Maryland Independent College and University Association

Capitol Technology University
Goucher College
Hood College
Johns Hopkins University
Loyola University Maryland
Maryland Institute College of Art
McDaniel College
Mount St. Mary’s University
Notre Dame of Maryland University
St. John’s College
Stevenson University
Washington Adventist University
Washington College

Cultural Diversity Report

2020
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 238 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.

Sara Fidler
President

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Stephanie Thomas
Director of Communications

Cover photo: Hood 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 12 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 2020 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 and emerging initiatives over the past year as campuses have responded to racial injustice, violence and brutality, and social disparities further exacerbated by the COVID-19 pandemic. 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 over 66,000 students every year. The student population is racially diverse, economically 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 public 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 families. Almost 90% of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollment possible. Combining State and federal scholarships and grant programs, low-interest loans, institutional aid, private scholarships, and on-campus employment gives most students with financial need the resources they need to enroll at their top choice institution.

Attending a Maryland independent college or university is possible for students from all economic circumstances. MICUA member institutions target financial aid to students with the greatest need. In fiscal year 2020, MICUA institutions granted $285 million in institutional-based aid to Maryland students. Eighty-seven percent of State Sellinger funding, or $51 million, was used directly for financial aid for Maryland students, with the remaining funds used for innovative academic programs and support services that promote student access and success.

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**Pell Grant Recipients**

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

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Source: MHEC FAS Report AY 2018

**Sources of Undergraduate Student Financial Aid at MICUA Institutions**

- Federal
- State
- Institutional
- Private

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*Notre Dame of Maryland University*
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 2019 IPEDS enrollment data, 34 percent of undergraduate students enrolled at MICUA member institutions are students of color. Between fall 2010 and fall 2019, there was a 54 percent increase in the enrollment of undergraduate students who are underrepresented minorities.

Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 24 percent of full-time faculty at MICUA institutions are faculty of color.

Three MICUA member institutions are majority minority institutions, while 10 MICUA member institutions enjoy undergraduate minority representation of 30 percent or more.
MICUA MEMBER INSTITUTIONS are committed to providing an inclusive community. The belief that diversity is essential to a quality education is affirmed in institutional mission statements, values statements, and diversity statements.

**Goucher College’s** Mission Statement, Diversity Statement, and Community Principles all affirm that diversity and racial equity are central to a liberal arts education and to the institution’s core values. The College’s Diversity Statement follows: “We at Goucher College are dedicated to social justice, diversity, and equity and inclusion as fundamental components of our mission and ethos. We champion an inclusive community, embrace and respect different perspectives, and value diversity in all its forms and intersections, including ability, age, culture, ethnicity, gender identity and expression, nationality, race, religious and spiritual belief, sexual orientation, and socioeconomic status. Understanding that power, privilege, and other forces of inequality play a role in shaping our individual and collective experiences and identities, we are committed to productive dialogue and meaningful action in addressing our differences. We approach this ongoing work with courage, integrity, care, and respect.”

Founded as one of the nation’s first independent, coeducational institutions of higher learning, **McDaniel College’s** evolution is characterized by academic excellence, extraordinary administrative and faculty dedication and resourcefulness, and increasing student selectivity and diversity. This past year McDaniel has made a conscious effort to strengthen its commitment to equity and inclusion by creating and implementing a Diversity, Equity, and Inclusion Statement. An excerpt from this Statement follows: “We are a community dedicated to excellence in the liberal arts, and as such, we welcome the contributions of divergent perspectives and experiences that strengthen the educational experience. Our community is fully committed to breaking down the walls of division, rejecting acts of exclusion, and challenging injustice, prejudice, and ethnocentrism. We seek to promote the presence and expressions of all groups, including those historically and/or currently marginalized.”

**St. John’s College’s** Diversity Statement, first adopted in 2007 and later revised, is now included in the Statement of the College’s Program of Instruction: “The aim of the education offered by St. John’s College is the liberation of the human intellect. This is an education for all, regardless of a person’s race, ethnicity, sex, religious beliefs, country of origin, economic background, age, disability, sexual orientation, or gender identity or expression. 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.”

**Washington College’s** Mission Statement reflects its commitment to challenging and inspiring “emerging citizen leaders to discover lives of purpose and passion.” The College values a campus culture that welcomes diversity in thought, identity, and opportunity. In alignment with the College’s mission, a new Diversity Statement was created in May 2019. An excerpt from this Statement follows: “In the pursuit of academic excellence, we endeavor to be a community made up of people from a variety of backgrounds with differing perspectives, life experiences, religious, philosophical and political beliefs, lifestyles, and ideologies. We pledge to create a respectful and supportive environment for collaboration, empathy, and the building of meaningful relationships among members of Washington College. We commit to fostering a more equitable, inclusive, and engaged community that embraces all the complexity that each person brings to campus.”
Strategic Plans & Goals

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.

In 2016, Johns Hopkins University published the “Roadmap on Diversity and Inclusion,” a university-wide effort that highlighted the ways in which diversity of people, thought, and experiences is essential to the University’s mission and long-term success. Annual reports have provided a transparent accounting of progress; the most recent was published in Summer 2020. While the University recognizes that it still has much more work to do, it is proud of the measured progress it has made over the past several years, such as increasing the diversity of faculty, students, and staff; broadening the support and networks available to mentor junior faculty, graduate students, and diverse cohorts of undergraduate students; and increasing available, and in some cases mandatory, training related to unconscious bias, sexual assault, and other key issues.

Maryland Institute College of Art (MICA) has been involved in an institutional strategic planning process since 2019. The draft plan, which centers on diversity, equity, inclusion, and globalization (DEIG) goals and strategies, was near completion when the COVID-19 pandemic interrupted routine campus operations. MICA is now revisiting this work to finalize the strategic plan with new insights into the centrality of DEIG to MICA’s future. MICA also established a process for building near-term and urgent goals sparked by the national protests of Summer 2020 into the College’s immediate planning and programming for the 2020-2021 academic year.

In 2019-2020, Notre Dame of Maryland University underwent a comprehensive yearlong process to develop the University’s new five-year strategic plan, “Going Beyond: Vision 2025.” The University has identified five goals and three themes of diversity and inclusion, service and social responsibility, and a local to global perspective to guide and advance the institution. As a part of its first goal, the University established a sub-goal to “cultivate a culture of diversity and inclusion.” This sub-goal reinforces the University’s commitment to building inclusive communities through programs and trainings focused on implicit bias and anti-racism; opportunities for discussion on issues related to race, diversity, and inclusion; reactivating the University’s Diversity and Inclusion Committee; faculty professional development; and the recruitment and retention of a diverse faculty and staff.

In Washington Adventist University’s “Vision 2030: Distinctive Excellence in Student Success” strategic plan, diversity remains an important focus. The University has prioritized diversity in the “People” pillar of its plan through “intentionally embracing diversity and intercultural understanding” and creating “invigorating programs that cultivate diversity, celebrating the variety of cultures, preferences, and backgrounds represented at WAU.” The University has received external recognition for these commitments, having been ranked #1 Most Diverse School in Maryland, #50 Most Diverse Colleges in America (Niche, 2020); #1 Association of Independent Institutions (AII) Ethnic Diversity (College Raptor, 2020); and #35 Top Colleges & Universities for Racial & Cultural Diversity –Nationally (Study. com, 2019).
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.

Hood College’s Office of Diversity and Inclusion supports diverse student organizations, creates retention initiatives for students from underrepresented populations, and coordinates campus programming around diversity, equity, and inclusion. In 2019-2020, the College’s diversity, equity, and inclusion training sessions addressed topics such as: antiracism; the inclusion of students with autism or developmental disabilities; best practices for a trans-inclusive campus; support for military students; conversations about race, inclusion, intersectionality, diversity, and equity; and race cafes for faculty staff, and students. In prior years, topics have included: mentoring students of color; creating a culturally relevant bystander intervention curriculum; overcoming unconscious bias and racial tensions; and bridging the gap between Islam, Islamophobia, and contemplative pedagogy.

In January 2020, Loyola University Maryland hired a Chief Equity and Inclusion Officer and established the Office of Equity and Inclusion. The office uses an integrative approach that recognizes the strength of embedded partnerships for diversity, equity, and inclusion that span across the University. The President’s Council for Diversity, Equity, and Inclusion, along with students and alumni boards, support and monitor university-wide initiatives and the strategic plan for diversity, equity, and inclusion. In 2019-2020, special campus initiatives and working groups included: Information Technology Accessibility Group; Transgender Inclusion Working Group; ADA Compliance Team; and Voices on Equity, in which faculty and other community leaders led summer webinars on various topics of diversity, equity, inclusion, and antiracism.

At Mount St. Mary’s University, the Center for Student Diversity fosters 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. In Spring 2020, the President created a university-wide Task Force to develop a framework for a holistic review to address racism on campus and in the community. This framework consists of 10 initiatives: professional development, prevention of and responses to incidents of racism on campus, campus climate, physical display of diverse human experiences, diversifying the curriculum, dealing with trauma and healing from racism, institutional racism, workforce diversity, community partnerships, and data analysis. Specific outcomes and workgroups with members from across campus were identified for each initiative.

Stevenson University’s Center for Diversity and Inclusion conducts workshops, retreats, presentations, and seminars to develop awareness of other cultures and beliefs; advises student groups that have a diversity-focused mission; creates events that highlight the University’s commitment to diversity and inclusion; and sponsors events that commemorate religious, spiritual, and national observances. The University’s Diversity and Inclusion Committee, a group of presidentially appointed faculty and staff members, is made up of four sub-committees: programming and events, training and professional development, marketing and communication, and assessment. The Committee is led by a leadership team called the “working group,” which includes the Vice President for Human Resources, Vice President for Student Affairs, Director of Diversity and Inclusion, Director of Talent Management, and Chair of Business Communications.
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, non-western civilizations, foreign languages, diversity, and inclusion. Described below are a few examples of courses and programs that promote diversity.

At Maryland Institute College of Art (MICA), cultural literacy is woven into the undergraduate and graduate programs and is an especially pronounced aspect of MICA’s liberal arts offerings. In the context of changing demographics of the College’s student population, which includes many more students of racially and culturally diverse backgrounds, MICA has experienced an ongoing and productive critique of both curricular offerings and pedagogical approaches across its span of programs. This past year, MICA overhauled its major general theory requirement at the graduate level in response to student demands to decolonize the course materials and teaching strategies. The College redesigned major components of its first-year liberal arts critical survey courses along similar lines. In 2020-2021, MICA will introduce program-by-program evaluations to align with revised institutional learning outcomes focused on cultural literacy, global and post-colonial content, and publicly engaged teaching strategies.

McDaniel College’s general education requirements are part of the “McDaniel Plan.” This curriculum represents the College’s commitment to integrated studies in the liberal arts. “Global Citizenship” is a required area of study, designed to help students develop an understanding of the world within and beyond the U.S. to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill this requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus. The College also offers the “Global Fellows Program,” a curricular/co-curricular program for students from all academic programs to deepen and broaden their understanding of global issues and cultivate the skills necessary to lead successful lives in a global context. With a strong emphasis on intercultural competency, Global Fellows are required to study abroad and attend workshops each semester for three years.

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.

As espoused in Notre Dame of Maryland University’s (NDMU) mission statement and general education learning outcomes, one of the general education goals for NDMU is “Development of a Global Perspective.” As a part of the current general education requirements, at least one course must be focused on gender studies and one on cross-cultural studies. The Curriculum and Academic Policy Committee and faculty are currently revising the general education requirements to further incorporate diversity education. The draft curriculum has a nine-credit “Understanding and Valuing Diverse Identities and Perspectives” requirement. In addition to the formal curriculum, students engage in service to their local communities as a part of their educational experience. Beginning with NDMU100 (freshmen orientation course), to the University’s Bonner Leaders program, to individual majors and classes, cultural literacy through service is ingrained throughout the educational experience.

Washington College believes that global education is necessary to prepare citizen-leaders in the 21st century. All students are required to take one to two foreign language courses. In addition to basic language instruction, courses introduce students to the literatures, customs, music, art, religion, history, and politics of the countries and regions where the language is spoken. Further, many disciplines and interdisciplinary fields of inquiry offered as majors and minors at the College focus on social forces that maintain structures of entrenched power and dominance: Sociology (e.g., courses related to social stratification); Political Science and International Studies (e.g., courses that cultivate understanding of power structures across the globe); Philosophy and Religion (e.g., courses that extend beyond the Western philosophical canon and beyond the Christian experience); Black Studies; and Gender Studies.
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.

**Hood College** actively encourages culturally enriching experiences for all students. Diversity programs, including student organization dialogues, Race Cafés, and presentations promote cross-cultural collaboration and increase understanding among student organizations and the campus community. The Office of Diversity and Inclusion works closely with the Office of Student Engagement and Orientation and the Residence Life Office to support programs and activities sponsored by the Diversity Coalition and other student organizations such as All About Modeling and Etiquette, Hillel/Jewish Student Union, Muslim Student Association, and the Global Citizens Club, plus the Military Student Committee and Delta Lambda Pi (students with disabilities honor society). Other celebrations include Holidays Around the World, which showcases foods and activities from various locations; the Diversity Block Party, which highlights activities and foods from multiple cultural populations; and the Diversity Leadership Recognition Ceremony, which recognizes student leaders from all underrepresented populations.

Every year, **Loyola University Maryland** invites the campus and Baltimore community to launch the spring semester with the Martin Luther King, Jr. Convocation, which features a speaker providing meaningful inquiry into race and legacies of racism in America. In 2020, the annual MLK Convocation featured Rev. William J. Barber, President and Senior Lecturer at Repairers of the Breach and co-chair of the Poor People’s Campaign. The lecture was attended by well over 1,200 students, staff, faculty, and members of the Baltimore community. While many programs and events were cancelled due to the COVID-19 pandemic and shift of Loyola’s
instructional program to an online format, key efforts over the past year included: Racial Justice Training, Common Text Panel and Movie Screening, Diversity Reading Groups, Student Government Training on Accessibility, Ignatian Family Teach-In, Teaching for Active Citizenship, Speak-Up! To Microaggressions, Americans with Disabilities Act Celebration, and the Diversity, Equity, and Inclusion Action Steps Website.

At Notre Dame of Maryland University, all Student Government Association organizations are required to hold at least three events each semester, with one being of service to either the Notre Dame community or the community beyond campus. Noteworthy programs and events from the past academic year included: United Nations Club United Nations Trip; book readings and discussions (How to be an Antiracist, Stamped from the Beginning, Waking up White); movies and discussions (Just Mercy, Selma, The Hate U Give); and open dialogue/forums on topics including racial justice in the time of COVID. Further, Housing and Residence Life continued to offer a number of programs focusing on community citizenship and multi-racial/cultural awareness, including a virtual tour of diversity around the world, abbreviated version of the Women’s Empowerment Sleepover, Black Love Cinema and discussion, Zumba night, Latin Dance night, holiday movies and discussion, and yoga for individuals with accessibility needs.

Johns Hopkins University’s Office of Multicultural Affairs convened student-focused “Digital Diversity Days” while students were studying remotely in Spring 2020, focused on how critical race theories impact aspects of identity. In the wake of George Floyd’s murder by police in Minneapolis, many groups have pivoted or created educational offerings responding to the need to examine systemic racism. The Stavros Niarchos Foundation (SNF) Agora Institute’s series on the Politics and Policy of COVID-19 refocused on racism and police brutality, with conversations among faith leaders and experts on the role of race in democratic institutions. The student-led International Studies Leadership Council created a Summer Series on Race that focused on ways to combat systemic racism in Baltimore City and the nation. Hopkins at Home, the University’s new, free virtual education platform, partnered with the University’s Women’s Suffrage Centennial Commemoration on a series of talks about women’s suffrage, and is planning lectures and a minicourse on the Black experience in America.
The contributions of Stevenson University’s students, faculty, and staff, and some of the region’s best-known artists, entertainers, and speakers, enhance campus life in the areas of diversity, inclusion, multiculturalism, cultural competency, and equity. Events were hosted in collaboration with student groups to celebrate National Women’s History Month, National Hispanic Heritage Month, Black History Month, and Asian American Pacific Islander Month. A monthly “Open Mic Coffee House” allowed students to showcase their diverse talents during awareness and celebration months. For example, in September a Flamenco dancer performed to show homage to the roots of many Latinx cultures, October featured a focus on LGBTQ awareness in honor of National Coming Out Day, and February featured a debut performance of the renewed Gospel Choir on campus. The University also continued its “Let’s Talk Series,” which created opportunities for students to discuss mental health, LGBTQ issues, politics, and religion and spirituality in student-led groups.

While shifting to remote instruction has posed challenges to cultural programming, St. John’s College has been able to continue many of its activities online. St. John’s has a new student group, Johnnies of Color, with members from both the Annapolis and Santa Fe campuses. The College hosted talks with Maryland artist Taurean Washington and with historian/alum Terence Washington on art by Kevin Beasley. The College continued its lecture series, including “A Discussion on Black Lives Matter and the Role Classics Played in the Fight for Equality” this semester. The College has a tutor-led study group dedicated to studying works from the tradition of African American thought and music. Ongoing student clubs and activities include Pangaea (international student club), Black Student Union Pink Triangle Society (LGBTQIT alliance on campus), Spanish poetry/literature club, and student groups to study, practice, and explore various religions.

At Washington Adventist University, the University Student Unions (clubs representing ethnic backgrounds, countries, and cultures) plan and implement cultural awareness programs every semester, in collaboration with the Director of International Student Programs, Vice President for Student Life, and Vice President for Ministry. Activities recognizing and celebrating diverse populations include: Student Union days showcasing cultures through displays, music, and food; International Day celebrating the diversity of Latin culture; diversity experiences and education during missions week, including a culturally-focused convocation; various music styles in Campus Ministry programs and services including gospel, classical, jazz, and dance; specific cultural foods in the dining hall; and cultural nights, fashion shows, and a myriad of other social activities. Additional plans for 2020-2021 include a campus wide event featuring diverse cultures, with a special focus on celebrating similarities and common ground with the new Saudi Student Union, leading in integration and understanding of Muslim culture on campus.

Johns Hopkins University
Publications & Promotional Materials

MICUA MEMBER INSTITUTIONS utilize publications and promotional 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.

At Capitol Technology University, students of color make up over 51% of undergraduate students. The marketing and communications department works to ensure that the University’s print and electronic promotional materials reflect the diversity of the student population. As part of its inclusion strategies, Capitol Tech publishes blog posts on its website and in social media highlighting accomplished individuals. During Black History Month in February, the University published 13 blog posts about Black scientists. During Women’s History Month in March, the University produced nine blog posts about women trailblazers in the STEM fields. During Pride Month in June, Capitol Tech featured a spotlight on English mathematician Alan Turing, a pioneer in the fields of computer science, cryptanalysis, and artificial intelligence. Turing’s codebreaking work—including the previously unbreakable Enigma code used by the German armed forces—was crucial to the Allied forces victory in World War II.

The Office of Communications strives to represent Goucher College’s diverse student body in all of its 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 a 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 includes a page titled “Equity & Identity at Goucher” that emphasizes the College’s commitment to diversity while also providing information and resources to prospective students. A section of Goucher’s student life website contains information and resources designed to demonstrate Goucher’s commitment to diversity and help answer questions. From there links can be found to the Maryland Scholars Program; International Student Support; President’s Council for Race Equity; Cultural Programming; and the Center for Race, Equity, and Identity.

Stevenson University
McDaniel College ensures that all printed communications depict persons from diverse backgrounds in words and images. The College’s online newsletter, News@McDaniel, features stories on all aspects of diversity including invited speakers, international students, and coverage of events by campus organizations such as Africa’s Legacy, Black Student Union, Hispano-Latinx Alliance, Asian Community Coalition, Jewish Student Union, Gender and Sexuality Alliance, Belly Dancing Club, and many more. This past year, McDaniel highlighted several students, staff, faculty, and alumni from diverse backgrounds for their accomplishments, including articles about McDaniel students attending the 2020 League of United Latin American Citizens Emerge Latino Conference; five Baltimore City high school seniors earning full-tuition McDaniel-CollegeBound Scholarships; a McDaniel sophomore’s medical internship and fellowship in Spain; three McDaniel juniors landing prestigious Gilman scholarships to study abroad; and the “Art on the Edge” first-year seminar, providing students the opportunity to parade their art to speak out on social issues.
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 (FGCB). FGCB’s 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 CollegeBound Foundation, which works in Baltimore City to encourage and enable students to pursue postsecondary education. Capitol holds an annual STEM career expo for high school juniors, which provides opportunities to experience hands-on STEM experiments and learn about careers in the STEM fields. Capitol also offers a summer program free of charge, the Capitol Institute for Student Success (CISS). CISS provides developmental coursework in math and English for entering freshmen who are academically at-risk.

The components of Goucher College’s cultural diversity recruitment plan include in-person and virtual student recruitment in 30 states, Washington, D.C., Puerto Rico, and internationally. Goucher’s Maryland Scholars Program is a four-year academic and financial support program for college-bound Maryland residents who receive the Howard P. Rawlings Guaranteed Access Grant. The Goucher Summer Academy is offered as a two-week residential pre-orientation for Maryland Scholars, postponed in 2020 due to COVID-19. Goucher’s annual Diversity Overnight Experience for admitted students who identify as students of color was adapted to a virtual format, “A Glimpse of Goucher,” for Spring 2020. The Associate Dean of Students for the Center of Race, Equity, and Identity engaged with prospective students, and current Goucher students of color participated in a Q&A about their campus experiences.
At Notre Dame of Maryland University, the admission/recruitment staffs for all divisions are ethnically diverse. The undergraduate Women’s College specifically recruits at majority minority high schools, especially in the Baltimore City region. The University’s efforts to recruit a diverse population have been successful. In 2019-2020, the Women’s College population identified as 15% Hispanic and 63% minority; 38% first generation; and 55% Pell eligible. The University’s Trailblazers Program is designed to support first generation college students via personalized meetings to assess student needs, workshops, collaborations with campus departments/services, and guest speakers. The Trailblazers program has a new initiative, Primeras, whose mission is to assist first generation Latina students as they navigate the academic journey at Notre Dame.

**St. John’s College** is committed to diversity in the recruitment process, including fly-in programs and special tours. The College offers a need-based financial aid program that enables students from all income levels to attend. St. John’s has developed and initiated a Pell Bridge program to help support incoming Pell-eligible first-year students. The College emphasizes diversity in its Summer Academy, an annual on-campus summer college experience for high school students. There is also an emphasis on diversity in orientation seminars for first-year students, including topics such as Women in Homer and Frederick Douglass’s “The Nature of Slavery.” Further, the College is conducting a historical study of the relationships between St. John’s College and African Americans in Annapolis, especially regarding enslaved peoples.
**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.

At **Hood College**, all new first-year and transfer students participate in a required diversity program during new student orientation. This three-hour interactive program informs, empowers, and challenges participants to explore cultural norms and unintended biases, and helps create community standards for the upcoming academic year. The College’s Student Success Center evaluates all incoming students for academic skills. Students needing additional support are encouraged to enroll in an elective, two-credit GNST 101: Seminar for Academic Success. Student Success Peer Mentors are assigned to new students enrolled in GNST 101 and co-teach the class and provide additional out-of-class engagement. Hood’s First-Year Seminar, FYS 101, offers students an opportunity to sharpen reading, writing, and presentation skills in a small class setting. Seminar topics are designed to have broad appeal while reflecting the varied interests and expertise of the faculty who teach them. First-year students are advised by their FYS 101 instructor, ensuring they have at least twice-weekly contact during the critical initial adjustment and major decision-making period.

**Loyola University Maryland** offers a range of curricular and co-curricular programs that support student success through ALANA (African, Latinx, Asian, and Native American) Services. For example, the pre-fall Multicultural Awareness Program is designed to assist first-year students in acclimating to campus life at Loyola. Specific aims of the program are academic enhancement, intercultural exploration, social adjustment, and community service. The ALANA Mentoring Program pairs first-year ALANA students with upper-class students to assist them in acclimating to campus life and achieving academic and personal growth. The Ignatius Scholars Program is designed to assist in the academic and social transition for 30 first-year students who identify as first-generation college students, demonstrate significant financial need, or come from diverse backgrounds. MAN2MAN & Sister to Sister are two gender-based racial identity groups coordinated through ALANA Services. These groups encourage the exploration and discussion of the intersectionality of gender and race/ethnicity on a predominantly White institution’s campus through wellness workshops, discussion circles, informal mentoring, and academic challenges.

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

<table>
<thead>
<tr>
<th>Institution Type</th>
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</thead>
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<tr>
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<td>88%</td>
</tr>
<tr>
<td>U.S. 4-Yr Public</td>
<td>84%</td>
</tr>
<tr>
<td>Overall U.S.</td>
<td>81%</td>
</tr>
</tbody>
</table>

*Note: Totals include completion at transfer institution (National Student Clearinghouse, 2020)*
At Mount St. Mary’s University, the Mount Cares Committee represents every professional segment of the campus 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 basis to review and discuss students identified as at-risk by professors or other staff members. Every student is assigned a contact person from the Committee, who offers resources and support where needed. In September 2019, the Center for Student Engagement and Success hired a Third Century Scholars Student Success Coach. This professional staff member advises, mentors, and advocates for the needs of minority students enrolled in the Scholars programs, which also includes the St. Labre Native Scholars and Milton Hershey Scholars; teaches one of the University’s First Year Symposium courses; and provides opportunities to expand the scholars’ involvement on campus and enhance their academic and social well-being.

Washington College utilizes CARE, an online case management system that allows faculty, staff, and students to instantly report student well-being concerns. Reports are reviewed daily by the Dean of Students Office, and bi-monthly, a cross-campus team reviews student cases to determine appropriate follow-up and support. Students may also use CARE to report bias incidents. The First-Year Career Awareness Program provides guidance and information to assist students in making important career and educational decisions. The First-Year Seminar Program introduces students to the excitement of critical inquiry and learning, and to key academic skills required for success. The Office of Academic Skills offers peer tutoring, course mentoring, individual academic support, and seminars on a range of topics including time management, procrastination, test taking strategies, note taking strategies, study habits, learning styles, and goal setting. The Office also supports students who are struggling academically through the Academic Recovery Program, which involves weekly meetings with mentors, study hall sessions and success seminars, and on-campus supports such as tutoring.
Targeted Financial Aid Programs

In 2016 leaders of the 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. In the 2019-2020 academic year, students who receive a State Guaranteed Access grant and a GAPP grant may receive up to $38,800 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

Capitol Technology University has a commitment to providing access to underserved students. Capitol Tech makes full tuition scholarships available for high ability students who demonstrate financial need. Other high need students can qualify for institutional grant funds from $2,000-$12,000. Capitol Tech also offers an annual $5,000 scholarship, renewable for a maximum of $20,000, to a high school senior who participated in the Future Kings STEM after school program. Capitol Tech offers a $2,000 annually renewable scholarship to Chesapeake Math and IT high school graduates. This school is located in Prince George’s County and has a total minority student enrollment of 95% and low-income student enrollment of 33%. In addition, based on donor specifications, Capitol Tech awards scholarship funds specifically for Baltimore City students, Prince George’s County students, and women in cybersecurity.

At Johns Hopkins University, an extraordinary $1.8 billion gift from alumnus and former New York City mayor Michael Bloomberg in 2019 had an immediate effect on undergraduate admissions and supports for first-generation and low-income students. Over the past decade, the University had already seen a dramatic upward trajectory in the diversity of the incoming freshman class. The University’s ability to announce permanently need-blind admissions while meeting full demonstrated need and eliminating federal loans led to an unprecedented one-year jump in the number of Pell-eligible students, from 15.4% to 19.1% for the class entering in Fall 2019. At the same time, the percentage of undergraduate students on the Homewood campus identifying as underrepresented minorities increased in one year from 25.0% to 27.4%, and those who were among the first generation in their families to attend college increased from 11.9% to 15.1%.

Maryland Institute College of Art’s (MICA) renewable Da Vinci Scholarship program provides approximately $400,000 in annual scholarships to underrepresented students and students with financial need in the entering class. A range of other scholarship programs are available, including the Ruth Jenkins Bristor Scholarship, Leslie King-Hammond Scholarship, Marwen Scholarship, McMillan Stewart Scholarship, ACT-SO Scholarship, Latino Beat Scholarship, and the C.V. Starr Scholarship for International Students. MICA’s Art & Design College Accelerator Program (ADCAP) provides a pathway to MICA for Baltimore City students who face financial challenges and are from diverse backgrounds. In Fall 2020, MICA welcomed its first class of eight ADCAP students and provided each with a full-ride scholarship covering tuition, fees, housing, and room and board. Additionally, the Eddie C. and C. Sylvia Brown Family Foundation International Study Abroad Grant provides support for underrepresented MICA students to pursue international study abroad opportunities.

Guaranteed Access Partnership Program

$19,400 State GA Award
+ $19,400 GAPP Match
= $38,800 Total Annual Award

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.

At **McDaniel College**, students of color are involved in all aspects of campus life and are leaders in the Student Government Association, Greek organizations, and all student-led organizations on campus. The Black Student Union, Africa’s Legacy, Hispanic Latinx Alliance, and Asian Community Coalition are among the most active student organizations on campus. The Office of Diversity, Equity, and Inclusion (ODEI) works with students to develop leadership skills and meets regularly with the presidents of the organizations that fall under its umbrella. The ODEI has implemented a Cultural Leadership Council (CLC) with representatives from all cultural organizations. The CLC meets monthly to discuss upcoming programs, collaborations, and initiatives that the organizations are working on. The CLC has an elected executive board and will select two members as representatives to the College’s Board of Trustees.

At **Mount St. Mary’s University**, the Center for Student Diversity and other offices in the division of Student Affairs strive to encourage leadership involvement from all students. Out of the 300+ student leaders typically active in Student Affairs, 30-40% of those students identify as students of color. The Center for Student Diversity houses seven culturally based clubs and a peer educator program all led by students of color. The campus has a commitment to leadership and Mount students are involved in everything from academic clubs to athletics and ministry. Students of color serve on the President’s Advisory Council for Diversity, Equity, and Inclusion as well as on Mount’s Inclusive Excellence Committee.

At **Stevenson University**, involvement with organizations on campus provides students with leadership opportunities, and the University specifically encourages students to join, and eventually lead, cultural groups on campus. Students of color who regularly attend the Center for Diversity & Inclusion programs and events are always privy to campus leadership opportunities. The Center for Diversity & Inclusion Student Advisory Board was newly formed during the 2019-2020 academic year. The Board was comprised of six students from various class years, racial/ethnic identities, residential and commuter students, and multiple faith traditions. This Board meets with the Director of Diversity & Inclusion monthly to provide insights on campus climate, student programming needs and interests, and feedback on the efforts of the Center.

At **Washington Adventist University**, the Office of Student Life is a welcoming and inclusive department representing the students to the greater campus community. A variety of student leadership roles fall under the office, including Student Association officers, student senators, resident assistants, and student professionals. In Fall 2019, the University’s student body was 50% African American, 19% Hispanic, and 11% International. Student Life leadership roles, whether elected or appointed, have a balanced representation of the student body. The Office of Student Life also uses various modes of communication to encourage student involvement. Faculty, staff, and student representatives are asked to submit recommendations as well as posters, flyers, newsletters, and advertisements on the WAU app promoting student leadership opportunities.

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*Notre Dame of Maryland University*
**Diverse Faculty & Administrators—Recruitment, Professional Development, & Retention**

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

First launched in Fall 2015, **Johns Hopkins University’s Faculty Diversity Initiative (FDI)** remains a cornerstone of the University’s work around diversity and inclusion. All divisions have plans that specifically focus on diversity in faculty hiring with strategies that may include proactive recruitment of underrepresented minorities, diversity advocates on hiring committees, unconscious bias training for committee members, and final reports for all faculty searches. Most divisions have hired dedicated assistant deans for diversity and inclusion, implemented mentoring practices that focus on the needs of women and minorities, and conducted surveys of both current faculty and those who have left, illuminating areas requiring increased attention. Every department continues to develop specific, discipline-appropriate mentoring plans for junior faculty members, assisted by a vice dean and the Office of the Vice Provost for Faculty Affairs.

At **Maryland Institute College of Art (MICA)**, recruitment and retention of full- and part-time BIPOC (Black, Indigenous, and People of Color) faculty is a pillar of the College’s Diversity, Equity, Inclusion, and Globalization agenda. Of the 42 full-time faculty recruited over the past five years, 24 identify as BIPOC; this past year, four of the five full-time faculty hires identify as BIPOC. Key strategies for 2019-2020 included implicit bias and anti-discrimination training for all search committees for faculty and academic leadership positions, updated trainings and recruitment guidelines, and further diversification of faculty search committees by including staff and student members. MICA established the Center for Teaching Innovation and Exchange to provide professional development in areas such as anti-discriminatory and inclusive teaching, multiculturalism, and other contemporary pedagogical practices; and to advance innovative teaching in the arts with a focus on diversity, inclusivity, and public engagement.

During the Fall 2019 semester, the Mount’s Inclusive Excellence Committee (MIEC) at **Mount St. Mary’s University’s** offered a Faculty and Administrative/Staff Professional Development Series including a four-part series on Inclusive Teaching and Learning; two reading/discussion groups using The Hate U Give by Angie Thomas, followed by a movie presentation and facilitated discussion; and a curriculum workshop on “Facilitating Difficult Dialogue” to assist and support the University’s third annual TEACH-IN on Race. After the onset of COVID-19, MIEC facilitated a zoom discussion session called “Meeting Our Mount Students’ Needs” for faculty, administrators, and staff. Members of MIEC and Counseling Center staff shared how campus responses to the pandemic aligned with the University’s commitment to Catholic Social Teaching and sought questions and suggestions from the community about next steps.

**Stevenson University** has a formal mentoring program open to all faculty. The Faculty Peer Program: Supporting Diversity and Inclusion in the Classroom was developed as part of the University’s 2018-2019 faculty development series and is still in place. The Diversity & Inclusion Committee has co-sponsored diversity events on campus and partnered with Human Resources, Faculty Development, the School of Humanities and Social Sciences, and the School of Design for various programs, including Ouch! That Stereotype Hurts, Understanding Unconscious Bias, Finding and Nurturing a Mentor Relationship, Decoding Diversity, Safe Space Training, Why Diversity is Upside Down, Racism and Black Lives Matter, The Fight for Civil Rights and Freedom, and Feminism: Why it’s Still Important. Stevenson is currently completing year three as part of a Baltimore consortium receiving a Title IX grant, which has had a further impact on the University’s diversity and inclusion efforts. Training topics have included content on engaging men, intersectionality and adaptation across subgroups, and first-generation students.

While **St. John’s College** hires very few new faculty members as a small institution, when the College advertises for faculty applicants, it does so in publications with a wide distribution, including diversity targeted jobsites and The Chronicle of Higher Education. The St. John’s curriculum is interdisciplinary, and faculty teach across the curriculum, not only and not principally in their field of study. All faculty members receive support in appropriate ways to teach the College’s various classes, including weekly faculty meetings with targeted purposes; team teaching with tenured, experienced faculty; and auditing classes. Professional development at St. John’s is focused on small study groups to which new faculty belong. A series of faculty seminars will be held this semester on W.E.B. DuBois’ The Souls of Black Folk.
MICUA INSTITUTIONS CONTINUALLY EVALUATE cultural diversity programs and practices using a range of internal campus assessments and outside resources.

Goucher College has built a culture of data to inform decision-making and accountability and understands the importance of assessing the campus environment and progress made toward building an equitable and inclusive community. To support these efforts, the following surveys were administered over the past two academic years: First-year Experience, ACE Feedback Form, COVID-19 Online Instruction, Student Needs Assessment, Faculty Needs Assessment, Staff Needs Assessment, Graduating Senior Survey, Exit Survey, and Returning Student Laptop Requirement Survey. In the College’s past work with Baltimore Racial Justice Action (BRJA), a set of ongoing systematic assessments were developed and implemented, which included incorporating equity and diversity into strategic cascades and collecting information through focus groups and surveys.

At Hood College, national surveys such National Survey of Student Engagement (NSSE), internal assessments/surveys, climate surveys, and student club and organization evaluations are used to provide feedback regarding the College’s commitment and progress in promoting cultural diversity. Student leaders use these tools to plan future programs and events. The College adopted a standard set of competencies which span the learning outcomes for all academic programs. The undergraduate competencies include diversity and global awareness—challenging students to compare historical processes, cultural practices, ideological frameworks, and/or institutional structures across varying local or global communities. The competencies were approved by the Curriculum Committee and adopted by the faculty in Fall 2019; the collection of assessments for the competencies began in Spring 2020.
At **Loyola University Maryland**, Human Resources collaborates with Institutional Research and Academic Affairs on a periodic campus climate survey of students, faculty, staff, and administrators. Under the leadership of the Provost, the academic division sets and monitors annual goals aimed to enhance equity and make Loyola more fully inclusive as the required path for academic excellence. Goals and strategies for the year focused on culture, curriculum, ALANA faculty recruitment and retention, and ALANA student recruitment and retention. The Division of Student Development utilizes a range of approaches to assess performance in promoting cultural diversity, including the Resident Student Survey, ACUHO-I/EBI, Multi-Institutional Survey on Leadership, EAB Climate Survey, NCHA-II Survey, and focus groups.

**Washington College’s** Diversity Committee, which is a standing group comprised of faculty, staff, and students, created a campus climate survey to help determine diversity agenda items to be discussed and implemented in subsequent semesters and years. The climate survey will be conducted every three years to continue to shape the College’s diversity agenda. The Diversity Committee and Equity and Inclusion in Athletics have developed surveys to better understand the campus climate and any factors that could cause members of the community to feel excluded from full participation in campus life. The Office of Intercultural Affairs reports annually on its work, including quantitative and qualitative data, with regard to its impact on students across lines of difference. Survey results not only assess satisfaction with services, but also learning outcomes that provide the basis for measuring progress.
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.

Hood College
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.

There are barriers that often preclude low-income, underrepresented, and first-generation students from considering college. By enacting policies such as waiving fees, providing scholarships, and making standardized tests optional, institutions can help 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 community settings working with 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 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 Tech 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 Tech 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 over 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 Change 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 has given high marks to Hood for quality and affordability, calling it a great college at a great price, and *The Princeton Review* has consistently 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 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 2,200 undergraduate, graduate, and continuing studies students from 49 states and 65 countries in studio, seminar, and online-based programs. With programs consistently ranked in the top ten by *U.S. 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 in the book *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. Consistently 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.

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 Architecture™ 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 68% 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. Ranked consistently among Kiplinger’s top 100 liberal arts colleges for economic value and academic quality, the College 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 of 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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