Cultural Diversity Report

2018

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
About MICUA

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION 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.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 230 years, beginning with the charters granted to Washington College in 1782 and St. John’s College in 1784. The first State operating grant for higher education was awarded to Washington College in 1782. For more than two centuries, the State has provided line-item appropriations for operating expenses, land, academic buildings, residence halls, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

Today, a diverse and distinctive group of 13 State-aided institutions constitutes MICUA’s membership. These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, Maryland’s independent colleges and universities offer an education characterized by small classes and by close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning.
MICUA’s Commitment to Diversity

THE MARYLAND GENERAL ASSEMBLY passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to MICUA on programs and practices that promote and 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. In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on its cultural diversity programs and practices. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland Higher Education Commission (MHEC).

FOR THE PAST TEN YEARS, MICUA has surveyed Maryland’s independent colleges and universities to identify new and on-going programs and activities that promote cultural understanding, build on impactful policies, and create a blueprint for success in creating inclusive campus communities. With information collected from these surveys, MICUA publishes its annual Cultural Diversity Report.

MICUA’s 2018 Cultural Diversity Report is a compilation of the results of its most recent survey. 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 to enhance the campus climate and support cultural competency. Many of the examples provided in the Report are ongoing, multi-year practices and programs that have proven effective. Other examples reflect new initiatives and emerging trends. The Report also highlights meetings, lectures, discussions, ad hoc events, and other activities held to promote learning about and continued discussions of race, gender, and equity.

In addition, the 2018 Report includes a special section on “empowering women.” Several MICUA member institutions were established in the 1800s to provide college access to women who were underrepresented in higher education and not admitted to many public and private institutions at that time. This historical commitment to empowering women continues today in the programs and services offered by MICUA member institutions.
MICUA MEMBER INSTITUTIONS SERVE 64,000 students every year. The student population is economically diverse, racially diverse, and demographically diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first to go to college in their families, and transfer students from community colleges.

While the overall tuition, or “sticker price,” of an independent college or university is often higher than that of a state college or university, private colleges work hard to meet the financial needs of their admitted students, often resulting in lower “out of pocket” expenses for many families. Almost 90% of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollments possible. Combining State and federal scholarship programs, low-interest loans, private scholarships, and on-campus employment gives most students with financial need the resources they need to enroll at their top choice institution.

The MICUA member institutions target financial aid to students with the greatest need. Last year, MICUA schools provided five times more need-based grant aid to their students than the State and federal governments combined. Attending a Maryland independent college or university is possible for students from all economic circumstances.
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 2017 IPEDS enrollment data, 37 percent of undergraduate students enrolled at MICUA member institutions are students of color.

The fastest growing population at MICUA institutions is Hispanic students. Between 2008 and 2017, Hispanic undergraduate student enrollment increased by 145 percent, while African American undergraduate student enrollment grew by 35 percent. In comparison, total undergraduate student enrollment grew by 2 percent at MICUA institutions.

Based on IPEDS graduation rates, half of the MICUA State-aided colleges and universities have eliminated the graduation gap between students of color and the general student population. Institutions also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 25 percent of full-time faculty members at MICUA institutions are minority.

Today, one in three undergraduates at a MICUA institution is a student of color.

St. John’s College
EXISTING PRACTICES & PROGRAMS

Mission Statements

MICUA MEMBER INSTITUTIONS are committed to providing an inclusive community. The belief that diversity is essential to a quality education is affirmed in each mission statement.

Through the liberal arts, Goucher College “prepares students with a broad, humane perspective for a life of inquiry, creativity, and critical and analytical thinking.” Goucher’s diversity statement pledges to “champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status.”

St. John’s College’s diversity statement describes the aims of its education as the “liberation of the human intellect. This is an education for all, regardless of a person’s race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability or sexual orientation. By reading great books and struggling together with the fundamental questions that they raise, students and their teachers learn from their differences and discover more deeply their shared humanity. In this and other ways, a diversity of background and experience enriches our community of learning.”

Stevenson University is “an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference.” Stevenson “meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution” through a unique education that combine the liberal arts with personalized career planning.

The mission statement of Washington College reflects its commitment to challenge and inspire “emerging citizen leaders to discover lives of purpose and passion.” The College strives to be an unbiased haven for students, faculty, administrators, and staff to learn and exchange ideas through civil debate and the lively exchange of ideas.” The College believes “that such exchanges promote understanding that will grow beyond simple tolerance of difference to embracing and celebrating the richness of diversity.”

McDaniel College
MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity as a goal in their long-range strategic plans to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

One of the three foundational pillars in Hood College’s strategic plan is Strengthening the Hood Community, which focuses on promoting diversity, inclusivity, and integrity. This includes efforts to increase recruitment of international students at all levels; recruit more diverse board members, faculty, and staff; increase recruitment and strengthen support services for veteran and active military students and their families; and strengthen understanding and participation in shared governance by all constituents.

Maryland Institute College of Art (MICA) embarked on a multi-year process of institutional review and planning to advance the goals of diversity, equity, inclusion, and globalization as institutional building blocks. This year, the Presidential Task Force on Diversity, Equity, Inclusion, and Globalization (DEIG) released its final report along with a campus-wide work plan which guides the College’s new mission, vision, and tenets statements that seek to align institutional development and students’ education with the institutional commitments in the DEIG Task Force report.

With each year, Notre Dame of Maryland University (NDMU) reaffirms its mission to offer all students a quality education. NDMU’s new strategic goals, which guide this mission, state “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.” A subgoal of the plan is to “provide students with opportunities to develop connectedness, empowerment in relationships, and respect for diversity.”

Washington Adventist University’s strategic plan creates “an atmosphere where persons of various faiths feel valued and respected.” Strategies in the plan include the implementation of new initiatives for faculty, staff, and students to show the University’s openness, welcoming spirit, and respect for diversity of faith. The plan’s second strategy—Deeply Engage and Value People—outlines initiatives aimed specifically at diversity training including establishing a diversity team to create a comprehensive diversity program and providing diversity training for student leaders.
OFFICES OF DIVERSITY and multicultural affairs demonstrate MICUA members’ commitment to enhancing cultural diversity. Many institutions have created councils, committees, and workgroups to complement this work alongside collaborative initiatives to foster inclusivity.

In 2016, Johns Hopkins University established a new Office of Diversity and Inclusion to supplement the existing diversity initiatives led by the Office of Institutional Equity. In 2017, the University hired a Vice Provost and Chief Diversity Officer to enhance its diversity efforts. The Vice Provost is a member of the President’s leadership cabinet; co-chair of the Diversity Leadership Council; and steward of the Roadmap on Diversity and Inclusion, a strategic plan focused on faculty, students, staff, climate, culture, and community. The Knowledge Share Group, comprised of diversity officers and human resources practitioners across the University, was launched following the founding of the Office of Diversity and Inclusion.

Loyola University Maryland has adopted a multi-office approach to diversity, including ALANA Services, the Center for Community Service and Justice, Women’s Center, and the Counseling Center. The University also established several leadership positions, such as the Associate Director of Student Life for Inclusion and Community Development and Associate Vice President for Faculty Affairs and Diversity. In addition, the University established a President’s Council for Diversity, Equity, and Inclusion and plans to hire a senior leader to establish and implement a strategic plan around diversity.

McDaniel College’s Office of Student Diversity provides leadership and direction for the College’s diversity and inclusion efforts; offers underrepresented students academic and social guidance; supports and coordinates student groups that serve the needs of diverse student populations; and develops programs to promote diversity awareness and understanding within the campus community. The Office coordinates the Diversity Empowerment and Education Peers program, involving student leaders who raise awareness about diversity, promote inclusion, and empower their peers to be agents of social change. The Office also works with student leaders who coordinate the Edge Experience, a program that helps new students acclimate to McDaniel.

Mount St. Mary’s University’s Center for Student Diversity was established to further the University’s efforts in fostering inclusion, collaboration, and relationship-building across campus. The Center provides academic, social, and transitional support in addition to programming, leadership training, and inclusive workshops for all students while encouraging participants to share their diverse backgrounds. The Center supports cultural organizations, conducts diversity awareness programs, assesses the needs and climate of diverse groups, and advocates on behalf of underrepresented students. The Center also assists with the implementation of Culturally Responsive Teaching and Learning workshops held monthly for the University’s 100+ faculty members.
Inclusion of Cultural Diversity in the Curriculum

CROSS-CULTURAL COMPONENTS are included in MICUA members’ general education requirements, which students satisfy by taking courses in areas such as ethnic studies, foreign languages, diversity, and inclusion. Below are a few examples of courses and programs that promote diversity.

An assessment principle of Capitol Technology University states that, “Graduates will be able to demonstrate an understanding of different cultures and values.” For example, the Business and Information Sciences Department integrates global and cultural diversity topics examined with case studies throughout the program. Textbooks are reviewed to ensure they include topical global and cultural diversity issues. The University’s faculty is multicultural and well-traveled, which provides students firsthand resources for cultural diversity exploration and supplements electives that focus on diversity such as African-American Literature.

In 2017, Goucher College adopted a new curriculum, which integrates a “Race, Power, and Perspectives” requirement for undergraduates. The first-year experience includes group discussions of race, power, and perspective; the sophomore or junior year requires students enroll in a course on these topics; and the senior year involves a reflection experience documented in the student’s e-portfolio. Diversity-focused courses offered across programs include Women, Gender, and Sexuality Studies; Latin American Studies; Africana Studies; and Modern Languages, Literatures, and Culture.

Maryland Institute College of Art (MICA) incorporates cultural literacy in the general education requirements of the Liberal Arts and the Foundation/First Year Program. MICA has developed the following Institutional Learning Outcomes to ensure students value diversity, equity, inclusion, and global cultural awareness and understanding: 1) Navigate diverse, complex, and dynamic environments while embracing ambiguity and uncertainty; 2) Work effectively with diverse communities, locally and globally, through collaboration, empathy, curiosity and open-mindedness; and 3) Generate research that utilizes and communicates complex ideas across disciplines through critical engagement, writing, speaking, and making.

The “Development of a Global Perspective,” is explored at Notre Dame of Maryland University, where graduation requirements include engaging in local community service and completing at least one gender studies and one cross-cultural studies course. Cultural literacy through service is infused throughout the educational experience beginning with the University’s freshmen orientation course, which requires individual and group service. Each year, a “Common Read” is chosen and promoted to students based upon its ability to broaden and deepen an understanding and responsiveness to social problems, promote dialogue, and raise issues related to gender and global perspectives.

St. John’s College
Several MICUA member institutions have joined forces to encourage women to engage in politics, build support networks, and empower women to aspire and achieve their personal and professional goals.

For the past two years, Notre Dame of Maryland University has hosted the Women of the World (WOW) Festival. The WOW Festival celebrates and supports women as leaders in their communities and encourages women and girls to become a local and global force for positive change.

The festival features artists, vendors, and discussions led by empowering speakers and provides a safe space for women to share their challenges and successes, network, and support each other.

“The Notre Dame Mission of advancing women and transforming the world aligns strongly with WOW,” said Marylou Yam, NDMU President. “We are proud to be part of this powerful movement to improve the global landscape for women.”

While the WOW Festival focuses on empowering women, all people are welcomed to learn about important issues which affect women and ultimately all of society. For example, the keynote speaker of the 2018 WOW Festival was Tarana Burke, the woman who started the #MeToo hashtag campaign. Burke provided remarks on the movement followed by a question and answer session to engage the audience. Other topics of discussion included gender inequality, prominent women in the local community, financial planning, and open sessions which allowed attendees to discuss other topics.
Another comprehensive program provided by MICUA member institutions, is Training Ms. President. Dr. Mileah Kromer, Director of the Sarah T. Hughes Politics Center at Goucher College, and Dr. Melissa Deckman and Dr. Christine Wade of Washington College, launched Training Ms. President in 2015. Since that time, the program has been extended to Hood College and Mount St. Mary’s University. Each year since its inception, Training Ms. President has hosted a forum on women in politics, policy issues, campaign work, and the importance of politically engaged women.

“Years of political science research has pointed to a key cause of the gender gap in political representation: Women are less likely to express a desire to run for public office than their male counterparts,” said Kromer. “It’s an ambition gap and women need encouragement to run for public office.”

Women from a wide range of job sectors in Maryland, including Maryland elected officials and local political correspondents, are invited to speak to the students about their experiences in traditionally male dominated fields. These influential women provide insight into their professions and students can ask questions about structuring political campaigns, making their voice heard, political activism, and steps to take now to later build a career in politics.

“I think it is really important to get young women involved in politics at a much earlier age,” said Hannah Marr, press secretary to Governor Larry Hogan. “Having more women involved is better for everyone.”
MICUA MEMBER INSTITUTIONS utilize publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups.

Johns Hopkins University’s undergraduate admissions publications and websites reflect the diverse student body and campus experience in all images and content. To connect with people from a variety of backgrounds and give an authentic picture of life on campus, publications, websites, and brochures show a range of students from different ethnic, racial, and cultural backgrounds, and a diverse array of academic interests and geographic locations. The University also has websites for the Women of Hopkins exhibit, which highlights the achievements of women within the University; the Indispensable Role of Blacks exhibit, which celebrates the work of African-American faculty, staff, and alumni; and various other diversity-focused offices.

Diversity and inclusion are explicit and guiding principles in Loyola University Maryland’s print and electronic promotional materials, including its website, videos, advertisements, social media channels, Loyola Magazine, and admission material for undergraduate and graduate students. Recent social media campaigns highlighting diverse members of the campus community have included: The Everyday Loyola Project, Strong Truths Well Lived Video, Stories in Solidarity, A Hound’s Life Student Blog, #IServeBecause, and Graduating Greyhounds.

Stevenson University’s commitment to diversity and multiculturalism is reflected in its print publications and official website through images of students of various ethnic, racial, and cultural backgrounds. The “Mustang 101” brochure, used for first-year and transfer student orientation and registration, reflects the diverse student population, programmatic offerings, and services available on campus that meet all students’ needs and interests. SU TV is dedicated to providing student produced shows for the enjoyment of students, faculty, staff and anyone interested in the SU culture. Diverse community members are represented in the content produced by students and content available on SU TV’s diversity tab.

Washington Adventist University’s recruitment materials reflect the diverse make-up of the University community. Deliberate decisions are made when designing publications to accurately depict the rich campus diversity. The University’s premier recruitment publication, the “View Book,” promotes and features this diversity while highlighting all aspects of student life and experiences. The “View Book” also features the diversity of student clubs and organizations on campus such as the Black Student Union, Caribbean Student Society, Filipino American Student Association, and the Latino Student Union.
MICUA MEMBER INSTITUTIONS TAKE ACTIVE measures to create a welcoming environment for students in all areas of student life. Student organizations, activities, lectures, and campus events are an important part of these efforts to make students from all backgrounds feel welcome while exposing students to perspectives different from their own.

**Hood College**’s Director of Diversity and Inclusion leads “Harmony at Hood” during fall orientation to teach students about the norms of the campus community, including language usage and anti-bullying. Administrators work with student organizations to sponsor heritage/history months with films, cultural programs, fashion and talent shows, trips, and musical performances. Foods and activities from multiple cultures are showcased each winter during Holidays Around the World, while The Diversity Block Party offers the same during the spring and summer. The year ends with a Diversity Leadership Recognition Ceremony for student leaders from underrepresented groups, including a donning of the Kente/Serape and Lavender graduation ceremony.

**McDaniel College** supports campus-wide cultural events involving many departments, organizations, offices, and student groups. In the past year, McDaniel hosted: A Discussion on Islam: Fact or Fiction; Black-Jew Dialogues; The Journey Home: A Speaker Series on Immigration; Overcoming the Pernicious Power of Privilege; Discussing Whiteness in an Era of Fragility and Defensiveness; The Journey Home: A Refugee Story; King’s Dream; Holocaust Survivor Emanuel Mandel; Mark Tayac and Piscataway Nation Singers and Dancers; Acceptance and Bully Prevention; and a National Coming Out Day Panel. Workshops were also held on inclusive language, multicultural competence, and the Safe Zone Program, a network of safe and supportive allies to McDaniel’s LGBTQ community.

**Mount St. Mary’s University**’s student organizations reflect the diversity of the campus, including the Black Student Union; Asian Culture Club; Caribbean Culture Club; Pan Africa, Allies, Peers and Education Advocates for Campus Equality (PEACE) Leaders; Student Organization of Latinos; and the VOICE. The University and student organizations offer numerous cultural activities throughout the year. During Hispanic Heritage Month, for example, programs included a Hispanic Heritage Month Festival, Hispanic Heritage Month Panel Discussion and DACA Informational, Celebration of Cuba, “Tres Vidas” Stage Play, and Viva la Noche Club Night. PEACE coordinates monthly Courageous Conversations, an intergroup dialogue series, to discuss and explore relevant issues ranging from World AIDS Day to Racial Justice.

**St. John’s College** promotes campus organizations and activities which represent diverse populations and expose students to various backgrounds. St. John’s supports student-led groups such as Pangaea, an international student club; the Pink Triangle Society, a LGBTQIT alliance; and the Chinese Teahouse, which meets to read Eastern authors. Students who are interested in community service can participate in Project Polity, in which they tutor at local elementary schools and the Stanton Community Center. In the past year, the College hosted “Harlem Nights,” an event showcasing arts from the African-American community; Theater South’s “I Have a Dream” performance on Martin Luther King, Jr. Day; and the Fannie Lou Hamer Awards, honoring women in Annapolis who advance civil and human rights.
Recruitment, College Preparation, Intervention, & Community Outreach

MICUA MEMBERS TAKE ACTION during each aspect of the application and admissions process to provide students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

Capitol Technology University was a founding member of First Generation College Bound, whose mission is to empower youth from low to moderate income families to achieve social and economic success by providing guidance, encouragement, and support in obtaining a college degree. Capitol also maintains active ties with College Bound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. Each year, Capitol holds a STEM career expo for high school juniors. The University provides bus transportation to provide these high school students with the opportunity to experience hands-on STEM experiments and learn about the opportunities and successes they may achieve in the STEM fields. The University also offers a summer program free of charge for its most at-risk students, the Capitol Institute for Student Success (CISS). CISS provides developmental coursework in math and English for at-risk entering first-year students.

Goucher College offers the Goucher Video Application (GVA) as an option in the admissions process. Goucher was the first college in the nation to create an application option requesting student-submitted videos as the decisive factor for admission. The GVA represents an innovative step to demystify and de-stress the admissions process and create a more transparent application for students of all socioeconomic backgrounds. The GVA did, in fact, attract a more diverse population. Nearly 52 percent of students who applied through this method self-identified as minority.
The Undergraduate Admissions Office at **Johns Hopkins University** partners with at least 30 community-based organizations (CBO) around the country that help underrepresented student populations go to college through a combination of recruitment activities, campus visits for CBO administrators, and college counseling. There are several on-campus programs geared towards attracting diverse students to Johns Hopkins. HOME, or Hopkins Overnight Multicultural Experience, focuses on underrepresented prospective students by exposing them to the breadth of culturally-specific resources on campus. Similar programming for underrepresented admitted students occurs during Discovery Days and SOHOP (Spring Open House Overnight Program). A First Generation fly-in program brings a student and one parent/guardian to campus for a similar exposure to academic and co-curricular life at Johns Hopkins.

**Washington College** values diversity and has placed a targeted emphasis on enrolling culturally diverse students. The institution recruits across the globe, enrolling students from 35+ states and 40+ nations, including a substantial number of students from China and India. The College admissions team holistically reviews admission applications, offering test optional admission and seeking to enroll well-rounded students. In addition, 32 George’s Brigade scholars are thriving at Washington College. George’s Brigade seeks to work with high-performing students whose families would otherwise not have the resources to pay for a private liberal arts education. Brigade scholars have their full need met, including room and board, as well as comprehensive support programs designed to help them succeed from initial enrollment through graduation.
Improving Retention and Graduation Rates

STUDENT SUCCESS IS PARAMOUNT TO MICUA members. In testament to this cause, each college and university has put programs and offices in place to assist students in the transition to college life through graduation.

**Loyola University Maryland** pairs first-year ALANA students with upper-class students to assist them in acclimating to campus life. The ALANA Mentors play an integral role in working with students for the first year of their college experience. Mentors assist first-year students in gaining an understanding and appreciation of the University culture, introduce them to co-curricular activities, and assist them with achieving academic and personal growth. In addition, Loyola’s Ignatius Scholars Program assists in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds.

**Notre Dame of Maryland University** launched its Academic Pathways Program in 2016, which is designed for students who are motivated academically but may need additional support at the start of their college career. Students in the Academic Pathways Program receive a personalized academic plan and schedule of classes, participate in academic support sessions and writing and math workshops, and attend a two-week bridge program to prepare them for the academic rigors of college. The University also offers the Trailblazers Program, which provides ongoing support to help over 100 first-generation students in the Women’s College reach their personal and academic goals annually.

At **Mount St. Mary’s University**, the Mount Cares Committee is a team of representatives from multiple segments of the campus community—Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Diversity, and Learning Services. The Committee meets on a bi-weekly basis to review and discuss students who have been identified as at-risk by professors or other staff members. Students are assigned a contact person from the Committee who reaches out and offers resources and support where needed. Among the resources offered to students are peer tutoring services, which are provided through Learning Services.

### 6-Year Graduation Rates for First-Time, Full-Time Degree Seeking Students

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<th>Type of Institution</th>
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*Note: Totals include completion at transfer institutions. (National Student Clearinghouse, 2018)*
Targeted Financial Aid Programs

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Through the partnership, MICUA institutions provide a matching grant award to students who receive a State Guaranteed Access grant.

MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

At Hood College, the Hodson-Gilliam Diversity Scholarship, named in honor of James H. Gilliam Jr., encourages students with demonstrated academic achievement to apply for the scholarship to support their enrollment. This scholarship is designated specifically for students of color. Annually, the number of Hodson-Gilliam Diversity Scholarships awarded is between 40 and 50 students. This award is for $2,000 per year and is renewed automatically.

McDaniel College has competitive scholarships for College Bound and CollegeTracks students, which has led to increased awareness of McDaniel and a complementary increase in applications from Baltimore area students. In 2016, McDaniel launched Teachers for Tomorrow with Howard County Public Schools. This program provides full scholarships to McDaniel, including room and board, for a select group of Howard County graduates who commit to teach in the County for three years following college graduation.

Maryland Institute College of Art (MICA) offers numerous scholarship programs to meet the needs of culturally diverse students, including the Da Vinci Scholarship, Eddie C. and Sylvia Brown Scholarship, Ruth Jenkins Bristor Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, and McMillan Stewart Scholarship. These scholarship awards are renewable annually.

St. John’s College offers several financial aid programs and scholarships designed to promote cultural diversity, including need-based financial aid to minority students from the Hodson Trust, need-based financial aid for students of Turkish heritage or Turkish citizens from the Ertegun Education Fund, and financial assistance for international students from the Proxenos Fund.

Guaranteed Access Partnership Program

$37,200 EACH YEAR FOR 4 YEARS

GAPP is bridging the gap to college access and affordability
INvolving Students in leadership positions is an important goal for MICUA members, all of which offer many opportunities for students to influence decision making.

Each fall at Capitol Technology University, the Department of Student Life and Retention holds a student club fair to recruit students for clubs and organizations on campus. In addition, the student life team provides leadership training for all resident assistants, presidents and vice presidents of student clubs and organizations, and members of the Student Leadership Advisory Board. Several organizations focus on culturally diverse students in the STEM disciplines in particular, including the University’s local chapters of the National Society of Black Engineers; Society of Women Engineers; and oSTEM, a student group whose mission is to serve as a professional and social organization that recognizes the needs of LGBT students and their allies.

Stevenson University strongly encourages all students to become involved on campus in some way. Students of color who regularly visit the Center for Diversity and Inclusion are always privy to leadership opportunities on campus. Students are specifically encouraged to join, and eventually lead, cultural groups on campus as well as to become involved in the Student Government Association, Mustang Activities and Programming Board, and the Commuter Student Association. These organizations afford students the opportunity to have an impact on diversity programming on campus.

At Washington Adventist University, students of color are heavily involved in leadership positions on campus. The University encourages students to build their leadership potential by providing opportunities for leadership in small groups, as well as with larger clubs, and the Student Association. An annual Student Leadership Retreat is held in August of each year, involving Student Association leaders, resident assistants, and campus ministers. Further, the institution’s governance structure places students on the various committees that govern the University. Students are selected to ensure that a diverse mix of backgrounds and cultures is interwoven throughout the committee structure.

At Washington College, the Office of Intercultural Affairs launched an Intercultural Ambassador Council, comprised of eight student leaders who represent the following intersecting social and cultural identities: Race/Ethnicity, International, Socioeconomic Status, Sexuality and Gender Identity/Expression (LGBTQ+), Ability, Religion and Faith, Women, and First Generation College Students. Student ambassadors are asked to engage the campus community via outreach and programming across identities and difference. As a result, more social justice and equity conversations are occurring on campus, with intentional cross-cultural relationship building.
A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators, because students benefit by interacting with role models and mentors to whom they can relate.

At Goucher College, new full-time faculty participate in a two-day faculty orientation and a year-long development program to support acclimation to campus, discuss classroom and pedagogical challenges, and share information on promotion and tenure processes. A mentoring program pairs new and senior faculty, and faculty from underrepresented groups are matched with mentors from similar backgrounds. Workshops addressing microaggressions, difficult conversations, and implicit bias are also offered for faculty development.

Launched in 2016, Johns Hopkins University’s Female Finance Professionals Network supports women working in financial roles across the institution, fostering alliances and starting new conversations on gender and inclusion issues. The network of over 200 members welcomes individuals of all genders, hosts regular networking events for exchanging knowledge, fosters alliances, and starts conversations on gender and inclusion. The Finance Diversity Mentor Program, established with support from the Black Faculty and Staff Association, was expanded in 2017 from University Administration only to include all finance staff.

The Office of Human Resources at Loyola University Maryland arranges professional development opportunities for all faculty and staff, including sexual harassment prevention and workplace diversity. OUTLoyola offers Safe Zone Training to all employees. Student Development offers bystander intervention training through its Green Dot Campaign. Loyola’s Title IX Coordinator and Deputy Coordinators provide sexual violence and discrimination prevention training for all employees. The University sponsors participation in the Ignatian Colleagues Program, designed to develop faculty and administrator leadership potential at Jesuit institutions across the nation.

Notre Dame of Maryland University’s recruitment policies and guidelines require the development of applicant pools including underrepresented groups to promote the University’s goal of learning and working in an inclusive campus community. Human Resources posts recruitment ads on the University’s website, Indeed, HigherEdJobs, The Chronicle of Higher Education, LinkedIn, and websites and listservs specifically focused on academic disciplines and/or professional fields. In 2017, Human Resources added Maryland Job Network, which disseminates listings to at least 80 local community and diversity organizations that provide employment and training services to target populations.

Stevenson University’s Vice President for Human Resources and Vice President of Student Affairs co-chair the University-wide Diversity and Inclusion Committee, established in 2017. The Committee has co-sponsored a number of diversity events on campus. Human Resources has also coordinated numerous professional workshops for faculty and staff on diversity and inclusion, including: Decoding Diversity; Inclusion/Exclusion/Illusion/Collusion; Ouch-That Stereotype Hurts; The Dangers of a Single Story; What’s in a Label; and Different Strokes.
MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside sources, including the National Survey of Student Engagement (NSSE).

Hood College uses a variety of instruments to assess its performance in promoting cultural diversity, including national surveys such as the Student Satisfaction Inventory (SSI) and National Survey of Student Engagement (NSSE), internal assessments, climate surveys, and student club and organization evaluations. A student life assessment team has been appointed to develop a plan for the College, which will contribute to the assessment of campus programs and activities, including those promoting cultural diversity. The first-year pilot of this plan has been implemented and data are being gathered.

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 findings that optimizing diversity in the learning environment 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 and campus practices as experienced with faculty, staff, and peers. The College is using the survey findings to assess areas of strength and improvement related to cultural diversity.
In April 2018, Maryland Institute College of Art (MICA) finalized the Diversity, Equity, Inclusion, and Globalization (DEIG) report, the end-product of nearly three years of an internal study regarding the systems and structures of the College relative to inclusivity and cultural diversity. This report not only assesses MICA’s strengths, but also outlines a comprehensive set of commitments for growth. At the conclusion of this process, an Accountability Monitoring Group (AMG) was launched with representation from students, faculty, staff, administrators, and trustees. The AMG will act as an internal auditor and is charged with assessing MICA’s performance relative to cultural and other diversity.

Mount St. Mary’s University’s Inclusive Excellence Committee administered a campus climate survey to all students in 2015, followed by focus groups to gather qualitative data. The results were shared in individual meetings with the President’s Cabinet, Faculty, Student Affairs Council, Leadership Team (50+ Administrative leaders), and Student Government Association. The survey will be conducted every three years. In 2018, the Mount Inclusive Excellence Committee adopted an assessment plan to help identify gaps and challenges, guide recommendations for resource allocations, and track progress over time towards long-term campus climate and diversity objectives.

Washington College uses a combination of the Beginning College Survey of Student Engagement (BCSSE) and the National Survey of Student Engagement (NSSE) to understand students’ expectations and experiences with diversity in their social interactions and in the curriculum. When used in concert, these surveys permit inferences about how college affects students’ perspectives on diversity. The survey results have been used to engage the campus community in further conversations, and the College’s diversity committee is creating an assessment plan to assess initiatives and develop goals and actions for the institution.
Capitol Technology University is the only independent institution in Maryland dedicated to engineering, computer science, IT, and business. Capitol guarantees its qualified bachelor’s degree graduates placement in a high-technology or information technology job with a competitive salary within 90 days of graduation. Capitol is one of a select number of colleges that has been designated a National Center of Academic Excellence in Information Assurance Education by the National Security Agency and Department of Defense.

Goucher is the only liberal arts college in the nation to require all undergraduate students to study abroad, whether for a three-week intensive course, semester, or year-long program in one of nearly 30 countries. The College is teaching its students to engage the world as true global citizens. For this reason, and ample others, education expert Loren Pope featured Goucher in his book, Colleges that Changes Lives, calling Goucher “one of the best kept secrets of top-quality coed colleges.”

Providing university-quality instruction in a vibrant, coeducational, small-college environment, Hood College has a century-long history of offering numerous majors in the liberal arts tradition. Hood’s dedicated faculty and small classes contribute to an exceptional learning experience. The U.S. News & World Report college guide gives high marks to Hood for quality and affordability, calling it a great college at a great price, and The Princeton Review named Hood one of the best colleges in the Mid-Atlantic.

Johns Hopkins was the first research university in the U.S., founded both to educate students and to advance human knowledge through discovery and scholarship. Today, the University includes 10 academic and research divisions, and numerous centers, institutes, and affiliated entities. Johns Hopkins is known internationally for excellence in education, research, and health care. For more than 30 years, it has topped the nation in spending on scientific and medical research, now attracting more than $2 billion in grants annually.

Loyola University Maryland has a national reputation for excellence in the Jesuit tradition of the liberal arts at the undergraduate level and extensive professional programs at the graduate level. Loyola University Maryland comprises three distinct schools: Loyola College, home to the University’s arts and sciences programs; the Sellinger School of Business and Management; and the School of Education. A Loyola education prepares students to learn, lead, and serve in a diverse and changing world.

Maryland Institute College of Art (MICA) is the oldest continually degree-granting college of art and design in the nation, enrolling nearly 2,700 undergraduate, graduate, and continuing studies students from 49 states and 65 countries in studio, seminar, and online-based programs. With programs ranked in the top ten by US News & World Report, MICA is pioneering creative, interdisciplinary approaches to innovation, research, and community and social engagement.

McDaniel College, founded in 1867 and nationally recognized as one of 40 “Colleges That Change Lives,” is a four-year, independent college of the liberal arts and sciences offering more than 70 undergraduate programs of study, including dual and student-designed majors, plus 25 highly regarded graduate programs. A diverse, student-centered community, its personalized, interdisciplinary, global curriculum and student-faculty collaboration develop the unique potential in every student.
Mount St. Mary’s University is the second-oldest Catholic university in the U.S. From conducting professional level research in the sciences to a robust honors program, students acquire solid intellectual competencies and hands-on experiences. One of the top 25 colleges and universities in the region as chosen by U.S. News & World Report, the Mount is also listed in the Newman Guide to Choosing a Catholic College as one of the top Catholic universities in the country.

Founded as a Catholic liberal arts college for women, Notre Dame of Maryland University now enrolls both women and men at its main campus in Baltimore and at satellite centers throughout Maryland. In addition to its flagship Women’s College, the University offers coeducational programs in its College of Adult Undergraduate Studies, College of Graduate Studies, and English Language Institute. Students may study in the Schools of Arts and Sciences, Education, Nursing, and Pharmacy.

At St. John’s College, students pursue an interdisciplinary curriculum based on the foundational works of Western civilization in small, discussion-based classes. They explore many disciplines, including math, political philosophy, the sciences, theology, literature, history, language, and music. This independent, coeducational college offers graduate programs based on these same principles. St. John’s, the third oldest college in the country, has graduates who excel in a wide range of careers around the world.

Stevenson University provides a career-focused undergraduate education for traditional students, as well as graduate and bachelor’s programs for working adults. Based in Stevenson and Owings Mills, the University offers education that extends beyond the campus, as students gain valuable experience in the working world by participating in internships, paid cooperative education programs, service learning, and study-abroad programs. Stevenson is the only university to offer the distinctive Career ArchitectureSM process.

Washington Adventist University is the only four-year institution with a campus in Montgomery County. The University plays a unique role in serving the area’s high percentage of immigrant students and has been recognized as one of the most diverse institutions in the nation, with students of color making up 66% of total enrollment. The School of Graduate and Professional Studies provides opportunities for working adults to earn a bachelor’s or master’s degree in a variety of fields.

Founded in 1782, Washington College was the first college chartered in the new nation. Among Kiplinger’s top 100 liberal arts colleges for economic value and academic quality, it emphasizes hands-on, multidisciplinary learning with top programs in environmental science, psychology, biology, English, and history. Its affordability initiatives include: Dam the Debt, reducing graduating seniors’ federal debt by over 10 percent; Saver’s Scholarship, matching up to $2,500 the amount students paid for tuition from a 529 or Educational Savings Account; and FixedFor4, which locks tuition for a student’s four years.

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