

# Celebrating Diversity, Equity, and Inclusion

2024



GOUCHER  
—college—

MCDANIEL  
COLLEGE



STEVENSON  
UNIVERSITY



# MICUA

MARYLAND INDEPENDENT COLLEGE  
and UNIVERSITY ASSOCIATION





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# Executive Summary

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 their 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). With information collected from surveys, MICUA publishes an annual diversity, equity, and inclusion report.

MICUA’s 2024 Celebrating Diversity, Equity, and Inclusion Report is a compilation of its most recent survey results. 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 equity and inclusion (cultural competency). Many of the examples provided in the Report are ongoing, multi-year practices and programs that have proven effective. Other examples reflect emerging initiatives over the past year as campuses have responded to racial injustice, border conflict, and ethnic differences. Investment in faculty of color has grown over the years, as documented in the Report. There will be recurring mentions of specific programming held on numerous campuses, such as the Council of Independent Colleges (CIC) Belong, which is a community of private independent colleges and universities that focus campus efforts to make the university more welcoming and inclusive.

The Report includes a picture collage from the annual MICUA Independent Higher Education Day (IHED). IHED is MICUA’s dedicated student advocacy day, during which students meet with Maryland General Assembly members to discuss the positive impact of the Joseph A. Sellinger program and their college experience at a MICUA institution. This event typically attracts over 100 guests to interface with State legislators and highlights a MICUA student’s academic opportunity to attend an independent institution in Maryland.

# About MICUA



*Washington College*

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State.

Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 240 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. Among the thirteen, there is a categorical minority-serving institution (MSI). These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, and rural to urban, Maryland's independent colleges and universities offer an education characterized by small classes and close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, including international students, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning in the nation and abroad.

# Enrollment of Diverse Students

MICUA MEMBER INSTITUTIONS SERVE over 54,000 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 in their families to go to college, veterans, and transfer students from community colleges. While the overall tuition at 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.



*Stevenson University*

## Pell Grant Recipients

25% Pell Recipients

Nearly a quarter of MICUA undergraduates receive need-based financial aid from the federal government.



MARYLAND  
INDEPENDENT  
COLLEGE and  
UNIVERSITY  
ASSOCIATION

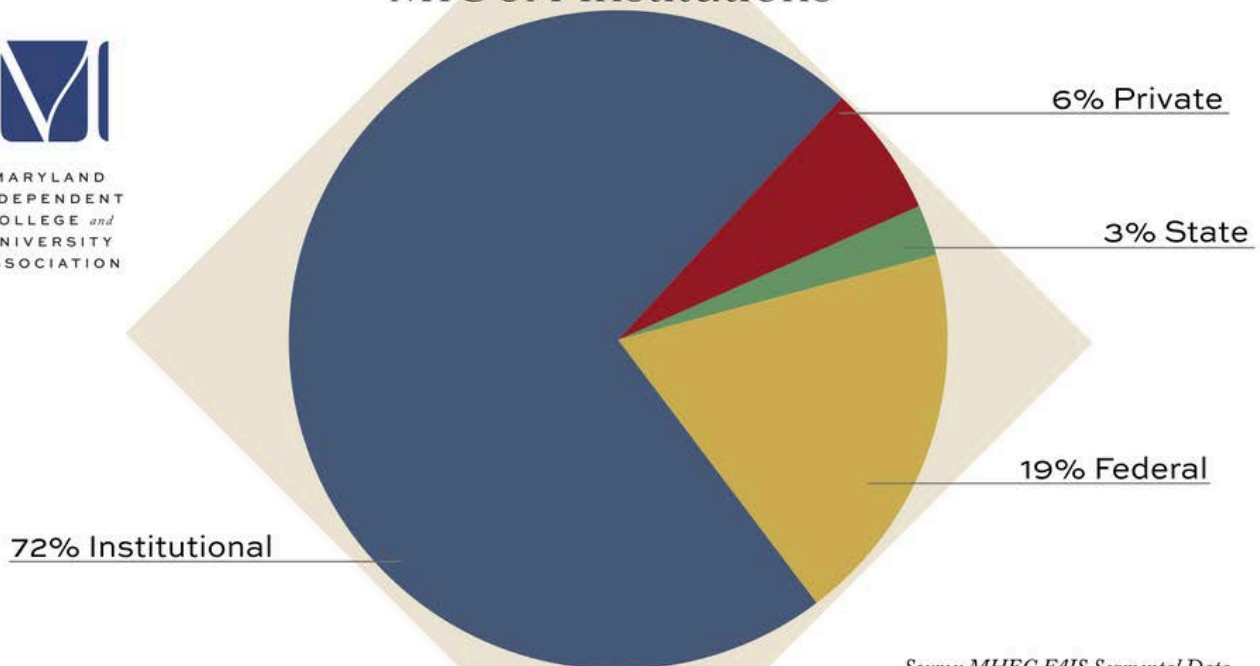
*Source: IPEDS 2023*

Almost 90 percent 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 provide the necessary resources that allow most students with financial need the opportunity 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 FY23 \$620 million in institutional-based aid was awarded to Maryland students. Approximately ninety percent of State Sellinger funding, or \$105 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.

## Sources of Undergraduate Financial Aid at MICUA Institutions

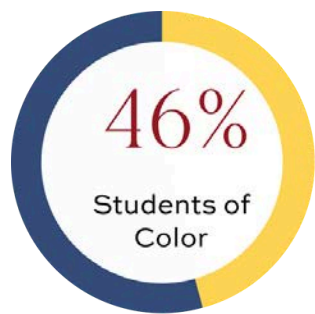


Source: MHEC FAIS Segmental Data

# Snapshot of MICUA's Diversity

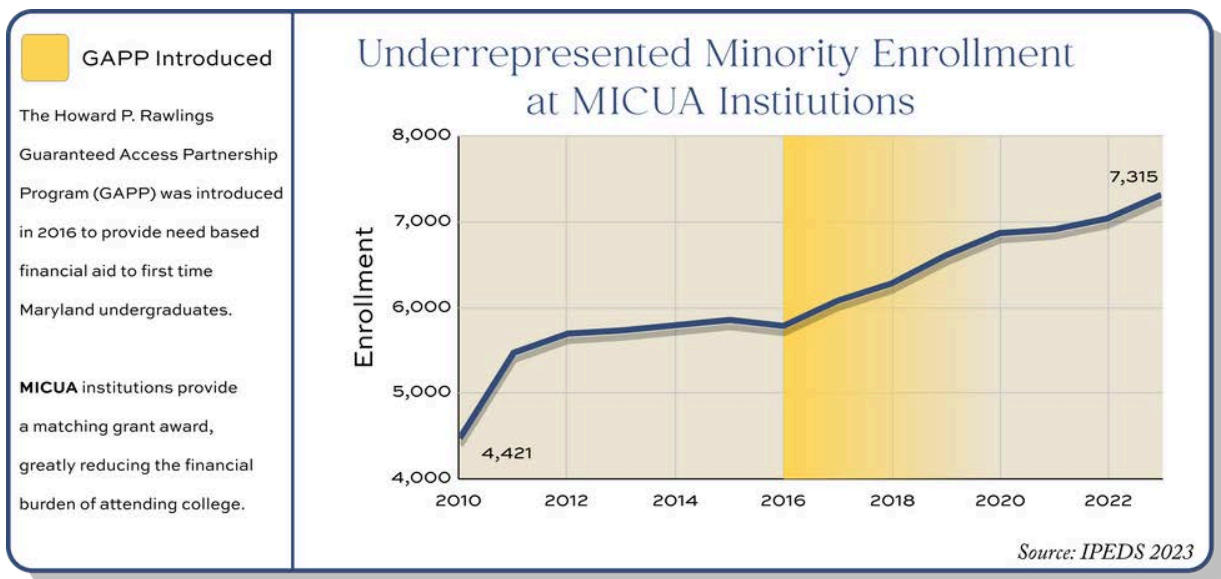
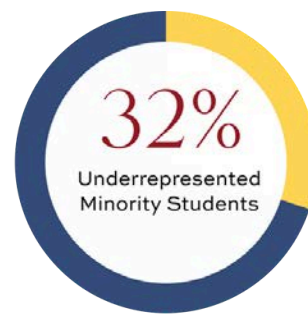
ALL INSTITUTIONS OF HIGHER EDUCATION are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The figures for students are disaggregated by race and ethnicity. Based on 2023 IPEDS enrollment data, 32% percent of undergraduate students enrolled at MICUA member institutions are underrepresented minority students.

Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 33% percent of full-time faculty at MICUA institutions are faculty of color. Three MICUA member institutions are majority-minority institutions, while nine MICUA member institutions enjoy undergraduate minority representation of 40% percent or more.



## MICUA Student Body at a Glance

Source: IPEDS 2023





# Immersion of Diversity, Equity, and Inclusion University-Wide

The immersion in diversity, equity, and inclusion throughout the university demonstrates a commitment to an inclusive community and a sense of belonging. MICUA member institutions have adopted the belief that diversity should permeate all divisions on the campus.



The Center for Student Diversity (CSD) is in the Division of Student Life, which is designed to foster inclusion, collaboration, and relationship-building across campus. The CSD oversees intercultural development, student support programs, and cultural programs. The Center also supports cultural organizations, conducts diversity awareness programs, assesses diverse groups' needs and climate, and advocates on behalf of underrepresented students. The Center's staff consists of a director and an assistant director.



St. John's College



The Office of Intercultural Affairs collaborates with the Director of Student Intercultural Affairs and Student Intercultural Ambassadors to support and promote student affinity groups, the Center for the Study of Black Culture, community building, and diversity awareness initiatives.



Several cabinet-level members are working to support the overall student experience (e.g., the president, dean, associate dean, assistant dean, vice president for student affairs, director of student services, coordinator for student services, director of career services, assistant director of student financial assistance, and the human resources office). Many took an 8-week training on *Belonging* from the Council of Independent Colleges to enhance their ability to encourage inclusion at the College. Strategic planning for support and services falls under the offices of the Assistant Dean and the Vice President for Student Affairs. A community facilitator is assigned to offer international students support, and special efforts are undertaken with international students and any student who might see themselves as part of an underrepresented group.



The campus-wide Diversity & Inclusion (D&I) Committee is co-chaired by the Vice President of Legal Affairs and the Vice President of Human Resources. The Committee's leadership (the "Working Group") consists of the two co-chairs and representatives from Student Affairs, Athletics, Academic Affairs, and Human Resources.

The full Committee has members from all levels and divisions of the University, including full-time and adjunct faculty, staff and students. The Committee is charged with recommending plans and initiatives related to D&I and working on approved plans/initiatives throughout the year. In addition to the University-wide D&I Committee, several departments and areas of the University continue to have DEI-related committees and task forces. A few include the Anti-Racism Subcommittee of the Faculty Council and an Athletics D&I Task Force led by Stevenson's NCAA Diversity Liaison.



In fall 2022, the University hired a seasoned HR executive and consultant with over 15 years of DEI-related experience who was appointed as NDMU's Executive-In-Residence for Diversity, Equity, Inclusion, and Belonging (DEIB).

The consultant continued this work in 2023-2024, engaging directly with the Provost & Vice President of Academic Affairs and chair of the DEIB Committee, to guide campus DEIB efforts. Serving as an ex-officio advisor to the DEIB Committee, the consultant led sessions for the Board of Trustees, incoming faculty, the School of Pharmacy, and other University constituencies. The consultant also worked with both the Human Resources department and Academic Affairs administration to offer a workshop on best practices for ensuring an inclusive hiring process for diverse candidates. Faculty and staff anticipating service on search committees for open positions are invited to attend. The consultant will continue as Executive-in-Residence for the academic year 2024-25. Specific initiatives will include employee events to follow up on the spring 2024 campus climate survey and continued work with new faculty.

**GOUCHER**  
—college— Multiple cultural affairs offices report to the Vice President for Equity and Inclusive Excellence (VPEIE), a new Cabinet position. The VPEIE is the College's senior leadership position focused on advancing diversity, equity, inclusion, and social justice initiatives at Goucher and reports directly to the President as a member of the President's Cabinet. The Center for Racial Equity and Inclusion reports to the VPEIE, as does Title IX, Launch, Goucher's program for first generation and low-income students, and Religious and Spiritual Life.



*Goucher College*



*Washington College*

# Strategic Plans and Goals to Promote Cultural Diversity and Campus Activities to Celebrate Diverse Populations



*Capitol Technology University*

MICUA colleges and universities recognize diversity as a goal and in their long-range strategic plan to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive environments. Members build on the vision by taking active measures to create a welcoming environment for students inside and outside the classroom. Student organizations, activities, lectures, and campus events are an essential part of these efforts to make all backgrounds feel welcome while the campus community has different perspectives.



The strategic plan includes two goals surrounding diversity: exploring international partnerships and opportunities, and implementing strategies to recruit and retain non-traditional students, including working adults and active-duty military. The institution prioritizes diversity and inclusion by setting expectations for every office to advance the “belief in the equity of education for all students.”

For example, the University’s Communications Department produces blogs and social media campaigns that focus on highlighting diversity in fields related to educational programming, such as “[Women in Aerospace: Encouraging the Pursuit of STEM Careers](#),” “[Studying in the U.S.: A Guide for International Students](#),” and “[Understanding and Combatting Techno Racism](#).”

## GOUCHER

—college— The strategic plan includes a commitment to becoming an inclusive institution and attracting and retaining a highly qualified, diverse faculty and staff. In the academic year 2023-2024, the College administered the faculty climate survey. Moreover, each division has specific diversity, equity, and inclusion goals with metrics encompassing graduation and retention, climate measures, and diversifying faculty and staff targets. The President and Cabinet review the progress toward goals each semester.



In the fall of 2023, Brainfuse, a 24/7 online tutoring platform, was introduced to bolster support for ESL learners. This initiative underscores the University’s commitment to providing comprehensive academic assistance to students for whom English is a second language, ensuring they have the tools necessary to thrive academically.

**MICA** Over the past several years, the Office of Culture and Identity (OCI) has provided support, workshops, exhibitions, and activities to recognize and celebrate diversity. OCI hosts an annual benefit fashion show called AMPLIFY, which began as a Black Student Union program and has grown in recent years. Now, the annual benefit encompasses larger diversity and inclusion initiatives and is one of the most anticipated events on campus.

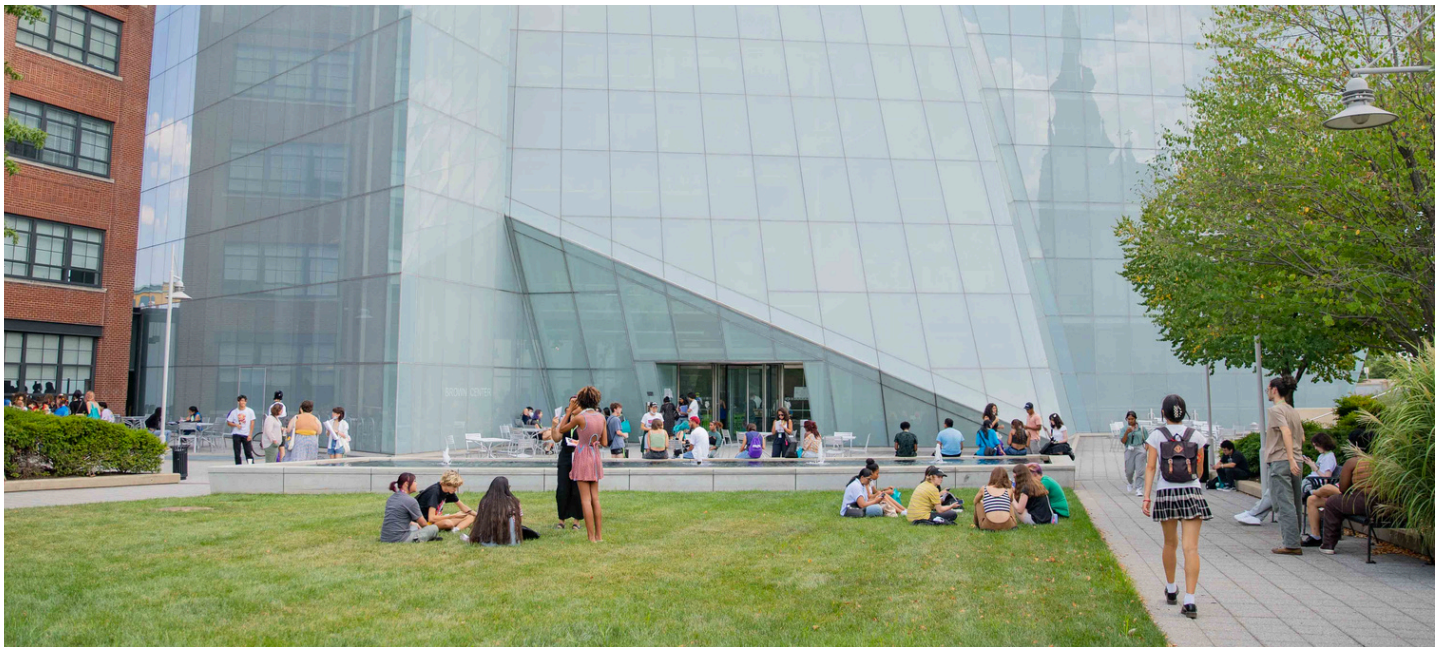


The Office of Student Intercultural Affairs has demonstrated its commitment to achieving the strategic goal of “making the campus culture, climate, and civic engagement efforts more inclusive and informed”.

For instance, in September 2023, the Black Student Union launched a student mentorship program for and by students of color. In January 2024, Washington College held the Presidential Leadership Summit, a leadership development retreat for current and aspiring student leaders. Washington Scholars and students from Washington College affinity groups were nominated to attend the summit. Throughout the academic year 2023-2024, the Intercultural Ambassador program expanded to include more student leaders with increased responsibilities as hosts and program support.



A Diversity and Inclusion Ambassador Program was established within the Center for Diversity & Inclusion in December 2023 to help develop student programming and initiatives for under-represented student groups to encourage student persistence toward graduation, contribute toward a sense of belonging, and foster cultural understanding for all students. This decision coincides with the strategic plan for 2023-2024, which included recruiting, selecting, and training new student ambassadors to start in the spring 2024 semester.



*Maryland Institute College of Art*





In February 2024, Hood College renewed its membership in CIC’s Belong, a network of private independent colleges organized by the Council of Independent Colleges (CIC) and the Association of College and University Educators (ACUE). Community resources include Belonging certification, self-use resources, community networking, and live webinars open to all faculty and staff. The College’s initial CIC Belong cohort, which included the president, the Vice President for Community and Inclusivity (VPCI), the director of HR, and two faculty members, completed the coursework to receive a micro-credential in ACUE’s “Fostering a Culture of Belonging.” The second cohort includes the dean of student success, a financial aid counselor, and several faculty members, including the Center for Teaching and Learning director.



*Hood College*



*Loyola University Maryland*



**LOYOLA**  
UNIVERSITY MARYLAND

The strategic plan, “Together We Rise: Loyola University Maryland's Strategic Plan 2024-2030” (approved by the Board of Trustees in the spring of 2024), includes explicit attention to inclusive excellence and the needs of diverse students and other community members. It includes the following guiding commitments and focus areas: (1) Advance Student and Faculty Formation to strengthen the commitment to *cura personalis* (care for the whole person) to create an integrated and comprehensive support network for students and invest in faculty development, (2) Grow Our Footprint, Influence, and Enrollment to implement a University-wide focus on health, allied health, science, technology, engineering, and math (STEM), and (3) Care for Our Common Home to develop the commitment to place-based justice and community engagement and better demonstrate a faith that does justice. Additionally, the intent is to create a University-wide implementation group to discern a path forward and steward actions related to the recommendations from the President’s Task Force Examining Loyola’s Connection to Slavery.





Johns Hopkins University has a longstanding commitment and has incorporated religion and faith into its higher education model. For many years, the University has partnered across religious beliefs and backgrounds as part of a comprehensive approach to meeting the needs of diverse faith traditions. Over the last academic year, and particularly following the tragic events of October 2023, the University has taken additional steps to ensure support for and collaboration with Jewish and Muslim communities. For example, JHU joined Hillel International’s Campus Climate Initiative to develop programs and strategies to combat anti-Semitism and increase support for members of the University’s Jewish community; collaborated with Interfaith America, a national organization devoted to developing interfaith understanding, to increase interfaith programming and supports through education and dialogue; and is engaging with a variety of experts to develop strategies to combat Islamophobia and better support Muslim life.

Johns Hopkins University has also worked with Jewish and Muslim undergraduate and graduate student groups to address their needs and requests by investing in additional dining options, prayer spaces, and enhanced security services. Even while supporting free expression on its campuses, the University has repeatedly reminded the community that acts of religious discrimination, harassment, intimidation, or threat, including those fueled by anti-Semitism or Islamophobia, violate University policies and codes of conduct. The University takes all reports of such acts seriously, thoroughly investigating them, and providing various resources for students, faculty, and staff hurting from recent events.



There is an entire week devoted to diverse experiences and education during Missions Week for both the fall and spring semesters. For the Filipino cultural emphasis and awareness celebration, the University supported the Filipino American Student Association as they held a bake sale, food tasting event, and cultural dance and music celebration. The Black Student Union hosted a series of activities for Black History Month 2024 to include a panel discussion on the African Diaspora. Several events were held in September for Latin Heritage Month.

In recent years, the University has also implemented a Juneteenth Celebration, which is organized by the Center for Student Life. It is held on the federal holiday and features a cookout, African drummers and dancers, and a few educational readings and activities.



*Johns Hopkins University*



# Cultural Literacy Incorporated in Course Curriculum or Electives



*Mount St. Mary's University*

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. A few examples of courses and programs that promote diversity are described below.

**MICA** Faculty are encouraged to invite speakers to the campus. In the recent academic year, the following Black, Indigenous, and Person of Color speakers visited the campus: Wesley Clark (2/26/24), Lien Truong (3/4/2024), Beth Lo (4/4/2024), and Vinay Gupta (4/3/24). A course offering, entitled "Restoration and Renewal," partnered with Black Women Build. The MICA Art and Design Accelerator Program is a free program for Baltimore City High School students who face financial challenges and are from diverse backgrounds. It provides a pathway to higher education art and design courses and workshops.



Every student can study abroad for up to two semesters (International Studies majors are eligible to study abroad for up to three semesters). One of the goals of the Global Education Office (GEO) is to foster an intercultural education experience for current Washington College students who want to study abroad and incoming international students. Unlike other institutions that only accept study abroad credits as Pass/Fail transfer credits, Washington College accepts all grades, credits, and classes taken abroad at one of their partner institutions.



In the Fall of 2023, one of the sophomore core courses, Western Imagination (WCIV201), was replaced by Atlantic Peoples of Early Modernity. The course previously focused on Western European and early American history, but now it focuses on the interactions among the cultures from 1700 onwards. This course introduces students to the peoples and traditions that gave birth to the multicultural Atlantic world of the early modern period. Particular attention is given to the cultural encounters of peoples from Africa, Europe, and the Americas; the spread and critique of Enlightenment rationalism; and the emergence of trans-Atlantic traditions of political liberalism.





The College offers undergraduate students in their junior and senior years and graduate students the opportunity to take a selection of preceptorial (elective) classes. Recent preceptorial topics have included the Black intellectual tradition, slavery in America, modern American poets, and the works of Zora Neal Hurston and Gabriel Garcia Marquez.



*McDaniel College*

 Hopkins supports numerous student programs, activities, and events that celebrate the diverse identities and multicultural backgrounds of the University's student body and their broader community and support student engagement and community building. Examples of these events include: Pre-Orientation for International Students & Students in Mentoring Assistance Peer Program (MAPP) (August 2023), weekly Shabbat Dinners (weekly on Friday evenings, 2023-2024), Latinx Heritage Celebration Luncheon & Performance (September 2023), monthly Multicultural Leadership Council Coalition Building Sessions, Indigenous People's Day Pow Wow (October 2023), Diwali Celebration (November 2023), Dr. Martin Luther King, Jr. Commemorative Day of Service (January 2024), Foreign Affairs Symposium (monthly, February 2024 through May 2024), monthly Men of Color Hopkins Alliance - MOCHA Talk (February 2024, March 2024, April 2024), Ramadan Iftars (March and April 2024), APIDA (Asian Pacific Islander Desi American) Heritage Celebration Luncheon & Performance (April 2024), and Multicultural Graduation Celebration (May 2024).

 There is a focus on Global Citizenship which is multicultural and international in scope. Students must understand the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill the Global Citizenship requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus.

 The College voted to enact a new core curriculum (HEART, MIND, and HANDS) that will launch in fall 2025. DEI will be incorporated into the new core curriculum through required service learning for all first-year students. Many of the on- and off-campus service-learning opportunities will require students to examine social issues through a DEI lens, including housing and food insecurity, access to education, and services for populations with cognitive or physical challenges. In addition, two 'mind' categories (ethics and diversity) will explicitly require all students to take at least one course in those two categories.




# Recruitment, Interventions, Academic Outreach, and Support for Diverse Students

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

**MICA** The First-Year Experience program is designed to provide a foundation-level exploratory art and design curriculum. It supports the diversity of the MICA community, the discovery of various learning pathways, and student curiosity. The Office of Accessibility and Disability Services (ADS) supports MICA students by providing equal access to educational opportunities to qualified students with documented disabilities. For example, ADS offers weekly drop-in peer tutoring and weekly or biweekly meetings with a learning specialist and educates students on ADS policies, procedures, and assistive technology.



*Washington Adventist University*

 **CAPITOL** Technology University The Office of Student Life sponsored several events to support students, such as an Imposter Syndrome Panel during Black History Month, informing the campus community about the practices of Ramadan and how to support students. As a founding member of First-Generation College Bound (FGCB), the University provides strong participation by holding an annual STEM career expo for high school juniors and bus transportation to allow diverse high school students an opportunity to experience hands-on STEM experiments and learn about the opportunities they may achieve in the STEM fields.

Moreover, in the late 1990s, the University partnered with the National Space and Aeronautic Association (NASA). The NASA Prep Program recruited students who were racial minorities to a summer bridge program and academic support programs. In the Fall of 2023, 54% of undergraduate students identified as a racial or ethnic minority, 30% identified as Caucasian, 14% as a racial or ethnic minority, 39% identified as Caucasian, and 8% preferred not to report racial or ethnic identity. For master's students, in the fall of 2023, 44% of master's students identified as a racial or ethnic minority, 39% identified as Caucasian, and 8% preferred not to report their racial or ethnic identity. In the same year, 45% of doctoral students identified as a racial or ethnic minority, 33% identified as Caucasian, and 14% preferred not to report their racial or ethnic identity.



The College continues to track the diversity of its student body regularly. Of the 890 enrolled students in 2023-24, 56.3% were women. The College has increased the diversity of the student body by 10% - 15% over the past decade. Ten years ago, 85% of the student body was white. Now, that number has decreased to 67.4%. For the 2023-2024 academic year, 21.8% of the students were students of color. Moreover, in February 2023, the transfer credit policy changed to create a pathway for Maryland community college students to transfer to Washington College more easily and complete a bachelor's degree. Under the new policy, students earning either an A.S. or A.A. degree at an in-State community college can have all of their credits transferred in a process known as direct transfer (also known as block transfer).



*Washington College*



The Career Center provides career guidance for all students. The Center offers résumé critique, dress for success workshops, and networking opportunities. In collaboration with the Division of Student Affairs, the Career Center provides one-on-one career counseling and résumé review for the Division's graduating student leaders. The Dress to Impress program provides lightly used business attire to students who need it for job interviews.



*Mount St. Mary's University*




The College established a new program called Diversity and Inclusion Coalition on Education (DICE). DICE is a space for students (and tutors!) to learn and discuss topics they shy away from during class, including identity matters and reading and analyzing the Western classics in a globalized, pluralistic society. Students are encouraged to use the skills and knowledge cultivated through the Program to talk about modern real-world problems and identify where they intersect with Program texts and how they directly impact dynamics with each other in and outside of class. Everyone is welcome. Roll the dice and see what happens!




*St. John's College*




Loyola University Maryland

 **LOYOLA**  
UNIVERSITY MARYLAND First-Gen Hounds is a student organization committed to enhancing the first-generation college student experience by ensuring that first-generation students are welcomed into the Loyola community and are aware of the resources the University offers to support students as they continue to evolve at Loyola. The First-Gen Hounds created an annual event to help students during exam week this year. This event included disseminating healthy snacks and stress-relieving items (clay, stress balls) to students in the Student Center. The First-Gen Hounds also planned the Spring Bling, an end-of-the-year celebration that included crafts, food, and music for the entire campus. Between 2-4 members of the First-Gen Hounds are also selected to lead the annual First-Gen Retreat.


 **LOYOLA**  
UNIVERSITY MARYLAND The Athletics Department supports programming throughout the year focused on diversity, equity, and inclusion topics related to race and gender inclusion in sports. This includes sponsoring or participating in events, such as hosting its annual Pride Night at the women's soccer game versus Bucknell.


The game provided the opportunity to share resources and create a more welcoming environment on campus. Athletics and the Student-Athlete Support Services Office sent four Loyola students to the Black Student-Athlete Summit: a three-day event that caters to the holistic development of the Black Student-Athlete and is designed to empower them to maximize their college experience by focusing on academic excellence and networking opportunities. The Loyola Men's Lacrosse team continued their relationship with Harlem Lacrosse Baltimore, a program that focuses on growing the game of lacrosse and building relationships that help to activate the skills and traits to put city youth on the path to success.

 **JOHNS HOPKINS**  
UNIVERSITY The Office of Admissions and Financial Aid actively engages with local communities, high schools, and community-based organizations to promote college awareness and access for underrepresented students in various ways. Hopkins hosts the Excel Youth Conference, a free, one-day event for high school students and families from Baltimore and Washington, DC. It provides expert guidance and resources to diverse communities, promoting higher education accessibility and inclusivity. The *College Planning Guide* by Johns Hopkins Undergraduate Admissions offers advice, tips, and financial aid resources to help students and families from diverse backgrounds navigate the college search and application process. The University participated in the Matriculate program, with 60 JHU students serving as mentors to provide free guidance on the college application process to high-achieving, low-income high school students.

# Financial Aid Programs Targeted for Diverse Students

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 \$41,400 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

 The Joseph A. Sellinger (Sellinger) funded projects have a diversity component within each initiative. Project #2, which focuses on the college readiness of K-12 students, includes mentoring, professional development, and field placements, and topics such as social justice and teaching children with learning differences. Field placement partnerships with public schools have served over 10,000 students from diverse ethnic and low socio-economic backgrounds. Project #3, which focuses on student success, has a variety of programs to support the success of the University's diverse student population. As part of Project #4, the Career Connection Center partners with the Office of Diversity and Inclusion to offer career workshops tailored to the LGBTQ+ and BIPOC communities.

 The Office of Admissions and Financial Aid implemented iGrad. This personal finance platform provides current and prospective students with tools, content, and courses to help manage their finances. The platform offers personalized financial assessments, budgeting resources, and up-to-date financial wellness information.

The Sellinger Program has been a critical source of funding for graduate and undergraduate financial aid and student support, contributing to the diversity and success of the student body at Hopkins for over 50 years. The dramatic cut to Sellinger funding experienced in 2024 has impacted student financial aid resources. Despite these cuts, the University will continue to support need-based scholarship programs, such as Cummings, Clark, and Hodson Success, with Sellinger funds. Sellinger funding continues to be critical in supporting the University's efforts to create a diverse and inclusive campus community by integrating these funds into student aid packages alongside other funding sources.

In addition, Sellinger funds support programs that promote diversity and inclusion within the Hopkins community, including SOURCE (Student Outreach Resource Center), Behavioral Health Crisis Support Team, and COMPASS Center for Community Programs, Innovation, and Scholarship.



*Notre Dame of Maryland University*

**MICA** Maryland Institute College of Art offers several scholarships for diverse students who are Baltimore residents, such as the Jacques and Natasha Gelman Trust for Baltimore Art Access Program, Terry Last Endowed Scholarship for Baltimore Youth, McMillian-Stewart Endowed Scholarship for Baltimore Youth, and the Joyce Scott Scholarship Fund.

**MCDANIEL COLLEGE** The College strives to diversify its Budapest Campus. McDaniel College has implemented this initiative through the Dr. Debora Johnson-Ross Study Abroad Endowed Grant. The grant helps students from underrepresented populations study abroad. Funded by McDaniel College Trustee Joyce Payne Yette, it gives awardees \$500 to \$2,500 to help defray the cost of participating in high-impact study-abroad experiences.

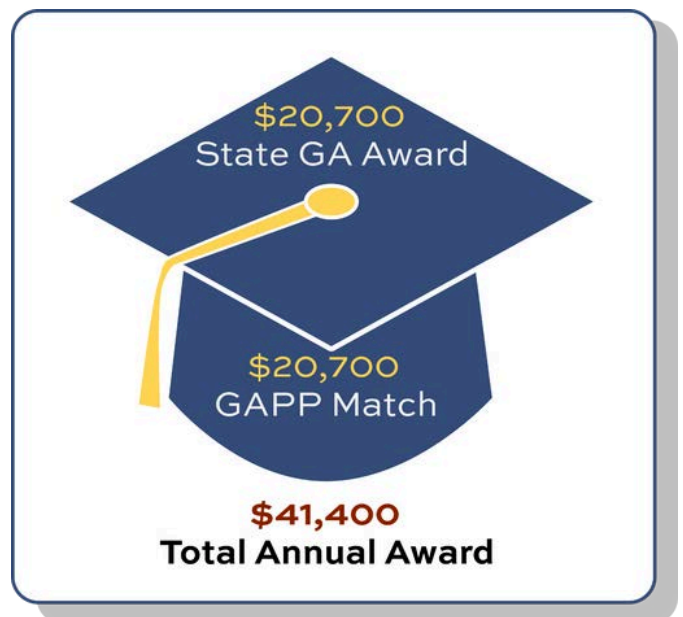
**HOOD COLLEGE** The College has a program called SHIP (Student Homelessness Initiative Partnership of Frederick County) to offer support and scholarships to housing-insecure students seeking a higher education.



For FY 2024, the University anticipated spending \$43,000 of its \$3,136,147 appropriation to support the wage and non-wage budget of the Office of Accessibility & Inclusion. Compared to FY2023, this commitment is an increase of \$6,326. Sellinger funds have permitted the Office to receive new funding for Diversity, Equity, Inclusion, and Belonging-related programming. In FY 2024, NDMU anticipated spending \$ 86,362 of its \$3,136,147 appropriation supporting the wage and non-wage budget of the Office of Service & Community Engagement, which includes NDMU’s Bonners and YES programs. Compared to FY2023, this represents a \$18,642 increase.



Institutional funding/ scholarships specifically for minority students consist of grants or scholarships to help self-identified Hispanic and other Deferred Action for Childhood Arrivals (DACA) students afford a quality education. The financial assistance benefits DACA students and students whose parents are undocumented.



# Investments in Faculty Diversity

MICUA INSTITUTIONS CONTINUALLY EVALUATE campus-wide cultural diversity programs and practices using a range of campus assessments and outside resources to invest in diverse faculty.



**CAPITOL** Technology University The Employee Engagement Committee was formed as a focus group in response to an employee survey where culture was selected as an improvement area. The group has volunteers for each department and discusses and considers DEI when planning events, selecting quarterly service award winners, policies and procedures, and other topics. Given that the University has committed to implementing diverse and inclusive practices in the campus culture, the next step is to use assessment tools to monitor the organization's success in maintaining this culture, such as a climate survey and data collection on the race and demographics of the University's diverse faculty and staff.



*Goucher College*

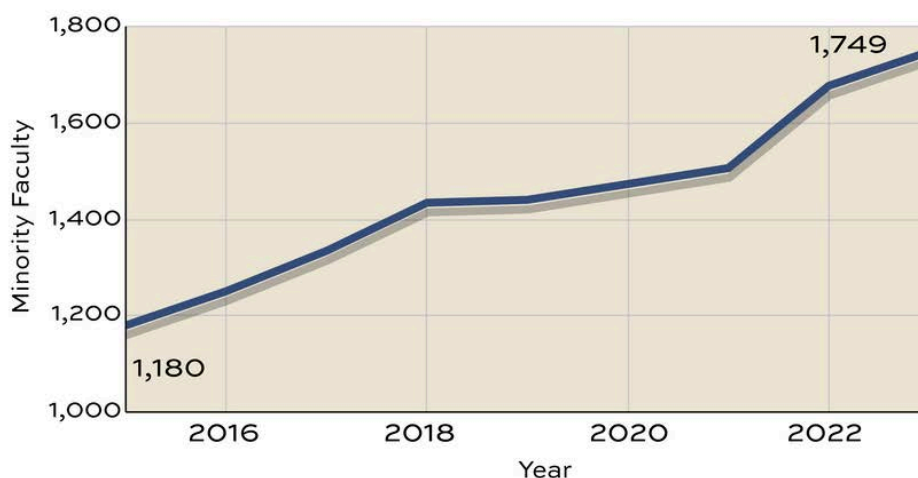
## GOUCHER

—college— The College hosts a new faculty seminar, a year-long series designed to familiarize them with the campus community, best teaching practices, and academic policies. Both faculty and staff are assigned a mentor. The College's Diversity, Equity, Inclusion, and Justice committee engaged the campus community by participating in Liberal Arts College Racial Equity Alliance (LACRELA) live trainings. Some webinars are Campus Climate and Culture, Curriculum and Pedagogy, Institutional Programming, Campus-wide Communications, Historical Reckoning, and Employee Development.

## Minority Faculty at MICUA Institutions




MARYLAND  
INDEPENDENT  
COLLEGE and  
UNIVERSITY  
ASSOCIATION




Source: IPEDS 2023




*Stevenson University*

 The College became a member of the CIC ACUE inclusive learning community BELONG. As a part of this membership, an eight-week course, Fostering a Culture of Belonging, has been offered to select administrators, faculty, and staff. Five professionals have completed the course, and more participants are scheduled to sign up. Additionally, Human Resources has contracted with The Radical Empath LLC to deliver in-person diversity enrichment training to employees and has implemented new components to the employee performance review that specifically address topics of diversity, underscoring the expectation that diversity, equity, and inclusion are integral parts of professional expectations.

 The faculty, staff, and administrators have the opportunity to participate in workshops offered in the Social Justice Education Series (90-minute workshops; 6-7 offered per semester), book groups (1 per semester), trainings tailored for offices, and Leadership Team meetings. A Diversity, Equity, and Inclusion Certificate program was launched in Fall 2022 with bronze, silver, and gold levels; each level represents about 9 hours of training experience. As of May 2024, 63 employees have completed the certificate requirements (33 bronze, 25 silver, and five (5) gold).

 The College is currently a member of the Gettysburg Consortium for Faculty Diversity, which is devoted to increasing diversity in the faculty at small liberal arts colleges. As a member, the College has access to a post-doctoral teaching fellowship to encourage applicants to learn about and consider a career at St. John's.

 The University advertises all positions on blacksinhighered.com and diverseeducation.com to attract a diverse candidate pool. Certain positions are advertised on websites and publications that engage professionals from diverse and underrepresented backgrounds based on position/industry. Examples include the Association of African American Human Resources Professionals and African Americans in STEM.



*Washington College*

Moreover, Stevenson University supported the Faculty Welfare Committee of the Faculty Council in revising the “Criteria for Faculty Rank” policy to establish that every faculty member is expected to provide students with “fair and equitable opportunities to learn.” In May 2024, Universal Design for Learning (UDL) was endorsed by the Faculty Council as the framework to be used by Stevenson faculty in integrating the fundamental principles underlying diversity, equity, and inclusion into faculty pedagogy and practice. The Zirkin Center for Excellence in Teaching and Learning offers professional learning on UDL. Integration of UDL will go into full effect in January 2026 and will be included in the 2026 faculty appraisal document.




*Capitol Technology University*



*Hood College*



*Maryland Institute College of Art*

 The College continues to identify ways to have a broader and deeper reach in faculty diversity. The racial diversity of the College’s full-time faculty in fall 2023 was 28%, up from 24.5% in fall 2018. The racial diversity of the College’s full-time staff in fall 2023 was 14%, up from 12% in fall 2018. Total diversity among all employees increased from 14% in fall 2018 to 15% in fall 2023. The gender diversity in fall 2023 of full-time faculty was 61% female/39% male, consistent with fall 2018; full-time staff was 68% female/32% male in fall 2023 compared to 63% female/37% male in fall 2018.





*Loyola University Maryland*



**LOYOLA**  
UNIVERSITY MARYLAND

The University offers faculty various grants to support professional development and research agendas related to diversity and inclusion. In particular, the Kolvenbach Program Endowed internal grant program supports community-engaged scholarship. Additionally, there are community-engaged learning and scholarship funds and internal grants that support academic-community partnerships. Midcareer summer research grants. Internal grants support mid-career advancement. HERS Institute for Women in Higher Education is an external institute, open to all tenured, tenure-track faculty, and academic administrators. Loyola sponsors one colleague annually for this premier leadership development opportunity.



*Johns Hopkins University*



*Stevenson University*

Loyola University Maryland's Safe Zone Program fosters a welcoming environment for LGBTQ+ members of the community and their allies in support of the University's mission to promote intellectual excellence and ethical leadership in the Jesuit tradition. Safe Zone training is housed in the Office of Equity and Inclusion and facilitated by external consultants. This year, the Office of Equity and Inclusion hosted three cohorts of Safe Zone training for the fall semester and an additional three cohorts in the spring semester (18 modules in total).

# Goals for Future: Programmatic Ideas to Enhance Cultural Diversity



*McDaniel College*

MICUA institutions are committed to promoting diversity throughout their campuses in the short and long term. They could further enhance cultural diversity on their campuses with additional financial resources and capital investments.

**MCDANIEL COLLEGE** The College sees the value of developing a Race and Equity Justice Center. This Center would allow for a larger space and provide the necessary resources to support diverse populations. A dedicated space would provide workshops, community gatherings, and dialogs designed to enhance and support cultural diversity. Another utility of the Center would be to maintain artifacts and archives of Diversity, Equity, Inclusion, and Justice (DEIJ) history at McDaniel College and in the Carroll County community, facilitating a role as a bridge between the College and the community.



The College hopes to increase funds for student intercultural affairs programs and expand its holistic advising program to include more direct professional support for Washington Scholars and First-Generation Students to improve individual persistence and institutional retention of a diverse student body. The College envisions the use of increased funds for student intercultural affairs programs and to provide financial support with the fees and expenses associated with studying abroad.



The University recognizes the value of a program that they hope to implement as resources allow, creating summer outreach and leadership programs focused on the diverse communities of K-12 students in Maryland.



The University envisions significant impact with the complete implementation of a peer-to-peer diversity education group through the Center for Student Life. The Students Educating and Empowering for Diversity (S.E.E.D.) program will prepare undergraduate students to engage in intergroup dialogue centered around identity, intersectionality, social justice and the appreciation and celebration of the rich diversity reflected in the University campus community. S.E.E.D. will employ a variety of programmatic structures to achieve the goal of educating and empowering participants around issues of cultural knowledge and responsibility.



*Washington Adventist University*



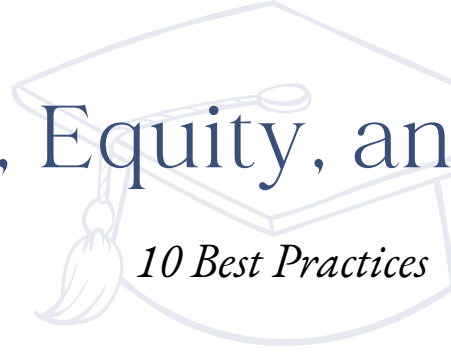
*Notre Dame of Maryland University*



There are five items that St. John's College would like to implement: (1) increase funding for need-based financial aid, (2) increase academic support for first-generation college students, (3) hire an experienced, dedicated D&I person to coordinate all campus efforts, (4) provide diversity awareness training for student services staff to be aware of best practices at other colleges and universities and that can be adopted as appropriate for the College, and (5) expand staff to support unrepresented students better and develop DEI programming, including a dedicated Student and Exchange Visitor Information System (SEVIS) advisor and coordinator for international students.



# Diversity, Equity, and Inclusion:



## *10 Best Practices*

1. An office of diversity or a senior administrator responsible for diversity issues ensures that the institution’s commitment to cultural diversity is implemented and is a central consideration in a broad range of campus activities.
2. 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.
3. Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. Cultural events planned in a collaborative manner by students, faculty, and staff may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; and music.
4. 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 college or university affordable to low-income students.



*Goucher College*



*St. John's College*



*Washington Adventist University*

5. 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.
6. 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.
7. 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.



*Washington College*

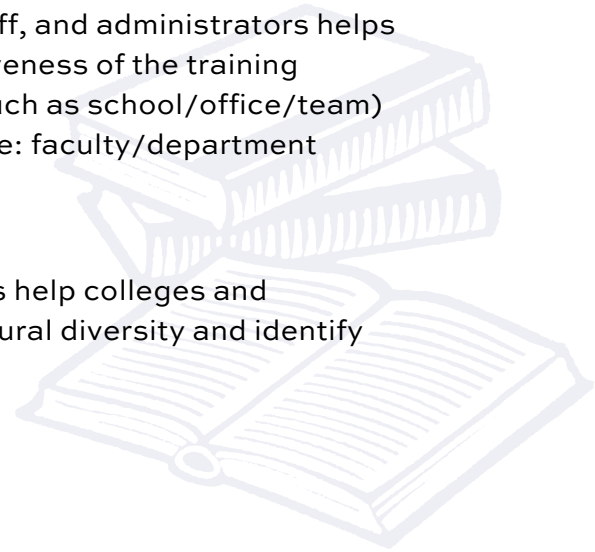


*Hood College*



*Johns Hopkins University*

8. To successfully retain diverse administrators, an institution should be intentional about providing the support and resources needed to build and enhance morale and leadership skills, i.e. sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity.
9. Effective diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. The effectiveness of the training increases if it is tailored to the employee's setting (such as school/office/team) and to the employee's role in that setting (for example: faculty/department chair/coach).
10. 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.



*Washington Adventist University*



*Stevenson University*

*Highlights from*

# Independent Higher Education Day 2024





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MARYLAND INDEPENDENT COLLEGE  
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