Cultural Diversity Report

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
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Washington College

MICUA Maryland Independent College and University Association

Cultural Diversity Report

2019
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 land, campus buildings, operating expenses, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973.

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.

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Cover photo: Goucher College
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 11 years, MICUA has surveyed Maryland’s independent colleges and universities to identify new and ongoing 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 2019 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.
Enrolling Diverse Students

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. MICUA schools provide 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.

### Pell Grant Recipients (low-income)

One in four undergraduate students enrolled at a MICUA institution is economically disadvantaged.

- **Pell Recipients**: 23%
- **Other Undergraduates**: 77%

### Sources of Need-Based Grant Aid

MICUA institutions provide five times as much need-based aid as the State and federal governments combined.

- **Institutional**: 83%
- **Federal**: 13%
- **State of Maryland**: 3%
- **Private Sources**: 1%

Source: Maryland Higher Education Commission (MHEC) S-5 Report, Fiscal 2017
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 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
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.

The mission of Capitol Technology University is to educate individuals for professional opportunities in engineering, computer and information sciences, and business through relevant learning experiences in the evolving global community. Capitol prides itself in being “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.” Capitol’s strategic plan also includes two diversity goals: Explore international partnerships and opportunities; and Implement strategies to recruit and retain non-traditional students, to include working adults and active duty military.

Goucher College’s Mission Statement, Diversity Statement, and Community Principles affirm that diversity and racial equity are central to a liberal arts education and to the institution’s core values. Goucher’s Mission Statement describes the College as “… 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 also added the following Vision Statement to its Mission: “Become the model for accessible transformational education that integrates curricular and co-curricular learning to deliver graduates who can solve complex problems together with people who are not like themselves.”

St. John’s College’s Diversity Statement describes it’s educational aim as providing “… an education for all, regardless of a 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. Because it offers an education for all, St. John’s College has sought and continues to seek to make its program of study known and available to people of diverse backgrounds.”

The Mission Statement of Stevenson University 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 blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. 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.”
MICUA COLLEGES AND UNIVERSITIES RECOGNIZE diversity in their long-range strategic plans by establishing goals to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

Johns Hopkins University’s Roadmap on Diversity and Inclusion articulates the University’s belief that a community of diverse people, thought, and experiences is essential to its core mission and long-term success. The second annual progress report, published in April 2019, highlighted the successes and challenges the University faced over the past year, and provided a transparent account of new or progressing initiatives. It also noted future initiatives and focused on additional issues and challenges of importance to the University community, including those voiced in campus protests on issues such as campus safety, federal immigration policies, disability services, and handling of sexual misconduct cases.

Loyola University Maryland’s current strategic plan, The Ignatian Compass, Strategic Plan 2017-2022, pays explicit attention to diversity by establishing the Ignatian Citizenship Commons: “Loyola will embrace an action-oriented commitment to greater diversity, equity, and inclusion, seeking to make an impact in our own campus community and at local, regional, national, and global levels. The Commons will advocate for the public and communal application of the Ignatian tradition of reflection, discernment, and action as invaluable social virtues.”

In the Mount St. Mary’s University Strategic Plan: 2018-2023, diversity and inclusion are prominently featured under Goal 6: Culture of Teamwork, which states, “The Mount fosters a culture where all members of our community are treated with dignity and respect and where they feel they are a valued and trusted member of our team.” Specific strategies include establishing a welcoming climate and more inclusive learning community, continuing to diversify its student body, and defining and advancing diversity and inclusion.

Washington College includes a number of diversity-related goals in its long-range plans, including increasing the racial, ethnic, religious, sexual orientation, national origin, and socio-economic diversity of the student body, faculty, and staff; and confronting and challenging attempts to dehumanize others through prejudiced attitudes, behaviors, and practices that exclude, demean, or marginalize any individual or group. The College has also made commitments to “support and recruit excellent teacher-scholars and staff committed to the distinctive character of a Washington College education.”
Leadership to Foster Diversity

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. They have also developed collaborative initiatives to foster inclusivity and hired staff to coordinate and oversee the range of programs and issues related to diversity.

At Hood College, the Office of Diversity and Inclusion offers programming, initiatives, and accessible resources for students from underrepresented populations. Throughout the year, students are provided with a services to foster an inclusive community, including diversity training, orientation and programming for underrepresented and international students, and professional staff who support and advocate for issues of awareness, equality, and inclusivity. Efforts over the past year include webinars/trainings on mentoring students of color (October 2018), creating a culturally relevant bystander intervention curriculum (November 2018), overcoming unconscious bias and racial tensions (April 2019), and bridging the gap between Islam, Islamophobia, and contemplative pedagogy (May 2019).

Maryland Institute College of Art (MICA) created the Office of Multi-ethnic Student Services almost 30 years ago to address issues with the retention of African American students at the institution. The Office’s scope of service was examined and expanded in 2008, and again more recently as a result of the President’s Task Force on Diversity, Equity, Inclusion, and Globalization. The Office, now named the Center for Identity and Inclusion, was restructured to expand its efforts to include all students regardless of race and ethnic backgrounds, sexual orientations and expressions, ability, religious, political, socio-economic backgrounds, and all other areas of diversity central to the mission of creating a truly multi-cultural environment promoting cross-cultural sharing and learning. The Office has been relocated to one of the main buildings on campus with high traffic and high visibility, with increased staffing, and with increased cross-institutional support and advocacy.

McDaniel College’s Office of Diversity and Inclusion provides visible leadership and direction for the College’s diversity and inclusion initiatives by developing programs to promote diversity awareness and understanding; supporting and coordinating student groups that serve diverse student populations; and serving as a resource to underrepresented students, faculty, and staff. The Office collaborates with campus organizations and offers programs and training opportunities throughout the year. Recent workshop topics include: Multicultural Competency; Privilege, Power, and Oppression; Safe Zone: LGBTQ +, Gender, and Sexuality; and Difficult Conversations: Challenging the Ida Not the Person.

Washington Adventist University’s Diversity Committee is dedicated to promoting cultural sensitivity among students, staff, and faculty and to creating a conducive environment where everyone feels safe and respected. The Committee, chaired by the Vice President for Ministry, collaborates with the Vice President for Student Life and the Student Association on programs, events, and diversity initiatives. The Diversity Committee directly reports to the President’s Cabinet through the Committee Chair. Intentional planning, programming, and assessments are addressed every month and presented every week in the Office of Ministry between Campus Ministry Chaplain and Vice President for Ministry.
CROSS-CULTURAL COMPONENTS are included in MICUA members’ general education requirements, which students satisfy by taking courses in areas such as ethnic studies, non-western civilizations, foreign languages, diversity, and inclusion. Described below are a few examples of courses and programs that promote diversity.

At **Loyola University Maryland**, Diversity is one of nine Undergraduate Learning Aims with a focus on students’ “recognition of the inherent value and dignity of each person, and ... respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities.” The core aim also imparts the importance of awareness of “structural sources, consequences, and responsibilities of privilege” and other cultural competencies. Undergraduates must also complete a Diversity Course Requirement for graduation, satisfied by global diversity, domestic diversity, or social justice courses.

**Notre Dame of Maryland University** included “Development of a Global Perspective” as one of the General Education Learning Outcomes for students. As a part of the University’s General Education requirements, students are required to complete courses on gender studies and cross-cultural studies and engage in service in their local communities.

Cultural literacy is ingrained in the curriculum beginning with the University’s freshmen orientation course, which has an individual and group service requirement. The University also chooses an annual “Common Read” to unite the campus with a work that demonstrates understanding and responsiveness to social problems, promotes dialogue, and raises issues related to gender and global perspectives.

**Stevenson University**’s General Education requirements include “Intercultural Knowledge Competency.” The Diversity Curriculum Task Force, created by the University’s Academic Affairs Committee in the fall 2018 semester, suggested this requirement be incorporated into the First Year Seminar course, English 152, and at least once in each academic program. First Year Seminar faculty participated in targeted diversity professional learning in May 2019, and professional development opportunities will be offered to additional Stevenson faculty. Students in the First Year Seminar will complete surveys to assess the course learning activities, which will include questions devoted to diversity learning outcomes. Many courses at Stevenson also embed weekly service-learning into the curriculum to engage students in authentic, real-world experiences and help them better understand course content and reflect upon possibilities for personal and social change.
MICUA MEMBER INSTITUTIONS TAKE ACTIVE measures to create a welcoming environment for students both inside and outside of the classroom. 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 different perspectives.

At Capitol Technology University, several student clubs and organizations support culturally diverse students, including the University’s chapter of the National Society of Black Engineers, whose mission is to encourage minorities to pursue engineering and technical-related degrees; and the Society of Women Engineers, the largest nonprofit educational and service organization representing students and professional women in engineering and technical fields. Capitol Tech also houses oSTEM, a student group whose mission is to unite LGBT students who are studying science, technology, and engineering and serve as a professional and social organization that recognizes the needs of LGBT students and their allies.

Hood College’s Director of Diversity and Inclusion, along with a committee of students, faculty, and staff, designs and implements an annual diversity program that is a part of fall orientation. This program, “Welcome to the NeighborHood,” provides students with information about campus resources and teaches the norms of the campus community, including language usage and anti-bullying guidelines. The Director also collaborates with other campus offices and student organizations such as the Black Student Union, Queer Student Union, Feminist Student Union, La Comunidad, African Student Union, Hillel/Jewish Student Union, Muslim Student Association, and Global Citizens Club to sponsor heritage/history months with documentaries; games; educational, social, and cultural programs; fashion and talent shows; musical performances; and special trips.
Maryland Institute College of Art's (MICA) Center for Identity and Inclusion presented over 45 diversity related programs during the 2018-2019 academic year. These trainings, events, and exhibitions promoted the goals of accepting, respecting, and valuing differences such as age, race, gender, ethnicity, religion, sexual orientation, gender expression, sexual identity, ability, language, family circumstances, and cultural backgrounds. For instance, faculty and staff from MICA and Morgan State University, along with Michael Cobb, United States Congress Legislative Assistant, interacted, challenged, taught, and prepped students for professional networking opportunities during “Art 2 Art,” a networking event that created fruitful connections and generated new opportunities for students of color. Another initiative, “The Collective,” was created to foster and strengthen the MICA community through civic and conscious dialogue with faculty, staff, and student leaders around issues of race, gender, culture, and identity. The Men of Color, Women of Color, and Queer, Trans People of Color Collectives were designed as mentorship programs for students to learn how to navigate a white, male, cis, hetero-normative world.

Each year, the contributions of Stevenson University’s students, faculty and staff, along with some of the region’s best-known artists, entertainers, and speakers enhance campus life and enrich knowledge around the areas of diversity, inclusion, multiculturalism, cultural competency, and equity. Stevenson’s women’s leadership group, R.I.S.E., hosts events for numerous students on campus. The African Student Union hosts dance performances, food tastings, and exhibits such as “Experience Africa.” The Black Student Union holds an annual fashion show that allows students to showcase their talents, as well as clothing from various locations. During this past Black History Month, a Black Lives Matter Showcase displayed many talented students as they gave reverence to African Americans who have made significant contributions to society. Other events were hosted in collaboration with student groups, faculty, and staff members to recognize and celebrate National Women’s History Month and National Hispanic Heritage Month.
Publications & Promotional Materials

MICUA MEMBER INSTITUTIONS utilize publications and electronic materials to reach students, prospective students, faculty and staff, and the community. To create a welcoming environment and encourage respect for diversity, MICUA schools ensure that all publications, promotional materials, and websites reflect diverse populations that span ethnicity, race, national origin, age, and gender groups.

The Office of Communications strives to represent Goucher College’s diverse student body in all print and electronic publications and on its website. In the College’s series of student, faculty, and alumni profiles online and in print, Goucher ensures there is reflection of the rich diversity in the community in terms of academic and extracurricular interests, ethnicity, gender, and geography. The “Experience Goucher” section of the website provides a page titled “Equity and Identity at Goucher” that emphasizes the College’s commitment to diversity while also providing information and resources to prospective students. The website includes links to resources such as the Maryland Scholars Program; International Student Support; President’s Council for Race Equity; Cultural Programming; and the Center for Race, Equity, and Identity. Goucher also hosts and promotes speakers, artists, and lecturers on campus who represent a wide range of views and backgrounds. In 2018-2019, the College hosted civil rights activist and author DeRay Mckesson, as well as clarinetist Anthony McGill, the New York Philharmonic Orchestra’s first African-American principal player.

It is important to Washington Adventist University that any print and electronic materials represent the diversity on campus. The University is culturally and racially diverse and endeavors to reflect the campus’s richness to the community and surrounding world. There are multiple communication streams that are disseminated to various internal groups and external stakeholders and other parties, including students, faculty, staff, alumni, neighbors and friends of the University, board members, and the press. Stories about diverse students and faculty are frequently highlighted. In the past academic year alone, two of the more significant student success stories featured Latina students. These stories range from stories of freshmen just beginning their college journey, to seniors graduating with accolades. These stories are told via emails, videos, social media, and a student engagement mobile app.
Washington College continues to be excited about the changing demographics of classes recruited, as well as the diverse intersecting social and cultural identities that make up the campus community of students, faculty, staff, alumni, and supporters. College Relations and Marketing designs promotional materials to highlight and accurately portray the diversity in the student population and to showcase unique strengths, achievements, and outcomes. Additionally, the institution works to have gender identity and expression, international/domestic, racial, and other diverse identities in featured stories in the campus newspaper, Washington College Magazine, and other media. A campaign is underway to showcase a more diverse representation of faculty, staff, and students via visual images, such as banners and portraits, across campus. The College’s Global Education Office also works closely with College Relations and Marketing to create specific promotional materials to distribute to international partner schools to help attract visiting exchange students to campus.
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.

Goucher College has several important components to its cultural diversity recruitment initiatives, including programming (on-campus and off-campus visits and college fairs) specifically targeted to underrepresented populations and schools that serve mostly underrepresented populations (e.g., Seed School of Baltimore, Bard High School Early College in Baltimore). Goucher also hosted group visits for community-based organizations and schools that provide access to higher education for underrepresented high school students, such as the Baltimore Urban League Seminar. The College hosted the Diversity Overnight Experience for admitted students who identify as a person of color. The event was held in conjunction with Gopher Day, an all-day campus event for admitted students. Goucher also continued to feature 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 the admissions process and create a more transparent application for students of all backgrounds.
Over the past year, Johns Hopkins University expanded its undergraduate recruitment and outreach efforts to include working with several large school districts that serve substantial numbers of low-income or underrepresented students. The University brought more underrepresented and first generation students to campus for prospective- and admitted-student programs and, for the first time, gave every admitted first generation student the opportunity to be flown to campus with a guardian. Over the past year, the University also significantly expanded support for first-generation college students with financial struggles by creating networks designed to connect these students with each other and with faculty, staff, or alumni from first-generation or low-income backgrounds. The University also held an opportunities fair to expose students to high-impact experiences such as studying abroad and internships and started a pilot summer stipend program to provide competitive funding for unpaid or under-paid summer research or internship experiences.

St. John’s College has a fly-in program and special tours that support its efforts to recruit a diverse student body. It emphasizes diversity in its Summer Academy, an on-campus summer college experience for high school students. St. John’s also has a fully funded summer program coordinated with UNCF and AEI to host African American students in a leadership and critical thinking program. The College has a need-based financial aid program that enables students from all income levels to attend St. John’s; 10% of currently enrolled students have family incomes below the poverty line, and 30% are Pell Grant eligible. The College has also announced that it has lowered undergraduate tuition for the 2019–2020 academic year from $52,000 to $35,000, which makes St. John’s one of the most affordable liberal arts colleges in the United States.
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.

The First Year Program at McDaniel College provides many levels of support for new first year students and transfer students. Every new student has a student Peer Mentor to help with the transition to McDaniel and to enhance the first year experience of all new students. The College has several Peer Mentor roles: First Year Seminar Peer Mentor, Honors Peer Mentor, Transfer Peer Mentor, and International Peer Mentor. The College’s Director of Student Diversity and Inclusion trains the Peer Mentors annually to make them aware of the unique needs of diverse populations.

At Mount St. Mary’s University, the Mount Cares Committee is a team of representatives from every professional segment of the community (Academic Affairs, Residence Life, Public Safety, Campus Ministry, Center for Student Diversity, Center for Student Engagement and Success, and Learning Services). This group meets on a bi-weekly schedule to review and discuss students who have been identified as at-risk by professors or other staff members. Every student is assigned a contact person from the Committee, who offers resources and help where needed, including peer tutoring services. All new students convene multiple times a week with assigned advisors and mentors who also serve as the students’ First Year Symposium professors. In 2018, Symposium faculty participated in a mandatory Culturally Responsive Teaching and Learning workshop sponsored by the Mount’s Inclusive Excellence Committee.

Notre Dame of Maryland University’s Trailblazers Program supports first generation college students via personalized meetings, workshops, collaborations with other on-campus departments/services, and guest speakers. The Program provides ongoing, essential support to help first generation students in Notre Dame’s Women’s College reap the benefits of college life, earn their degrees, and make their way into the world as college graduates. The Trailblazers Program has a new initiative called Primeras for first generation Latina students and their families as they navigate the college journey. Notre Dame’s First Year Experience Task Force made suggestions to redesign the University’s first year seminar course curriculum, which has been revised and launched. This course emphasizes the transition to Notre Dame, including the richness of its culturally diverse student body; support systems that enable student success; and the University’s mission and values. Service-learning, peers as mentors and guest presenters, and assessment are built into the seminar, which is co-taught by faculty and Student Life staff.

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

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. Students who receive a State Guaranteed Access grant and a GAPP grant may receive up to $38,200 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

Capitol Technology University offers full-tuition scholarships for high ability students who demonstrate financial need. Other high need students may qualify for institutional grant funds from $2,000-$12,000. In addition, based on donor specifications, Capitol awards specific funds for Baltimore City students, Prince George’s County students, and women in cyber security. Capitol also offers a free summer program for its most at-risk incoming students, Capitol Institute for Student Success (CISS), which provides developmental coursework in math and English during the summer months. Goucher College offers the Maryland Scholars Program for first-generation, socio-economically disadvantaged students from Maryland, with a four-year financial award exclusive of loans. The College also offers several endowed scholarships for multicultural students, including Bell (preference given to Asian students or American students of Asian descent); Brady (international students); and Hearst (awarded to economically disadvantaged students from urban schools in Baltimore), among many others.

Mount also actively pursues grant opportunities to support underrepresented groups. For example, the University was awarded an S-STEM grant from the National Science Foundation that provides scholarships for high-achieving, high-need students.

The Washington Scholars Program at Washington College recruits high achieving and high financial need students from various metropolitan areas across the U.S. The Program includes an interview process, first-year student requirements, academic preparation for the student’s career trajectory, cultural experiences, and personal and identity development with an emphasis on engaging in student development opportunities such as clubs, organizations, community immersion opportunities, and experiential learning activities. The College also offers several endowed scholarships to students who contribute to the diversity of the College including Hearst Foundation, Hodson Gilliam, Timothy Maloney Theatre, and Dr. Charles H. Trout.

Guaranteed Access Partnership Program

$38,200 EACH YEAR FOR 4 YEARS

GAPP is bridging the gap to college access and affordability

In May 2019, Mount St. Mary’s University received another $1 million commitment from generous donors to support the Third Century Scholars program, which was originally established in 2007. This donation will provide eight more underrepresented, low-income students from urban communities (Washington D.C. and Baltimore) with full scholarships, a success coach, and operating funds. The
Student Leadership

INvolving students in leadership positions is an important goal for MICUA members, all of which offer many opportunities for students to influence decision making.

Hood College’s Diversity Coalition is comprised of at least two representatives from each of the College’s diversity organizations, including the Black Student Union, Queer Student Union, Feminist Student Union, and La Comunidad (Latinx Student Union). These groups have established a tier-based executive structure so that each year, one or more first-year students are elected to their boards, providing new students the opportunity to experience leadership growth. Two years ago, the Student Government Association (SGA) amended its constitution to include a Diversity Chair on its Executive Board, who is selected from the Diversity Coalition. In spring 2019, the SGA adopted a campus-wide Inclusivity Resolution and Community Values Pledge. Students, faculty, and staff were invited to sign the pledge online.

At Loyola University Maryland, students of color are heavily involved in campus leadership, including both campus-wide leadership offices and leadership offices specific to diversity efforts, such as the Director of Diversity in the Student Government Association and leadership positions in African, Latino, Asian, and Native American (ALANA) related clubs and organizations. Other leadership opportunities during the 2018-2019 academic year included MOSAIC, an initiative that provides resources, support, and encouragement for Loyola’s women of color. MOSAIC focuses on developing an inclusive environment that fosters sisterhood while involving, informing, and inspiring women. The University also offered a Leadership Summit, a day-long program focused on the intersections of social identity and leadership.

At McDaniel College, the Office of Diversity and Inclusion (ODI) works with students to develop leadership skills and meets regularly with the leaders of the organizations that fall under its umbrella. The Black Student Union, Africa’s Legacy, Hispanic Latinx Alliance, and Asian Community Coalition are among the most active student groups on campus. The Director of ODI also recruits students to introduce keynote speakers, lead workshops and discussions, and serve on panels to share their experiences. Students have led efforts to grow the Edge Experience Program for students from Baltimore and to bring together multicultural student organizations in order to develop new ways to build communication among the groups. Students have also been instrumental to the Global Bridge Program, which runs with the support of a team of student mentors, most of whom were in the U.S. for less than five years before arriving at McDaniel.

Washington College’s Office of Intercultural Affairs provides leadership for the Intercultural Ambassador Council, comprised of eight student leaders that represent the following intersecting social and cultural identities: Race/Ethnicity, International, Socioeconomic Status, Sex, Sexuality and Gender Identity/Expression (LGBTQ+), Ability, Religion and Faith, Women, and First-Generation College Students. The charge for each Ambassador is to engage the campus community via outreach and programming efforts across identities and difference. Additionally, there is an expectation that Ambassadors engage with broader communities, such as Greek Life, Athletics, Residence Life, and the Student Government Association. As a result, increased social justice and equity conversations have taken place across campus, with intentional cross-cultural relationship building. Students have benefited from greater accessibility to trained and passionate peers on issues of diversity, identity, and inclusion.
Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention

A CRITICAL OBJECTIVE FOR MICUA members is to increase diversity among faculty and administrators.

Johns Hopkins University’s Faculty Diversity Initiative (FDI), launched in 2015, has demonstrated important successes not only in supporting the recruitment of diverse faculty, but in launching and adjusting systems and practices needed to advance these aims. This year, the University completed the rollout of the faculty information system Interfolio to better track all parts of the faculty search process. Interfolio pairs with the recently adopted FacultyForce information system for tracking faculty activities, promotions, and retention. Together, these tools have helped systematize the University’s commitment to diversity in recruitment and hiring. Ongoing University initiatives to increase faculty diversity include the Target of Opportunity Program, Visiting Professors/Scholars Program, and Provost’s Postdoctoral Fellowship Program. For the third year, the Provost’s Office has recognized faculty members with the Prize for Faculty Excellence in Diversity and Prize for Excellence in Faculty Mentoring.

Maryland Institute College of Art (MICA) has been working to diversify the faculty and faculty leadership on three fronts: 1) the recruitment process; 2) professional development programs; and 3) artists/designers/scholars-in-residence and public programming. Implicit bias and anti-discrimination training is provided for search committee members for all faculty and academic leadership positions. During the 2018-2019 academic year, trainings were extended to staff and included over 120 MICA personnel. MICA has also worked to develop and institutionalize faculty professional development around issues of anti-discriminatory and inclusive teaching, multiculturalism, and other areas of contemporary practice. In 2019, MICA also expanded support for two endowed artist/designer/scholar-in-residence programs that bring regional and national artists of color to work in residence at MICA.

At Notre Dame of Maryland University, the University’s non-discrimination and recruitment policies and guidelines require the development of applicant pools that include underrepresented groups in order to promote the University’s goal of learning and working in an inclusive campus community. The University has taken part in the NCAA Presidential Pledge, geared towards achieving ethnic and racial diversity, gender equity, and inclusion, with a focus on hiring practices in intercollegiate athletics to reflect the diversity of the student athlete population. All of Notre Dame’s faculty and staff position announcements include a diversity statement that welcomes diverse applicants, as well as those applicants who value diversity, to apply. This practice reinforces the University’s mission, values, and commitment to creating a campus environment that appreciates the talents, skills, and perspectives of every member.

As Washington Adventist University continues to increase the diversity of its hiring pool, it is expanding its recruitment efforts and strategies to include professional organizations such as the National Association of Hispanic Nurses, Hispanic Association of Colleges and Universities, and the American Association of Blacks in Higher Education. Human Resources encourages bilingual candidates to apply. Structures are already in place for minority faculty and staff exchange programs, via agreements with several Central and South American universities. International volunteers have been and will continue to be brought in to serve in special capacities on campus on a selected basis. Over the past year, four volunteers from Brazil and the Caribbean have served at the University, and two have ultimately become employees.
MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside sources.

In 2018, Johns Hopkins University asked faculty to participate in the Collaborative on Academic Careers in Higher Education (COACHE) Faculty Satisfaction Survey, students to participate in a climate survey on sexual misconduct, and staff to participate in the Gallup-administered employee engagement survey. Data from these surveys, which included questions specific to diversity, were disaggregated by gender and race, and the analysis of the data will steer future programs and initiatives. Also in 2018, the Office of Institutional Equity (OIE) released its first report providing background and specific data on the University’s response to reports of sexual misconduct and other forms of discrimination and harassment. The report provides increased transparency around the work and approach of OIE and a baseline against which to measure progress in coming years.

McDaniel College has partnered with the Higher Education Research Institute (HERI) to assess student learning related to diversity. HERI’s Diverse Learning Environments (DLE) Survey is based on research that states 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; campus practices as experienced with faculty, staff, and peers; and student learning outcomes. The data are being used to assess areas of strength and improvement regarding the College’s efforts at promoting cultural diversity.
At Maryland Institute College of Art, the President’s Task Force for Diversity, Equity, Inclusion, and Globalization (DEIG) was established to create a campus-wide plan. The Task Force began in 2015 and sunset in 2018. An Accountability Monitoring Group (AMG), with broad representation of leaders from various College constituency groups, has been appointed to monitor the DEIG plan and work in parallel with the President’s Council. The AMG will assess and review data and information such as relevant benchmarks used in various annual reports, curricular evolution, assessments, climate surveys, and faculty and staff diversity hiring data, among other measures.

Mount St. Mary’s University administered a campus climate survey to all students in spring 2015 and again in fall 2018. The results from the most recent survey were shared in individual meetings with the President’s Cabinet, faculty, in an open meeting, and with the Mount Inclusive Excellence (MIE) Committee. The MIE Committee also adopted an assessment plan to help identify gaps and challenges, guide recommendations for resource allocations, and track progress over time towards the goals and objectives in the University’s Diversity and Inclusion Action Plan.
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.
Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract diverse students. 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.

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.

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.

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.

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.

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.

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.

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.
Best Practices

(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 mean to be a leader in a community 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.
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.

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.

To prepare educators for leadership at the next level, institutions should offer professional development to diverse faculty and administrators.

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.

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.

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.

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

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.

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.
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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