the local Spanish mass for student worship, and hosting a Christian pastor to provide pastoral care for students from varying denominations.

Notre Dame of Maryland University has secured external grant funding from the Baltimore Integration Partnership (BIP) to launch an Implicit Bias/Structural Racism Workshop in fall 2017, as a continuation of its successful anti-racism and anti-bias workshops held in January

2016 and January 2017. The University will provide training and education to 20 student leaders and 40 faculty and staff, with a focus on administrative and academic leadership, hiring managers, and the Office of Human Resources. Results and lessons learned will be disseminated to the campus and local community via Notre Dame's website and other sources. In the future, the University would like to offer a sustained intergroup dialogue program in which small groups of students, faculty, and staff are able to dive deeper into examining their own identity and how that identity shapes their worldview and interactions with others from different backgrounds. This program would incorporate a social justice curriculum whereby participants would read articles, watch videos, and complete reflection activities to help inform and guide the conversation. Such programs have proven to be successful at other institutions and could be implemented at the University.

St. John's College has identified the need for additional funding for need-based financial aid, increased academic support for first-generation college students, and the development of an admissions marketing program specifically targeted to students of color, first-in-family students, and other underrepresented groups. The College also would expand diversity awareness training for student services staff, incorporating best practices in the field.

Stevenson University would like to launch a Veteran's Center and other new centers representative of various affinity groups; create a communication plan involving branding, newsletters, and events; provide diversity training to search committees for both faculty and staff; offer more professional development opportunities for the campus community on how to engage in challenging diversity and inclusion dialogue; and develop an assessment plan to measure the success of diversity and inclusion programs and functions. Further, the University would like to design and administer a diversity and inclusion campus climate survey; formalize a diversity recruitment plan to attract a more diverse population for senior leadership and faculty; and assess employee interest in establishing affinity groups related to diversity and inclusion. The University also would like to explore the historical legacy of the campus and how this history impacts and enhances its attributes and/or holds back the potential of the campus community.

Washington Adventist University would like to add interactive workshops with case studies emphasizing cultural differences to its already wide array of diversity programming. It also would like to offer a greater variety of annual mission trips and a more robust study abroad program to promote and capitalize on the internationalization of the campus's diverse student body. The University is exploring the re-establishment of a comprehensive English as a Second Language (ESL) program.

If resources were available, **Washington College** would provide additional ongoing mandated training for all campus community members (senior administration, faculty, staff, and students) regarding best practices in creating a community that welcomes all individuals. Such programs should address the ways in which institutional barriers impede equitable practices, while challenging individuals to confront their power and privilege. There is a need for a Chief Diversity Officer, whose responsibility is to ensure that equity and inclusion practices are embedded into the fabric of the institution. Additionally, funding for a climate study completed by an outside firm, as selected by the campus's Diversity Committee, could produce concrete data and evidence on pressing institutional issues that need to be addressed.

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 interest of building on successful policies and creating a blueprint for success, MICUA has identified the following best practices related to the campus environment, students, faculty and administrators, and assessment and evaluation:

- **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. Institutional representatives invite prospective students to visit the campus and introduce them 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 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) A year-long first-year experience program helps students transition from high school

to college. Guest speakers, book discussions, films, and other activities that focus on issues of race, oppression, power, and privilege, provide an opportunity for dialogue about these issues. In small group settings, students share, explore, and learn about each other's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity 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 degree, 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 into 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 can assist to bring the student back on track.
- (15) Effective 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 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 about 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) Culturally competent 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, and home repairs. Effective service-learning programs allow students to work alongside professionals to rebuild communities. 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 by making social responsibility 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 providing 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. Effective 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 including what it means to be a leader in a community of diverse populations.
- (20) To ensure diverse viewpoints are represented, institutions should encourage all students to contribute ideas and articles to the student newspaper.
- (21) Student affairs professionals should 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 should include 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 should target media outlets with diverse viewers. Efforts should be made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Effective 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) Effective 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 should 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) To prepare educators for leadership at the next level, institutions should offer professional development to diverse faculty and administrators.
- (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.

- (31) Flexible scheduling options provide incentives, especially for faculty and staff with young children. Some examples are job sharing, teleworking, 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 should 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.

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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.

