

# MICUA Matters

*The newsletter of the Maryland Independent College and University Association*

## *Dear MICUA Community,*

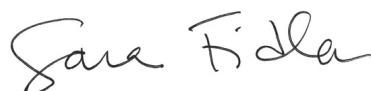
Congratulations to all of you on the successful completion of the academic year! The MICUA team has just finished another successful Legislative Session and we thank you for having the confidence in us to allow us to represent your students, faculty, staff, and schools in Annapolis.

This issue of MICUA Matters includes information about the 2022 Independent Higher Education Day event as well as the 2022 legislative session. There are also articles describing how we serve our campus and extended local communities; increase diversity; promote equity and inclusion; facilitate courageous conversations; and ensure that all students feel welcome and supported.

As the President of MICUA, I am honored to be part of a team that dutifully advocates on your behalf in front of elected officials, cabinet secretaries, key policy-makers, public and private nonprofit institutions of higher education, stakeholder groups, and members of the public. The other members of the MICUA team include: **Pam Nussbaumer**, Executive Assistant, who provides administrative support and event coordination; **Irnande Altema**, Associate Vice President for Government and Business Affairs, who oversees state and federal policy issues and facilitates business partnership opportunities; **Ashley Swift**, Manager of Business Operations, who is responsible for the finances, accounting, and other business operations of the office; **Aubrey Waddick**, Research Analyst, who collects, analyzes, and visualizes data; **Stephanie Thomas**, Director of Communications, who creates informative publications and communications campaigns; and **Angela Sherman**, Vice President for Academic Affairs, who assists member institutions with the State capital grants process and academic program approvals, and provides leadership and advocacy for higher education policy issues.

We hope that you find the information in this newsletter interesting and useful. As always, we are available if you have any questions or concerns.

Warmly,



Sara Fidler, President  
sfidler@micua.org



*Sara Fidler and Irnande Altema celebrate Sine Die, the last day of the Legislative Session.  
Source: MICUA*

### MEMBERS

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

### AFFILIATE MEMBERS

Ner Israel Rabbinical College

St. Mary's Seminary & University

# MICUA Hosts Successful Independent Higher Education Day

Governor Larry Hogan proclaimed February 23, 2022 Maryland Independent Higher Education Day (IHED) and encouraged the citizens of Maryland to support independent institutions.

To commemorate this event, MICUA brought together college students and administrators from MICUA member institutions to celebrate the strength and continued success of independent higher education in Maryland, as well as the generosity of the Sellinger Program. This year MICUA hosted IHED 2022 with both virtual and in-person activities.

MICUA students met virtually with elected officials in small groups. Over forty State Senators and Delegates participated in the meetings with students enrolled in MICUA institutions to discuss higher education issues. Conversations covered topics of funding, capital projects, equity and diversity, and legislative goals. Students had a chance to thank Legislators for their support, explain how they have benefitted from Sellinger funding, and share their school pride. It was a wonderful opportunity for students to learn more about the legislative process, meet their representatives, and discuss relevant and important issues.

IHED 2022 culminated with a luncheon that combined a celebration of IHED with MICUA's 50 year anniversary. The luncheon also included the bestowing of the 2022 MICUA Presidents' Award to the Honorable Maggie McIntosh, Chair of the House Appropriations Committee, in recognition of her outstanding leadership in support of college access, choice, opportunity, and the pursuit of knowledge. Delegate McIntosh has been not only a champion and supporter of MICUA's students, faculty, staff, and schools – but also a friend.



Goucher College students with Kent Devereaux, President of Goucher College and Mileah Kromer, Associate Professor and Director of the Sarah T. Hughes Center for Politics.  
Source: MICUA



State legislators, college students and administrators attend the Independent Higher Education Day and MICUA 50 year anniversary luncheon.  
Source: MICUA



The Honorable Maggie McIntosh, Chair of the House Appropriations Committee, receives the 2022 MICUA Presidents' Award.  
Source: MICUA

# Unprecedented Increases in State Funding Marks a Successful 2022 Legislative Session

The 2022 Legislative Session began virtually; however, by February 14, 2022, the State Senate was convening in-person. MICUA followed the progress of over 200 bills and held meetings with Presidents, campus representatives, elected and appointed officials, and their staff. MICUA interfaced regularly with the other segments of higher education, the Maryland Chamber of Commerce, and the MICUA government relations contacts. MICUA submitted testimony; drafted amendments; testified orally at bill hearings; attended subcommittee, voting sessions, and conference committee meetings; and monitored floor sessions of the House and Senate.

In addition to achieving full funding of the Sellinger Program at \$118 million, MICUA exceeded the 2023 capital projects request by achieving \$16 million as follows: \$6.8 million for Hood College; \$6.8 million for Stevenson University; and \$2.3 million for McDaniel College. Unfortunately, the MICUA institutions were not awarded deferred maintenance funding.

Some of the more significant bills that passed and may impact the MICUA institutions include:

- **Time to Care Act [SB 275](#)** (enacted) – establishes the Family and Medical Leave Insurance (FAMLI) Program to provide up to 12 weeks of benefits under specified circumstances.
- **Maryland E-Innovation Initiative Program [HB 730](#) | [SB 473](#)** (enacted) – lower the minimum matching threshold to \$200,000 for a donation to a research endowment of a nonprofit institution of higher education that has an annual unrestricted current budget of less than \$250 million.
- **Maryland Student Investment Act [HB 734](#)** (enacted) – makes several changes to student financial assistance policies and procedures including: (1) freezing the family income determinant for eligibility for prequalification of a

Guaranteed Access Grant (GAG); (2) freezing eligibility for the GAG in the instance of a change in family income if the student remains eligible to receive a federal Pell Grant; (3) appropriating annually at least \$112 million for the Delegate Howard P. Rawlings Educational Excellence Awards; and (4) appropriating annually at least \$4 million for the Conroy Scholarship.

- **MHEC – Alterations [HB 1030](#) | [SB 501](#)** (passed) – require (1) the implementation of a unified scholarship application portal; and (2) notification of recipients of the Delegate Howard P. Rawlings Educational Excellence Award by April 15 each year. The bills also state the intent of the General Assembly that the Office of Student Financial Assistance be established as a separate entity.
- **Maryland Makerspace Initiative Program [SB 453](#)** (enacted) – establishes a program to encourage the development and expansion of makerspaces throughout the State.
- **Climate Solutions Now Act [SB 528](#)** (enacted) – imposes changes to the State’s goals to reduce greenhouse gas (GHG) emissions and address climate change such as require a net-zero statewide GHG reduction requirement be met by 2045, and establishes new guidelines for existing buildings with a gross floor area of 35,000 square feet or more to achieve 20% GHG by 2040.

To view the full 2022 MICUA bill list, [click here](#).

In addition to legislation, the 2022 [Joint Chairmen’s Report](#) contains two reporting requirements for the MICUA institutions: (1) regarding the utilization of Sellinger funding and how it will be used to increase access and diversity, stimulate workforce development, and close the achievement gap; and (2) regarding admissions policies, specifically relating to legacy admission practices.

## *Dr. Alisha Knight Named as Incoming Associate Provost of Diversity and Inclusion and Senior Equity Officer at Washington College*

Washington College has named Dr. Alisha Knight as the incoming Associate Provost of Diversity and Inclusion and Senior Equity Officer, a new role that will officially begin on July 1, 2022.

This inaugural position will help to shape and implement the College's strategic plan for diversity, equity, and inclusion. Some of the key priorities that will fall under Knight's area of influence and responsibility include recruiting, developing, and retaining diverse faculty and staff within Academic Affairs; leading the effort to foster an inclusive learning environment for all students; and guiding and supporting – through collaboration with partners in other departments -- the implementation of the campus-wide strategic plan for diversity, equity, and inclusion.

"Dr. Knight is a brilliant and highly respected member of our campus community and someone who has already been actively engaged in this important work," said Michael Sosulski, President of Washington College. "Tapping someone to officially lead our institution's efforts around diversity and inclusion is a major step forward for the College."

Knight, a Professor of English and American Studies specializing in African American literature and print culture at the turn of the 20th Century, will officially assume her new role as of July 1. As Associate Provost, Knight will report directly to the Provost and will be a member of the Senior Staff. As the Senior Equity Officer, she will also meet regularly with the President. In addition to assuming these new responsibilities starting in July, she will continue to teach one course per semester starting with the 2022-23 academic year.

"I applaud Provost Harvey and President Sosulski for taking this bold step of establishing a strategic diversity leadership position at the College, and I am honored to serve as our inaugural Associate Provost for Diversity and Inclusion," said Knight. "I'm committed to helping the college advance its strategic diversity agenda and to serving as a partner and resource for the campus community."

While this position is situated within Academic Affairs, Knight will work closely with the College's next Director of Intercultural Affairs – a critical role within Student Affairs. Dr. Knight is participating on the search committee for the Director role. In addition, she is meeting with a range of campus constituents throughout the spring.



*Dr. Alisha Knight, Incoming Associate Provost of Diversity and Inclusion and Senior Equity Officer.  
Source: Washington College*

# McDaniel College supports Baltimore City Public School students



*Jacqueline Williams, principal at Baltimore Polytechnic Institute; Marquise O'Neal with CollegeBound Foundation, and McDaniel College President Julia Jasken along with the Green Terror, surprised Baltimore Polytechnic Institute seniors Whitney Patterson and John "Anthony" Pitogo with full-tuition scholarships to McDaniel.*

*Source: McDaniel College*

Since 2016, McDaniel College has administered The Edge Experience, a mentorship program to assist first-year students from Baltimore City Public Schools with acclimating to the college.

Prior to moving on campus for the fall semester, students in the Edge Experience participate in McDaniel Local, a summer orientation program that provides students with the opportunity to get to know their community and make connections.

Then, during the academic year, the students in the program are required to attend monthly meetings and periodic social functions, which help the students navigate the college experience, including living in residence halls, navigating finances, and successfully balancing academic and social responsibilities, among other topics. They are also each paired with an upper-class student mentor who gives advice and provides support during the first year of college.

Faculty and staff also assist in the students' development and overall success at the college. As a member of the program, students are given a brand-new backpack full of school supplies.

Additionally, McDaniel has partnered with the CollegeBound Foundation since 2008 to provide full-tuition scholarships to Baltimore City high school students. McDaniel's Admissions Office annually interviews students from CollegeBound Foundation-staffed Baltimore City public high schools for the scholarship. The scholarships cover all four years at McDaniel College and are valued at over \$160,000.

Scholarship recipients for Fall 2022 are Jay Artis, Green Street Academy; Azzure Brooks, Coppin Academy; Kevin Quintanilla, Academy for College and Career Exploration (ACCE); and Whitney Patterson and John "Anthony" Pitogo, Baltimore Polytechnic Institute.

# Gateway to Service in Action at WAU

Over the 2022 Spring Break, twelve Washington Adventist University (WAU) students embarked on an immersive service-learning experience in Baltimore, Maryland. Immersion Trips are a little different than how one might normally think of “Missions Trips.” Jason Dietz WAU Chaplain said, “If we want to truly... love our neighbor, we must think about the long-term effects of our service. Immersive opportunities help with critically analyzing the most effective way to understand the issues of a community and how to best serve. Students have the opportunity to be exposed not just to the needs and the challenges of a community but also to the assets and methods to enable them to have a long-term impact.”

This year’s immersive spring break trip explored the systemic and human dimensions of complex social issues in Baltimore. The students established connections with local leaders, including Maryland state senators, Baltimore City council members, and community organizers. “The alternative spring break made me rethink my values as a human being and showed me what our goal here on earth is all about; to help those who are in need.” said Henrique Da Silva, WAU student.



*WAU students doing clean up after a storm at Cavanagh House in Baltimore County.*

*Source: Washington Adventist University*

Students also had the opportunity to partner with local nonprofit organizations and developed an understanding of available resources and challenges. The trip’s focus included poverty engagement, immigration, community development, social justice legislation, rural poverty, and restorative justice. “It was a humbling experience,” said Chris Carcamo, WAU student.



*WAU students building planters at the Community Tool Bank in Baltimore.*

*Source: Washington Adventist University*

As a university WAU has as its tagline “Gateway to Service.” As a result, it continues to seek opportunities for its students and workers to help serve the community. As a university community, it is critical to not only speak about the importance of service but endeavor each day to serve others. There is a responsibility to assist those who are suffering, marginalized, and in desperate need of people who will take tangible steps to alleviate their challenges. Washington Adventist University moves forward to positively impact communities through service.

# *Courageous Conversation, Meaningful Action at Mount St. Mary's University*

Following the events of the summer of 2020 that made more people across the country cognizant of social injustice and racism issues, many Mount St. Mary's students returned to campus ready to work toward equity and inclusion and engage in sometimes uncomfortable dialogue. Students, faculty, administrators, and staff of all races and ethnic backgrounds have come together for prayer vigils, discussions, lectures, and other events in working toward a better Mount.

Over the last decade, the Mount has welcomed an increasing number of BIPOC students, with the percentage growing from 17% to 43%. This rapid demographic change has greatly enriched the campus climate while also bringing some tension that the university continues to work to eliminate.

The core of the 214-year-old Mount St. Mary's University community's commitment is to improve and sustain a culture of dignity and respect for everyone. "All of us are called to live out the Mount value of inclusion: The Mount must harness the energy created by diversity of thought and engendered by a richly diverse staff, faculty, and student body to ensure that all feel welcome and included," states the university's diversity, equity, and inclusion (DEI) webpage.

Paula Whetsel-Ribeau, Ph.D. Vice President for Equity and Success explains, "A lot of our efforts center on stereotypes, unconscious bias, and microaggressions. For example, when Caucasian community members emotionally hurt BIPOC students, it causes even more pain to respond that their intent or behavior was well-meaning. Regardless of intent, the impact is what matters."

Whetsel-Ribeau leads the Mount Inclusive Excellence Committee, which draws members from across the university. The committee developed a five-year DEI plan for 2018 to 2023 and implemented initiatives, including a periodic social justice teach-in, student support groups for men and women of color, assessment of DEI content in the curriculum, integrated learning and living communities, a campus climate survey and professional development for faculty, staff and administrators.

Seeking quick results, President Timothy E. Trainor, Ph.D., in the fall of 2020 marshaled more than 100 faculty, students, administrators, and staff to serve on the Diversity, Equity and Inclusion Task Force's ten working groups in order to address racism on campus and in the surrounding communities. The resulting initiatives, outlined in the Courageous Dialogue, Meaningful Action Operations Plan, include a mandatory DEI training course, continuing progress in hiring faculty members who reflect the demographics of the student body, raising awareness of the student complaint process, and enhancement of DEI in the curriculum by initially focusing on the first-year symposium course.



*Students gather at a student government association organized vigil.  
Source: Mount St. Mary's University*

# *St. John's College Annapolis Intramural Program Celebrates 60 Years*



*Intramural soccer match at St. John's College.  
Source: St. John's College*

In 1938, only one year after transforming the academic model of St. John's College, president and co-founder of the New Program Stringfellow Barr announced another revolutionary change: the abandonment of intercollegiate athletic competition for "a greatly expanded and exclusively intramural athletic season."

Barr's proclamation sent shockwaves through the college community. St. John's—until 1937, a military school—had regularly fielded teams that were regional powerhouses. In the early 1930s, the lacrosse team was chosen to represent the United States in international competition, and the football team was renowned for its rivalry with Johns Hopkins. Many alumni protested that forsaking intercollegiate play would hurt school spirit—and finances.

In 1962, legendary Athletic Director Bryce Jacobsen began the final leg of Barr's revolution, scrapping the system of organizing intramural teams by seminar in favor of something new: a group of fixed teams led by captains with their own colors, sophomore drafts, and players who remained on their team for all four years at the college (and beyond). St. John's intramural program was born.

In its 60th season, athletics at the college are as thrilling as ever. According to Athletic Director Chris Krueger, the intramural program of today closely resembles the system devised by Jacobsen in 1962.

"People sometimes return to campus to play, and they graduated in the '70s or '80s," Krueger says.

There have also been tweaks and gradual evolutions in the sports played, the points system, and more throughout the decades. But the general structure has remained, and so has the operating ethos that defines athletics at the college—leading Krueger to call the intramural program the "greatest in the country."

"A piece of what makes our program special is that we want to be careful and deliberate about what we do so that we don't separate the community but instead bring it together in the most shared experience we can," Krueger muses.

It's likely for that reason that the St. John's intramural program has maintained an impressively high rate of student participation—often greater than 50 percent. In 2022, coming off nearly a year and a half without full in-person competition, the trend is holding strong.



## *Goucher College joins the Consortium on High Achievement and Success*

Goucher College announced it would join the Consortium on High Achievement and Success (CHAS). CHAS was founded to address concerns raised by Black and Latinx students about their academic and social experiences. Goucher will select up to six institutional representatives for the consortium.

“Since its inception 22 years ago, CHAS has worked with its member institutions to improve the everyday campus experiences of their Black and Latinx students by leveraging collaborative learning across all member institutions,” says Juan Hernandez, associate dean of students for diversity, equity, inclusion, and Title IX at Goucher College. “Joining the Consortium provides Goucher with the opportunity to connect with peer institutions across the nation as we work towards equity, justice, access, and anti-racism.”

CHAS works to create networking and professional development opportunities for members, highlights exemplary integrative educational practices, produces research to inform diversity, equity, and inclusion initiatives to benefit all students, and provides opportunities to assess and address campus climate issues.

“Goucher prides itself on our longstanding commitment to creating a diverse and welcoming campus environment and our dedication to promoting social justice and equity as fundamental components of our mission,” says Goucher College President Kent Devereaux. “Joining the Consortium on High Achievement and Success furthers that commitment and continues this important, ongoing work.”

Goucher will offer students, faculty, and staff a range of CHAS-specific opportunities as part of the

consortium. Students will be able to attend CHAS conferences, which provide supportive spaces to discuss the unique challenges they may encounter at their institutions and discuss strategies to create positive institutional change. Staff will have access to professional development to assess how their offices meet underrepresented students’ needs and improve multicultural competencies through best practices. Faculty grants will also be available for faculty to undertake a project to promote intellectual engagement among all students, emphasizing inclusion among underrepresented students of color.

“CHAS was founded, in response to student concerns and activism, by a small group of faculty leaders and administrators who wanted to establish a network of like-minded colleagues who could work together to better understand challenges and to imagine new possibilities for more equitable and inclusive campuses,” said Sourav Guha, CHAS Executive Director. “We are happy to welcome Goucher College to the consortium and partner with their students, faculty, and staff.”



*Affinity Graduation Ceremonies honor the accomplishments and experiences of Goucher graduates from historically marginalized and underrepresented communities.*

*Source: Goucher College*

## *Hood College Senior Wins Portz Award*

Hood College student Maryam Iftikhar '22 received the 2022 Portz Award for Outstanding Maryland honors student from a four-year college or university, awarded by the Maryland Collegiate Honors Council (MCHC).

Iftikhar, a Global Studies major with a concentration in global governance and conflict, presented her project titled "Exploring the Legal Parameters of the Crime of Genocide and Analyzing the Efficacy of the Application of the Genocide Convention," and her paper "Understanding Demographic Trends through the Lens of Cultural Anthropology." The presentations earned her the highest honor for a Maryland honors student in the Portz Award. Iftikhar's win at the MCHC is Hood's fourth win in five years.

The Portz Award is one of many academic achievements earned by Iftikhar, and she also won the "Outstanding Initiative and Leadership" and "Most Diplomatic" awards in 2021.



*Portz Award winner Maryam Iftikhar '22 stands in the Beneficial-Hodson Library and Learning Center.  
Source: Hood College*

Iftikhar transferred from Montgomery College in 2020, where she had completed the Renaissance Scholars program with distinction, and received the Portz prize for outstanding Honors student at a two-year college.

## *Stevenson Creates “Mustang Solidarity Pledge” to Reflect Community Commitment to DEI*

In support of its university-wide diversity and inclusion efforts, Stevenson University launched the Mustang Solidarity Pledge in 2021 so that the university community could recommit itself to ensuring that students, alumni, faculty, and staff of all backgrounds are seen, heard, and valued.

Grounded in Stevenson's historical institutional values and commitment to ongoing efforts to support diversity, equity, and inclusion, the Mustang Solidarity Pledge was created so that members of the Stevenson community can assert their solidarity with marginalized communities and state their dedication to working for inclusion.

Stevenson students, faculty, staff, and alumni are invited to reflect on the Solidarity Pledge and sign a Virtual Wall if they want to show their support publicly. As the Pledge—created by a committee of students, faculty, and staff—states: “The Mustang Solidarity Pledge reminds us that diversity, equity, and inclusion require ongoing work and self-reflection on the part of university leadership, administration, faculty, staff, and students. This work and reflection encourages us to realize our own biases, to educate ourselves and others, to challenge the norm, to address discriminatory acts and words, to speak out in support of marginalized groups, and to celebrate the differences that make our community stronger.”

# *NDMU Embraces Diversity, Equity & Inclusion with Distinctive Programs*

Notre Dame of Maryland University offers a hallmark Women's College experience called IMPRINT, empowering students to develop their leadership skills from freshman year until graduation. IMPRINT is one of the many ways NDMU promotes diversity and inclusion to deliver on its mission of educating leaders to transform the world.

*NDMU's Going Beyond: Vision 2025* strategic plan reflects the University's commitment to diversity, equity, and inclusion. NDMU is cultivating a DEI culture in five key areas: 1) recruiting and retaining diverse faculty and staff; 2) reactivating the Diversity and Inclusion Committee to set and review DEI goals; 3) providing annual faculty training on DEI issues, including inclusive and culturally relevant curriculum; 4) conducting anti-racism sessions with students,

faculty, and staff; and 5) offering opportunities for students to participate in timely DEI activities, including through the IMPRINT program.

IMPRINT supports students' leadership growth with innovative academic and co-curricular activities, informed by faculty-led research into what women need to succeed in the 21st century. Paramount to leadership success are IMPRINT's four pillars: a global awareness of diversity & inclusion; personal leadership; mentorship & sponsorship; and teamwork & communication. NDMU welcomes the entire community to IMPRINT-designated experiences.

Women's College students who attend IMPRINT events earn badges when they submit a written reflection based on one of the pillars. When they collect 10 badges in all four pillars, students achieve IMPRINT Scholar designation and a special citation at commencement.



*A student reads through her IMPRINT reflection journal.  
Source: Notre Dame of Maryland University*

Dr. Kate Bossert, an associate English professor and one of IMPRINT's co-chairs, says reflection is an important part of the program. Students have enjoyed the honest self-assessment needed to fully acquire new leadership skills. "It has provided a concrete way for them to understand their own growth," she said. "That's what makes IMPRINT distinctive to the Notre Dame experience."

In addition to IMPRINT, NDMU advances DEI culture through the Women's Leadership Institute of Baltimore (WLIB), which offers public programming to promote the advancement of women and inspire action and connection. WLIB curates workshops for leadership development and discussions, with a focus on gender equality through a pluralistic lens.

# *Johns Hopkins Reaches Key Juncture on Roadmap Journey*

Five years after publishing the first JHU Roadmap for Diversity, Equity, and Inclusion, Johns Hopkins University has launched the second phase of the work, building on recent successes and looking more closely at areas where progress has been slow.

On March 4, 2022, the university began implementing its Second JHU Roadmap for Diversity, Equity, and Inclusion, which invites a bigger, broader, and more diverse group to join the conversation as the university pursues bold aspirations and endeavors to realize the promise of fully embracing and celebrating what makes the JHU community unique.

The second Roadmap features 24 goals that build on the objectives broadly articulated in the first Roadmap in 2016—achieving greater diversity within the JHU community, improving opportunity for all, enabling a free exchange of ideas and perspectives, and fostering a climate of respect.

"As we indicated in the first Roadmap, a diversity of backgrounds, perspectives, and experiences is essential to a vibrant, pluralistic community," Johns Hopkins University President Ron Daniels said. "We believe that creating an environment in which each individual can flourish and bring their best to the institution is what makes Hopkins a really special place. We're determined to continue to strengthen the diversity, inclusion, and equity of this community."

A strategic plan as ambitious in scope as the second Roadmap requires a strong foundation and targeted investments. In recent years, the university has deliberately and methodically put some of those pieces in place, the first steps in building a robust DEI structure.

The first Roadmap called for the creation of a senior-level position dedicated to diversity, equity, and inclusion efforts—the university's first chief diversity officer, Fenimore Fisher, arrived in 2017, and was succeeded by Katrina Caldwell, in 2020. Over the past five years, the university's divisions have increased their focus in this area as well—in some cases creating full-time positions for individuals who advise the dean on DEI matters, in others adding related duties to the job portfolios of existing staff members. That created an informal network of DEI practitioners stationed across the university, a group that meets monthly to network and problem-solve.

The second Roadmap elevates the chief diversity officer to a position on the president's cabinet and establishes a DEI Coordinating Committee, a key mechanism for cross-divisional coordination that firmly established Caldwell as caretaker of the DEI agenda laid out in the new Roadmap.

Those efforts have set the stage for this moment, when diversity, equity, and inclusion moves from the realm of institutional work and becomes the work of everyone at the institution. That means more positions devoted to DEI work, greater investments in that work, and more participants in a big, complex, and sometimes difficult conversation.



*JHU community participates in Indigenous People's Day celebration.  
Source: Johns Hopkins University*

# *Capitol Technology University Professor Recognized for Diversity, Equity and Inclusion*

In Spring 2022, Capitol Technology University professor and Security Industry Association (SIA) member Ron Martin, Ph.D. was recognized for his leadership in security industry collaboration during the SIA Market Leaders Reception. The Jay Hahn Excellence in Partnerships Award is bestowed upon those who have been actively involved in the development of SIA's Talent Inclusion Mentorship Education (TIME) program, which is designed to promote diversity, equity and inclusion, as well as to empower underrepresented individuals in the security industry.

The TIME program is actively recruiting early to mid-career professionals and students into this field by providing career opportunities and building a sustainable community of support for mentees.

"The industry has afforded me opportunities beyond my expectations," said Dr. Martin. "It is now time for every leader to reach out and guide the next generation. To see young security professionals grasp this industry as their vocation is gratifying. I strive to provide them with some of the tools of success."

Like Dr. Martin, all Capitol Tech faculty and leadership strive to ensure students are provided with the resources they need to launch their careers in a culturally diverse, ever-evolving technology-reliant industry. Students are encouraged to take advantage of the many opportunities afforded them by the university, including joining one of the many clubs or societies in partnership with Capitol Tech. The National Society of Black Engineers (NSBE), Black Girls Code (BGC), Black Girls Hack (BGH), and oSTEM (LGBT+), are just a few of the ways in which underrepresented students can further network and engage in inclusive, career-promoting activities.

Notably, the university gained an 80% student satisfaction rating in a recent survey regarding the campus' climate of diversity and equity, which was 14% higher than all other institutions surveyed. Prospective and current students are invited to visit the campus or register virtually for a Spring open house event to meet and greet with faculty and other students to learn more about their inclusive experiences and the university's diverse offerings. Visit the [Capitol Technology University website](#) for more information on upcoming events.



*Capitol Technology University campus in bloom.  
Source: Capitol Technology University*

## *Loyola receives national honor for its commitment to first-generation student success*

Loyola University Maryland was recently selected to join the 2022-23 First-gen Forward cohort by the Center for First-Generation Student Success, an initiative of the National Association of Student Personnel Administrators (NASPA) – Student Affairs Administrators in Higher Education and The Suder Foundation. The First-gen Forward designation recognizes institutions of higher education that have demonstrated a commitment to improving experiences and advancing outcomes of first-generation college students.

“Loyola is honored to receive the First-gen Forward designation, as it affirms our deep commitment to equity and inclusion, which includes creating a welcoming environment for our first-generation college students,” said Rodney L. Parker, Ph.D., interim chief equity and inclusion officer. “By joining NASPA’s First-Gen Forward cohort, Loyola looks forward to further entering the national conversation about how to support, learn from, and build meaningful relationships with our own first-generation students.”

This fall, Loyola welcomed more than 750 first-generation students across class years. The University continues to strengthen its efforts to support first-generation students with campus-wide events like National First-Generation College Day, First-gen Friday drop-in meetings with the Office of the Dean of Undergraduate Studies, the First-Gen Student Success Committee, the First-Gen Hounds student organization, the First-Gen Ally university-wide program, and a forthcoming “handbook” to provide additional resources.

“Loyola’s mission-driven approach to caring for and educating the whole person provides the solid foundation on which first-generation students may

stand, grow, and thrive,” said Mary Beth Mudric, Ph.D., interim assistant dean of undergraduate studies.

“Through the application process, it was evident that Loyola is not only taking steps to serve first-generation students but is also prepared to make a long-term commitment and employ strategies that foster an environment of success for this important population,” said Sarah E. Whitley, Ph.D., assistant vice president for the Center.

Institutions selected for the cohort receive professional development, community-building experiences, and a first look at the Center’s research and resources. As a First-gen Forward Institution, Loyola will offer interested faculty and staff myriad opportunities to engage with peer institutions that are also fostering environments to improve and support the experiences and outcomes of first-generation students.



*At the National First-Gen College Student Day Celebration in November, Loyola celebrated on its Evergreen Quad with a tabling event that included literature about the Center for First-Generation Student Success.*

*Source: Loyola University Maryland*

## *MICA and Space for Creative Black Imagination partner to emphasize DEIG in 2022 curriculum*

In early March 2022, MICA's First Year Experience program partnered with The Space for Creative Black Imagination, an interdisciplinary Making and Research institute developed as part of the College's institution-wide strategic plan, to host "Forum + The Space: Lecture with Jay Pather."

Jay Pather, an associate professor who directs the Institute for Creative Arts at University of Cape Town, spoke in what was Forum's second collaboration with The Space. MICA's FYE: Forum I and II is a year-long course sequence that includes a themed Guest Lecture Series curated for the benefit of the entire freshman cohort.

In 2022, the curriculum and speakers in Forum have been designed to emphasize Diversity, Equity, Inclusion, and Globalization (DEIG), and were dedicated to the late FYE Faculty Fletcher Mackey, who passed away last summer.

Co-founded by former MICA faculty Dr. Mel Michelle Lewis and current MICA Faculty Dr. Raél Jero Salley, The Space's research orientation is Black and Feminist. With broad inclusivity, it focuses its activities on the dynamics that shape marginalized communities and the impact of those dynamics on creative production.

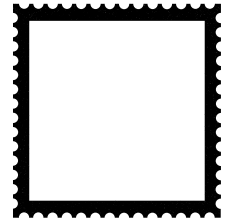
The Space works with faculty affiliates, students, and staff at MICA and beyond. By means of partnerships with other institutions, the Baltimore community, and collaborators across the globe, makers affiliated with The Space are committed to cutting-edge approaches to the practice and study of creativity and imagination, and to works that expand and challenge the meaning of creative black imagination.

Designed to dynamize the intersections of art, culture, design, scholarship, and community building, The Space aligns with MICA's strategic planning toward DEIG, and the goal of fostering and supporting "OneMICA" that thrives with Baltimore's legacy of innovation, experimentation, and scholarship. The Space does this through its responsible, audience-focused content that supports citizens as they make a just, sustainable, and joyful world.



*Jay Pather*  
*Source: Maryland Institute College of Art*

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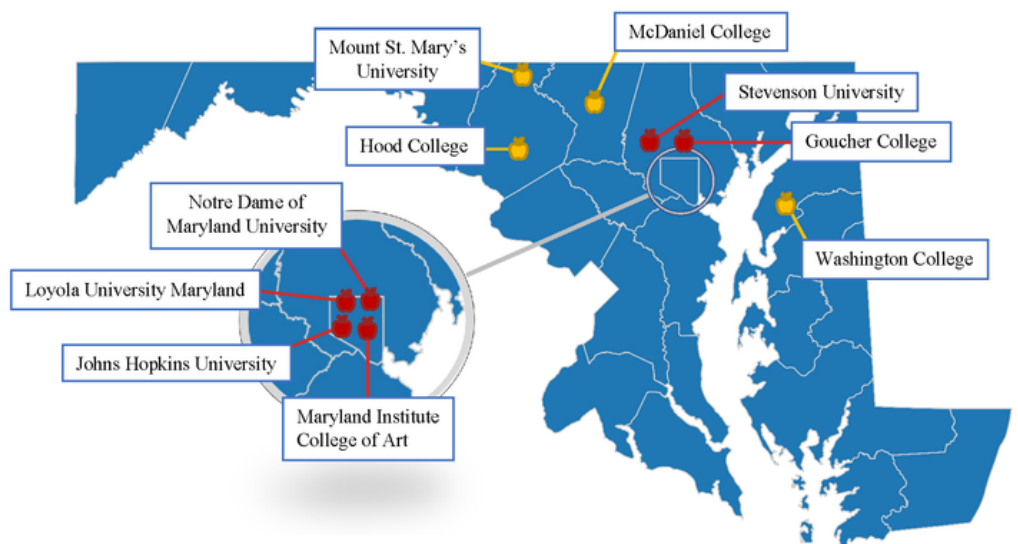
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To be added to our newsletter mailing list, or for questions or comments, please contact MICUA's Director of Communications Stephanie Thomas at 410-269-0306 or [stthomas@micua.org](mailto:stthomas@micua.org).

**MICUA Facts**

**MICUA Institutions with Educator Preparation Programs**



● Institutions with an educator preparation program

● Institutions with a program that reside in a county without a 4-year public university

Source: IPEDS