

CELEBRATING DIVERSITY, EQUITY, AND INCLUSION

2023



MICUA

MARYLAND INDEPENDENT COLLEGE
and UNIVERSITY ASSOCIATION



A Message From the President...

On the 15th Anniversary of this publication, MICUA celebrates its commitment to diversity, equity and inclusion (DEI) on our campuses. This year's report showcases the evolution and investments in relevant, new, and consistent programs and activities that promote cultural understanding, build on impactful policies, and create a blueprint for building inclusive campus communities.

This 15th Anniversary edition comes at a particularly poignant time in our nation's history. On June 29, 2023, race-conscious admissions, commonly-referred to as affirmative action, was stricken down as ruled in [Students for Fair Admission, Inc. v. President and Fellows of Harvard College](#). For close to five decades, affirmative action provided constitutional protection for institutions of higher education to include race as a factor in admission. The positive outcomes of affirmative action resulted in a diversity of thought in classrooms and campuses of traditionally white elite colleges and universities that has dramatically improved the college experience for all. In response to the Court's ruling, many in the higher education community immediately reacted and several institutions, including MICUA members, and national organizations that represent colleges and universities issued statements reaffirming their commitment to diversity, equity, and inclusion.

We are proud to live in a state that values DEI initiatives and to represent institutions that are committed to fostering diverse, equitable, and inclusive environments not only on their physical campuses but also within their organizations, faculty, events, curriculum, mission statements and strategic plans. MICUA students are trained to enter several industries that once were void of diversity such as legal, music, sports, medicine, etc. The consideration of race in those areas has expanded the fields and has invited creativity and innovation because diverse participants brought their differences to the environments.

We hope that this document provides not only tremendous insight into the incredible efforts our institutions undertake but a resource for colleges and universities in other states to follow as they recommit to fostering diversity, equity, and inclusion on their campuses. While our community was saddened by the Court's decision, we also know that it will not prevent us from continuing to enroll diverse classes and that we will not only meet, but exceed, the challenge that has been presented. Our goals remain the same and we will not be deterred in our efforts to make independent higher education in Maryland available to as diverse a population as possible.

Sincerely,

A handwritten signature in blue ink, appearing to read 'M. Power', with a long horizontal flourish extending to the right.

Matthew Power
President of MICUA

About MICUA



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.



MICUA'S Commitment and Investments in Diversity



Hood College

THE MARYLAND GENERAL ASSEMBLY passed legislation in 2008 that requires each independent institution that receives State Seller 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).

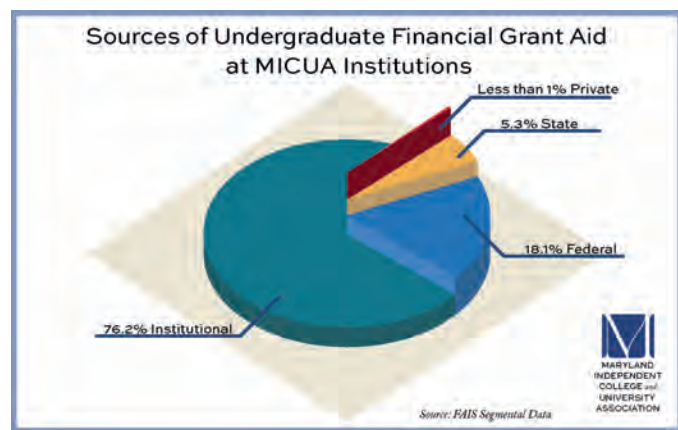
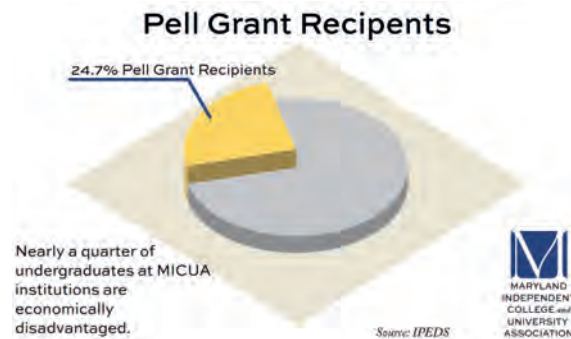
With information collected from surveys, MICUA publishes an annual diversity, equity, and inclusion report. Data was obtained prior to June 29, 2023, and thus reflects information when affirmative action existed.

The United States Supreme Court struck affirmative action as decided in the [Students for Fair Admission, Inc. v. President and Fellows of Harvard College](#).

MICUA’s 2023 Celebrating Diversity, Equity, and Inclusion report is a compilation of the results of its most recent survey. The report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices to enhance the campus climate and support 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 social disparities.

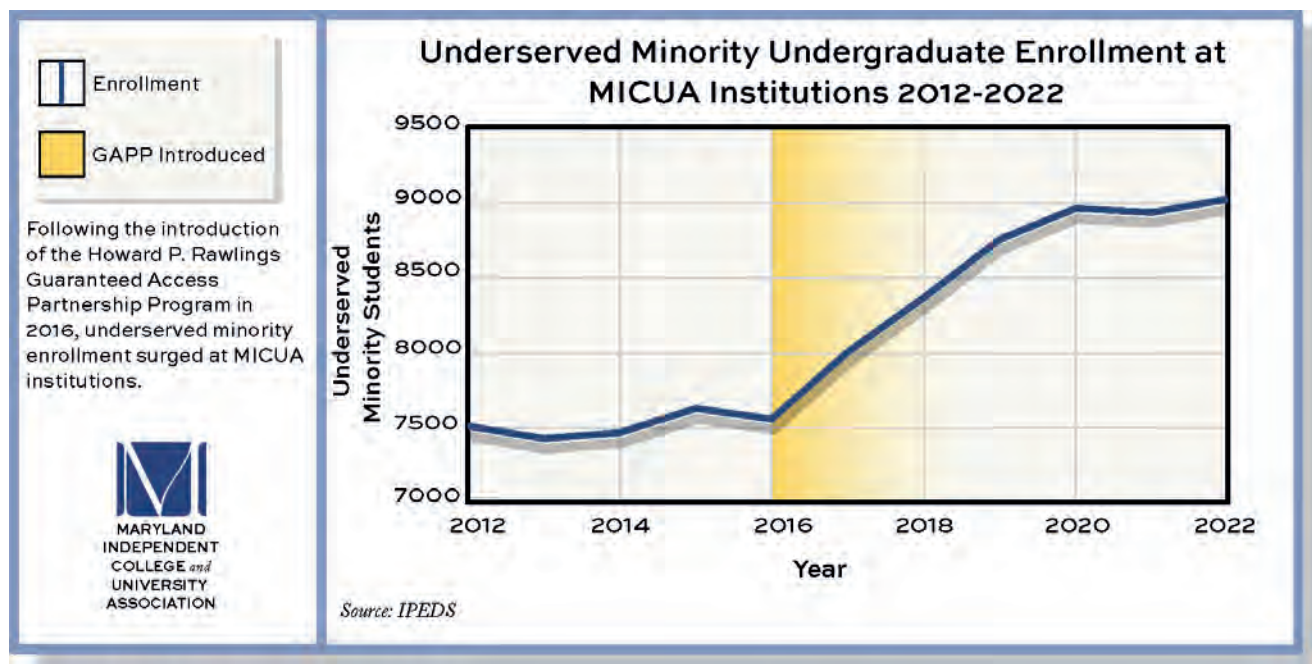
Enrollment of Diverse Students

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, 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. 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 fiscal year 2022, MICUA institutions granted \$338 million in institutional-based aid to Maryland students. Eighty-five to ninety percent of State Seller funding, or \$80 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.



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 2022 IPEDS enrollment data, 39 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, 36 percent of full-time faculty at MICUA institutions are faculty of color. Six MICUA member institutions are majority minority institutions, while 11 MICUA member institutions enjoy undergraduate minority representation of 30 percent or more.



Diversity, Equity, and Inclusion Statements

A written diversity, equity, and inclusion statement helps cement a commitment to an inclusive community. MICUA member institutions believe diversity is essential to a quality education and have affirmed it in their value statements and diversity statements.

In 2021, **Johns Hopkins University** adopted a Statement of Principles on Diversity, Equity, and Inclusion, as follows, “we strive to be a model of a pluralistic society in which we acknowledge, embrace, and engage diverse identities, perspectives, and experiences. We seek to build and buttress an inclusive intellectual and physical environment to ensure that all members of our community know with certainty that they belong at Johns Hopkins. And we aspire to equitably share the benefits and burdens of dismantling persistent systemic barriers to individual and communal success.” The University believes, fundamentally, that every person has equal dignity and worth, and its unwavering commitment to diversity, equity, and inclusion is rooted in this predicate principle. These core values are essential to the University's academic, research, and public service missions, and bolster the commitment to excellence. Johns Hopkins assumes its responsibility as a leading research university to work to achieve diversity, equity, and inclusion, and the University holds itself accountable for its progress through transparency, open communication, and an ongoing, unflinching assessment of met and unmet needs.



Maryland Institute College of Art

Maryland Institute College of Art pledged a commitment to diversity. They “seek a diverse community that is inclusive and respectful of everyone. We are a community that seeks to provide equal employment, educational and social opportunities for all persons, without regard to race, color, religion, sex, national origin, age, size, veteran status, disability, political affiliation, sexual orientation, or gender identity/expression. We value and appreciate the differences that our community represents. We strive to create a welcoming and nurturing environment for all who work here; we also recognize the importance of all faculty and staff in creating and fostering a climate to help all students succeed academically. We understand that a culturally diverse population broadens our educational knowledge and creates an opportunity for a deeper appreciation and acceptance of others.”



Stevenson University

Loyola University Maryland values the benefits of diversity as stated in the Diversity Statement. “We are committed to creating a community that recognizes the inherent value and dignity of each person. As a community, we actively promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, gender identity, religion, age, and disabilities among students, faculty, administrators, and staff. Seeking to increase its own diverse nature, Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms. This includes promoting awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities as articulated in the University’s current undergraduate and graduate catalogs. Indeed, Loyola sees diversity as an inherent source of richness and a necessary opportunity for learning and growth.”

Stevenson University’s Diversity and Inclusion Statement states that it “commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives.” The University believes its core values are strengthened when all of its members have voice and representation. An inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities. The nondiscrimination statement underscores its “commit[ment] to equal opportunity for its faculty, staff, and students. In order to provide equal employment and advancement opportunities to all individuals, employment and admission decisions at the University will be based on merit, qualifications, and abilities.”

Strategic Plans and Goals to Promote Cultural Diversity

MICUA Colleges and Universities recognize diversity as a goal in their long-range strategic plan to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive communities.

Loyola University Maryland is currently engaged in its next strategic planning process, Diversity, Equity, Inclusion, and Justice (DEIJ) and Growth, Operational Excellence, and Innovation have been identified as the guiding commitments in the current strategic planning process. Recent University communications were sent to all employees and students to encourage them to include their pronouns in their email, in-person introductions, office name plates, etc. to create a more inclusive culture for LGBTQIA+ campus community members. Additionally, learning opportunities were provided for the campus community.



Loyola University Maryland



Washington College

Washington College's Strategic Map will span from 2023-2027 and includes "Foster a Diverse, Equitable, Inclusive College Community" as a cross-cutting strategic priority. In addition, Pursuing Inclusive Excellence, our five-year strategic plan for diversity, equity, and inclusion includes the following five key goals: (1) work to make the campus culture, climate, and civic engagement efforts more inclusive and informed; (2) encourage our students, faculty, and staff to engage in inclusive teaching, research, scholarship, and creative work; (3) increase the diversity of students, staff, faculty, and the Board of Visitors and Governors; (4) support the well-being of all campus constituents who have been underserved; and (5) ensure that our facilities, internal policies, public facing information, and experiential learning opportunities are accessible and equitable.

Maryland Institute College of Art identified new goals for Diversity, Equity, Inclusion, and Globalization (DEIG) culture, systems, and supports. The institution will continue curriculum reforms for inclusive teaching and learning, with an emphasis on racial and social justice, intercultural, LGBTQ+, and global knowledge; and set benchmarks and a collegewide plan for diversifying the faculty and staff. Moreover, they will require education, competency, and accountability for faculty, staff, and leadership around issues of race, equity, disability, and inclusive practice; and they will update the 2015 Strategic Internationalization Plan to further strengthen worldwide recruitment and support of international students.

Mount St. Mary's University's current Five-Year (2018-2023) Strategic Plan concludes in 2023. Goal 6 features diversity and inclusion prominently and it highlights four areas: (1) to continue to diversify its student body and ensure that students will achieve equitable outcomes and success; (2) to be a welcoming climate and a more inclusive learning community, workplace, and campus environment through intergroup relations; (3) to define and advance diversity and inclusion through education and scholarship; and (4) to cultivate institutional viability and vitality through comprehensive development, continuous improvement, and active, intentional involvement with diversity and inclusion.



Mount St. Mary's University

Cultural Literacy Incorporated in Course Curriculum or Electives

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.



Maryland Institute College of Art

Maryland Institute College of Art has a DEIG requirement and offers courses that take critical approaches to power, disciplinary canons, knowledge production, and ideologies of human difference. Students examine and critique the relationships between knowledge, identity, and systems of power, with a particular concentration on racial, gender, and class positions. As they investigate the construction and consequences of intersecting social categories, DEIG courses foreground the voices of underrepresented historical agents and authors. Students develop an understanding of the dynamics of social inequity and resistance as they situate their own social positions related to course themes.

Mount St. Mary's University offers courses in disciplines like English, history, and sociology that include cultural diversity (Race and Ethnicity, Native American History, African Societies through Film to name just three that have been offered recently). The Mount's core curriculum includes several courses that engage with cultural diversity. All students who graduate from Mount St. Mary's traditional undergraduate program complete the core curriculum. In Fall 2022, a revision to one of the sophomore core courses, Western Imagination (WCIV201), was piloted. The course previously focused on western European and early American history but now it focuses on the interactions among the cultures from 1700 onwards and is renamed Atlantic Peoples of Early Modernity to provide instruction on 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.



Mount St. Mary's University



Stevenson University

The Stevenson Intercultural Knowledge and Competency commitment provides students with opportunities to develop cultural competencies by engaging with cross-disciplinary perspectives. The Intercultural Knowledge and Competency (IKC) task force, functioning as part of the Faculty Council Academic Affairs Committee, has overseen the development of IKC outcomes and their integration across the curriculum since Fall 2018. Currently, all students engage with IKC content in the First Year Seminar (FYS) and ENG 152 (College Writing II) courses. In the 2022-2023 academic year, additional courses in various disciplines (both general education and major-specific courses) were reviewed and certified to meet the IKC outcomes.

Additionally, a faculty-led General Education Task Force was established in 2022 to evaluate the Stevenson Education Experience (SEE) general education curriculum and make recommendations for changes.

The Career Connection Center partners with the Office of Diversity and Inclusion to offer career workshops on topics such as, “Being Out in the Workplace” for the LGBTQ+ community, or tailored job search workshops for BIPOC students and alumni. In addition, Career Connection Center staff fully engage in campus-wide D&I efforts, such as Safe Space training, National Coalition Building Institute (NCBI) trainings, and participation on the D&I committee.

Campus Activities and Organizations to Celebrate Diverse Populations

MICUA Member Institutions take active measures to create a welcoming environment for students both inside and outside the classroom. Student organizations, activities, lectures, and campus events are an important part of these efforts to make students from all backgrounds feel welcome while exposing students to different perspectives.



Capitol Technology University



Hood College

Capitol Technology University offers connection to the National Society of Black Engineers (NSBE) which is focused on encouraging minorities to pursue engineering and technical-related degrees at undergraduate and graduate levels. NSBE offers free tutoring for members and services to the University and community. The University has a Society of Women Engineers (SWE) chapter on campus. SWE is the largest nonprofit educational and service organization representing students and professional women in engineering and technical fields. Its mission is to encourage women to achieve their full potential in careers as engineers and leaders, expand the image of the engineering profession as a positive force in improving the quality of life, and demonstrate the value of diversity. Another program highlighted at the University is oSTEM, a student group whose mission is to unite LGBT students who are studying science, technology, and engineering, and serve as a professional and social organization that recognizes the special needs of LGBT students and their straight allies.

During the 2022-23 academic year, **Hood College's** Shirley Conner Hardinge Center for Global and International Studies sponsored two public panels and lectures that addressed cultural literacy. With Hood's designation as a United Nations Academic Impact campus, in October 2022 the College hosted Omar Hernandez, who serves as Global Program Director for the UN Academic Impact program. In addition, this designation provided an opportunity for a Global Studies major to attend and speak at the United Nations. In spring 2023, the Center hosted Dr. Mini Murthy, a public health expert and physician, who spoke about the importance of the United Nations' Sustainable Development Goals. The Center, the Division of Community and Inclusivity, and The George B. Delaplaine Jr. School of Business also hosted Tanzanian author and entrepreneur Michael Shirima.

In April 2023, **Hood College** welcomed Dr. Jerome Adams to campus. The 20th Surgeon General of the United States, Presidential Fellow/Executive Director of Purdue's Health Equity Initiatives and Distinguished Professor of Practice at Purdue University presented "Your Zip Code Shouldn't Determine Your Health: Social Determinant of Health and Achieving Health Equity." The event was sponsored by the Hanson Lecture Series through the Foundation for Enhancing Communities. Also in April, the College hosted a screening of the documentary, "Birthing Justice" a film about the disparities in maternal care for Black women in the United States.

In September, the **McDaniel College** Office of Diversity, Equity, and Inclusion (ODEI) hosted a welcome dinner for Black, Indigenous, People of Color (BIPOC) staff/faculty and provided an opportunity for new staff members interested in joining the BIPOC Faculty and Staff Association (BFSA) to connect. Similarly, there was a welcome dinner for staff or faculty members identifying as part of the LGBTQIA+ community.



Hood College



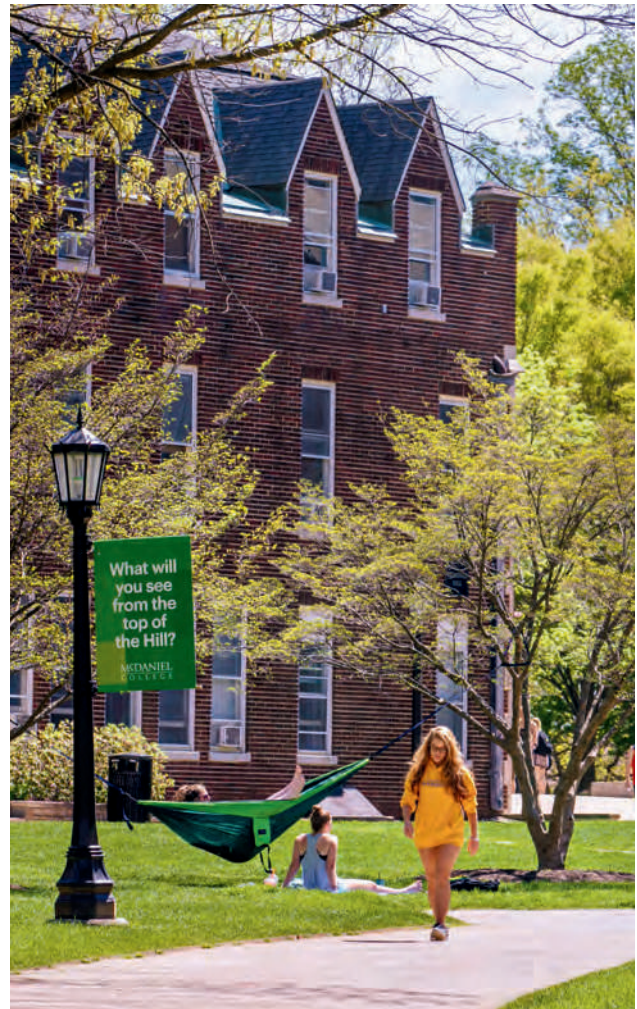
McDaniel College

In the same month, there was a Black American Film Festival with Dr. Erin Watley: "An Oversimplification of Her Beauty" As a part of the Cultural Speaker Series, ODEI hosted a celebration for Hispanic/LatinX Heritage Month with author, professor, and poet Javier Ávila. As part of the celebration, the local chapter of Hermandad de Sigma Iota Alpha Fraternity, Inc. presented themselves for the first time in front of the McDaniel community. ODEI hosted a professional development workshop centered around effective strategies to overcome Imposter Syndrome. DEI Specialist and Alumna Alina Philip delivered a presentation highlighting the influence of diverse identities on workplace experiences and their significance in navigating Imposter Syndrome.

McDaniel College's Department of Communication & Cinema hosted a selection of eight films that showcase various themes such as Black romance, fine arts, LGBTQIA+ history, liberation, fame, and more. This festival, hosted at the Carroll Arts Center, served as a bridge between the community and the College, and included movies such as "Flee", "One Night in Miami;" "Till", "Queen of Kwate", and "Woman King". Hosted by the Diversity, Equity, and Inclusion Committee of the Alumni Council, the breakfast connected alumni to the DEI/ mission of the College and bridged the connection with the current ODEI team, President, other alumni, and current students.



McDaniel College



McDaniel College

Cultural organizations at McDaniel College include the American Sign Language Club (ASL); Arabic Club (Al-Nadi Al-‘Arabi); Asian Community Coalition (ACC); Black Student Union (BSU); Haus of Excellence: The LGBTQIA+ Alliance/McDaniel College’s Gender and Sexuality Alliance (GSA); Hispano-LatinX Alliance (HLA); League of United Latin American Citizens (LULAC); Jewish Student Union (JSU); Muslim Student Association (MSA); and many more.

At **St. John's College**, there are many cultural events such as Ukraine Independence Day that featured a traditional Kyiv cake at the Convocation Waltz party with signage explaining the history and significance of the day for Ukraine. For Oktoberfest, the institution featured a screening of the film *Siss* and offered pretzels on the quad. The Waltz Committee hosted their annual Polka Competition and Oktoberfest Party. During Hispanic Heritage Month, the Nacho Bar in the Coffeeshop offered favorite Latin American snacks requested by students of varied Latinx heritage. In December Student Life collaborated with Pangaea to host an open mic event in the boathouse, featuring music, poetry, and dance from the College's international community, with an appetizer spread and dessert bar.

In January, St. John's College held several activities such as the screening of Raoul Peck's Oscar-nominated documentary: "I Am Not Your Negro" followed by a faculty-led discussion; and a trip to United States Holocaust Memorial Museum in honor of International Holocaust Remembrance Day. For Lunar New Year the College proffered a selection of Chinese and Vietnamese snacks requested by students and procured from international markets and they hosted a screening of *Everything Everywhere at Once* with Chinese takeout. The Johnnies of Color Cookout was hosted by Student Life and featured a BBQ, smores, and a firepit on the quad. With an estimated 150 participants, it was one of the best attended events of the academic year, and student leaders declared that the event, featured in the student newspaper, was an unrivaled success, as they felt they had provided an opportunity for diverse social groups to connect and converse.



St. John's College

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



Goucher College

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.

Goucher College established the LAUNCH Network to offer historically underrepresented Goucher-bound students, i.e., Pell Grant eligible and first-generation students, support services, skills development, and community building opportunities that will assist them in earning a degree. The LAUNCH Network is a cohort-based, integrated, four-year program that welcomes new students to Goucher, helps them transition to college, supports them throughout their journey at Goucher, provides them with the skills and opportunities for future career success, and offers a lifelong network that extends beyond graduation. Students selected to join the LAUNCH Network will not incur out-of-pocket expenses for participation in the program. The programs support students who may face unique challenges and ensure that they have access to the resources necessary to flourish at Goucher.

Capitol Technology University's undergraduate population is diverse with 44% identifying as a person of color and 35% identifying as Caucasian. Student support services, orientation programs, first-year seminars, and academic support are designed to meet the needs of these students. The University has established articulation agreements with numerous Maryland community colleges. Student support begins at the time of admission. The initial step for students is placement testing and course selection. Students who place into remedial courses are offered support services prior to enrollment to improve their academic abilities and retest prior to the beginning of the semester. The Dean of Students coordinates disability services and information is published in the student handbook and other publications. The Dean of Students reviews requests and works with students to ensure they receive the support needed for success. Students receiving learning accommodations are encouraged to meet with the advising team consistently for successful coaching.

At Hood College, those who self-identify as students of color or from other underrepresented populations are encouraged to join multicultural organizations. Informally, leaders of these organizations are encouraged to empower new students and are offered training to help facilitate those relationships. These students are also trained to help with first-year student needs and to specifically help guide peers through racial and cultural acclimation on campus. Student Success Peer Mentors (SSPMs) are upper-class peers assigned to new students enrolled in GNST 101 (Seminar for Academic Success) who co-teach class and provide additional out-of-class engagement. Hood College's recruiting efforts are targeted in areas with significant populations of at-risk students including, but not limited to, Baltimore. The institution maintains frequent contact with guidance offices and college advisors at high schools and community-based organizations in these areas. Relatedly, Hood College has initiated a partnership with SHIP (Student Homelessness Initiative Partnership of Frederick County) to offer support and scholarships to housing-insecure students seeking a higher education.



Hood College



Maryland Institute College of Art

The Director of International Student Services at Hood College works to build a welcoming and supportive experience for incoming graduate and undergraduate international students. The Davis United World College (UWC) Scholars Program has served as the conduit to recruit international, underserved students from 147 countries. Historically, each year Hood enrolls two to three new UWC Scholars with outstanding credentials and potential. These students are greeted at the airport upon arrival in the United States, offered welcome supply bundles to ease their transitions, taken shopping for essentials, and assisted in setting up financial services and communication equipment. Throughout the first semester, they are assisted in building support systems and developing cultural understanding.

Maryland Institute College of Art's Student Counseling Center (SCC) supports the emotional and psychological well-being of MICA students. Students may come to the SCC for various reasons. These reasons include, but are not limited to upsetting events, normal developmental challenges, difficulty adjusting to the demands of college life, grief or loss, partner, social or family relationships, emotional crises, and mental health concerns. All student counseling services are free, confidential, and available to any MICA student enrolled in a full-time undergraduate, graduate, or post-baccalaureate program.



Notre Dame of Maryland University

The Center for Student Engagement and Success at Mount St. Mary's University has two Student Success Coaches who meet individually with students to help them form a holistic perspective with a goal of developing their four-year academic and career plan. The professional staff members provide mentoring, advising, and advocating for the needs of the minority students enrolled in the Scholars program as well as teach a First Year Symposium course. The Division of Student Life hired a new Assistant Dean and Director of New Student Programs who works closely with the Center for Student Engagement and Success to develop first-year student programs and is responsible for organizing freshman and transfer orientation, as well as first-generation programs.



Washington Adventist University

Notre Dame of Maryland University's Counseling Center supports the mental health needs of the student population. For the 2022-2023 academic year, over 120 students were seen by the Counseling Center which is an increase from previous years. Outreach, a key reason for the increase in utilization, included a workshop on self-harm, an intention setting activity in partnership with Mission & Ministry, a gift making and reflection activity before winter break, a random notes of kindness activity during Kindness Week in February, a midterms stress reliever, provision of sleep hygiene information on an interactive bulletin board, a Valentine's Day self-love and affirmation activity, and partnering with the student organization WEvolve to host a speaker from TurnAround who gave a presentation to students on Consent on Campus. The Counseling Center was also present during the initial Mental Health First Aid training for faculty and has participated in several admissions events.

Washington Adventist University offers a wide range of academic support services such as placement testing and student study skills instruction, and students on academic probation in the Enrichment Program receive special mentoring support.

The University established a Rising Scholars Program, a semester-long college preparatory experience for conditionally admitted students who wish to strengthen academic skills, build confidence, form new friendships, and enhance their potential for college. Disability Services are available to students, which aligns with the institution's commitment to provide an equitable and exemplary education for all students to help ensure their academic and personal success.

Washington College tracks the diversity of its student body regularly. Of the 935 matriculated students in 2022-23, 58% 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 64.5%. Most of this change is due to an increase in Black or African American students. For the 2022-2023 academic year 24% of the student population were students of color.



Washington College



Washington College

In February 2023, faculty changed the transfer credit policy to create a pathway for Maryland community college students to transfer to Washington College and complete a bachelor's degree more easily. Traditionally, the process had been slow and non-transparent. The Assistant Dean for Transfer Pathways developed a plan to reduce these institutional barriers. Under the new policy, students earning either an A.S. or A.A. degree at an in-state community college will have all their credits transfer in a process known as direct transfer (also known as block transfer).

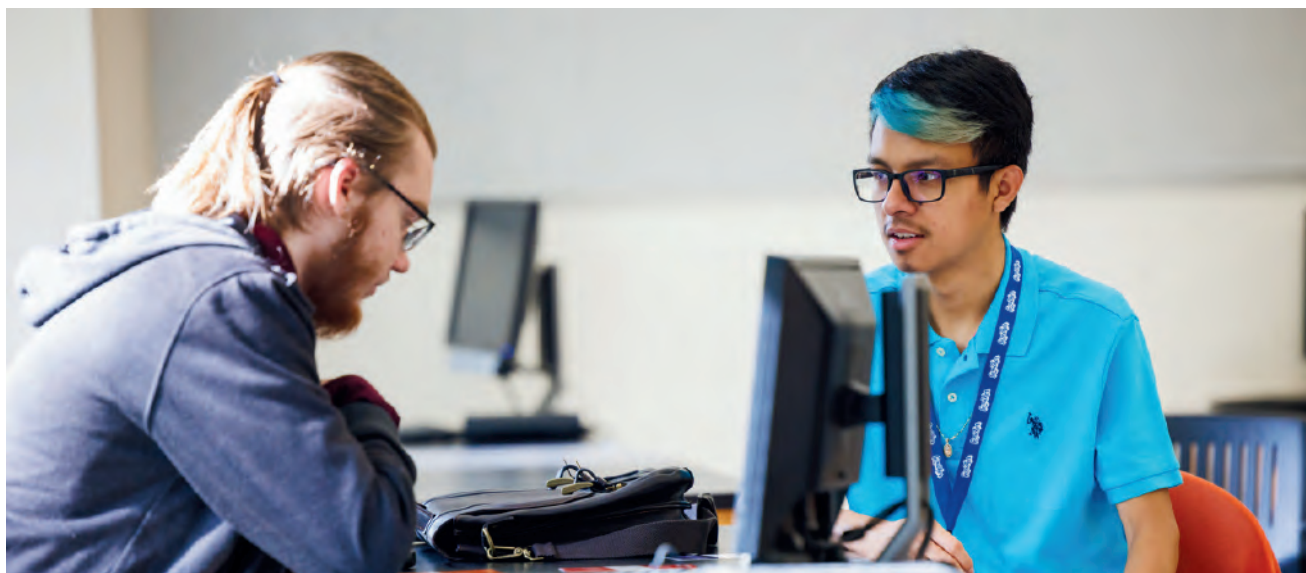
Washington College's three clinical counselors provide in-person counseling sessions for students. This year, the University contracted with a vendor to provide mental health services. The institution increased free tele-health sessions from five to six for all students. The tele-health system provides a larger and more diverse pool of counselors representing a wide range of identities. Initial data demonstrates that students of color and members of the LGBTQ+ population are taking advantage of this additional support.

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 \$40,000 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

Goucher College's endowment and restricted funds play a critical role in promoting cultural diversity on campus. Out of 210 endowment and restricted funds, approximately 21% are earmarked for cultural diversity initiatives. The College is proud to report that additionally close to 31% of need-based endowment and scholarships, and nearly 24% of non-restricted funds are available for students who advance cultural diversity on campus. The remaining 25% of funds are reserved for specific program requirements or other criteria established by donors. Goucher is dedicated to creating a culture of inclusivity on the campus and supporting a diverse student population.

Notre Dame of Maryland University (NDMU)'s Office of Financial Aid offers an institutional aid package that is awarded on both merit and need-based conditions. In FY 2022, NDMU offered just under \$7 million in institutional financial aid to students, in addition to a variety of federal and State financial aid. This allows NDMU to award aid to a more diverse group of students who may have differing academic strengths and financial needs. Institutional need-based grants and matching funds for GAPP have helped NDMU develop a more diverse student body, especially for those who may otherwise not have been able to financially afford NDMU. Financial Aid counselors provide one-on-one support for students to inform and assist students and parents in accessing all financial aid opportunities.



Goucher College

At **Stevenson University**, approximately 40% of students attending the institution are from diverse backgrounds. This year 87% of Sellinger funding supported scholarships. The majority were need-based scholarships that in part helped to address the financial barriers of Stevenson students from diverse backgrounds. Additionally, through the generosity of many donors the University currently has a number of scholarships awarded to students from underrepresented backgrounds, disadvantaged backgrounds and/or are the first in their immediate family to attend college.

Washington Adventist University dedicates some institutional funding/scholarships specifically for minority students, in the form of grants or scholarships to help self-identified Latin and other Deferred Action for Childhood Arrivals (DACA) students unable to afford a quality education. DACA students and students whose parents are undocumented benefit from this financial assistance. Also, minority students may apply for any institutional grant or scholarship.



Stevenson University



Loyola University Maryland

Guaranteed Access Partnership Program

\$20,000
State GA Award
+
\$20,000
GAPP Match
=
\$40,000
Total Annual Award

GAPP is bridging the gap to college access and affordability

Loyola University Maryland offers endowed scholarship funds to support high-need students with preference given to first-generation and underserved populations. For example, the Charm City Promise Program was established to recognize and support high-achieving students from Baltimore City public, charter, or Catholic high schools who demonstrate significant financial need. Eligible accepted students receive a financial aid award that meets 100% of their demonstrated need toward Loyola's full direct cost of attendance.

Diverse Students in Leadership Roles

PROMOTING LEADERSHIP OPPORTUNITIES to diverse students is a priority for MICUA members, which helps to build confidence for future positions in the workforce and affords participation in on-campus decision making.

Each fall semester at **Capitol Technology University**, the Department of Student Life and Retention holds a student club fair to recruit students for positions in student clubs and organizations. In addition, the student life team provides leadership training for all resident assistants, presidents and vice presidents of student clubs and organizations (such as National Society of Black Engineers (NSBE) Society of Women Engineers (SWE) and all members of the Student Leadership Advisory Board.



Capitol Technology University



Hood College

At **Hood College**, students of color are intimately involved in campus leadership at all levels of responsibility. They hold leadership positions as president, executive board members and committee chairs. The Student Government Association (SGA), resident assistants, peer mentors, peer mentor leaders, admission ambassadors, class councils, and various committees all use a nomination or application recruitment method. Student life professionals actively nominate, mentor, and encourage a wide range of populations to become involved in these processes.

The Diversity Coalition supports and coordinates diverse activities and programs for the campus. Four years ago, the Student Government Association (SGA) amended their constitution to include a diversity chair, who was selected from the Diversity Coalition. The diversity chair is a voting member of the SGA executive board. The SGA executive board this past year was diverse in terms of race, ethnicity, and religion.

The Hood College Black Student Union, Queer Student Union, Feminist Student Union, Latinx Student Union, and the African Caribbean Student Union have each established a tier-based executive structure. Annually, one or more first-year students are elected to positions on the board. This structure allows new students to experience leadership training and growth. Each board has also been encouraged to elect junior status-level presidents or chairs. Senior status leaders and previous position holders serve as mentors and guides to train and support current board members. Each board is encouraged to send representatives to, or run for positions on, the Campus Activities Board, Student Government Association, and various committees on campus.

Johns Hopkins University offers students of color various campus activities, organizations, and opportunities for involvement and engagement. The institution supports undergraduate and graduate students of color building out programs and leadership involvement around intercultural learning experiences, student success initiatives, and professional and leadership development. Students of color can choose to be involved in any of thirty-seven culture and identity student organizations which are supported through an advocacy group, the Multicultural Leadership Council (MLC). The MLC is a coalition group that serves as the leading advocacy group to voice student needs, priorities, and concerns to University administrators. The Multicultural Leadership Council is comprised of 74 members including the presidents and vice-president of each culture and identity student group. The leading culture & identity affinity groups are: Multicultural Leadership Council; Indigenous Students at Hopkins; Multiracial Interest Group; Men of Color Hopkins Alliance; Inter-Asian Council; Female Leaders of Color; Black Student Union; and Organizacion Latina Estudiantil. Overall, according to the Hopkins Campus Groups, student groups have strong engagement as there are 1261 students registered, resulting in active members of the leading culture and identity affinity groups listed above.



Johns Hopkins University

At **Washington Adventist University**, the Student Government is strongly represented by minority students. The Student Association (SA) Officers are represented by a diverse group of students from various ethnic backgrounds. The officers include two Brazilians, one Dominican, one African-American, and one Caucasian. Also, the Center for Student Life is a welcoming and inclusive environment introducing the students to the greater campus community. Each Student Life leadership role, whether elected or appointed, has been a balanced representation of the student body. The Center for Student Life also uses various modes of communication to reach out to the student body and encourage them to get involved. Faculty, staff, and student representatives are asked to submit recommendations as well as posters, flyers, newsletters, and advertisements on the WAU app encouraging involvement.

Diverse student leadership can be seen in other departments including, but not limited to, the Class officers, student senators, resident assistants in the residence halls, Student Ambassadors, and student professionals. In the fall of 2022, the institution's students identified in the following top three categories: 43% African-American, 25% Hispanic and 11% Foreign. Student led Week in Spiritual Emphasis (W.I.S.E.) occurs once a semester. Students from the University are encouraged to participate, organize, and lead the program. Both female and male students from various ethnic backgrounds share poetry, music, and uplifting messages.

Washington College students are encouraged to apply for Peer Mentor positions, run for SGA office and other club leadership positions. Leadership training was offered to students of color in the fall of 2022. The Black Student Union and Cleopatra's Sisters co-hosted a joint leadership conference which was held in the Center for Career Development.

The Office of Intercultural Affairs hosted a student leadership conference in January of 2023. The conference encouraged students to become leaders through action on campus. Students also discussed how they can become better leaders when dealing with various situations on campus.



Washington College



St. John's College

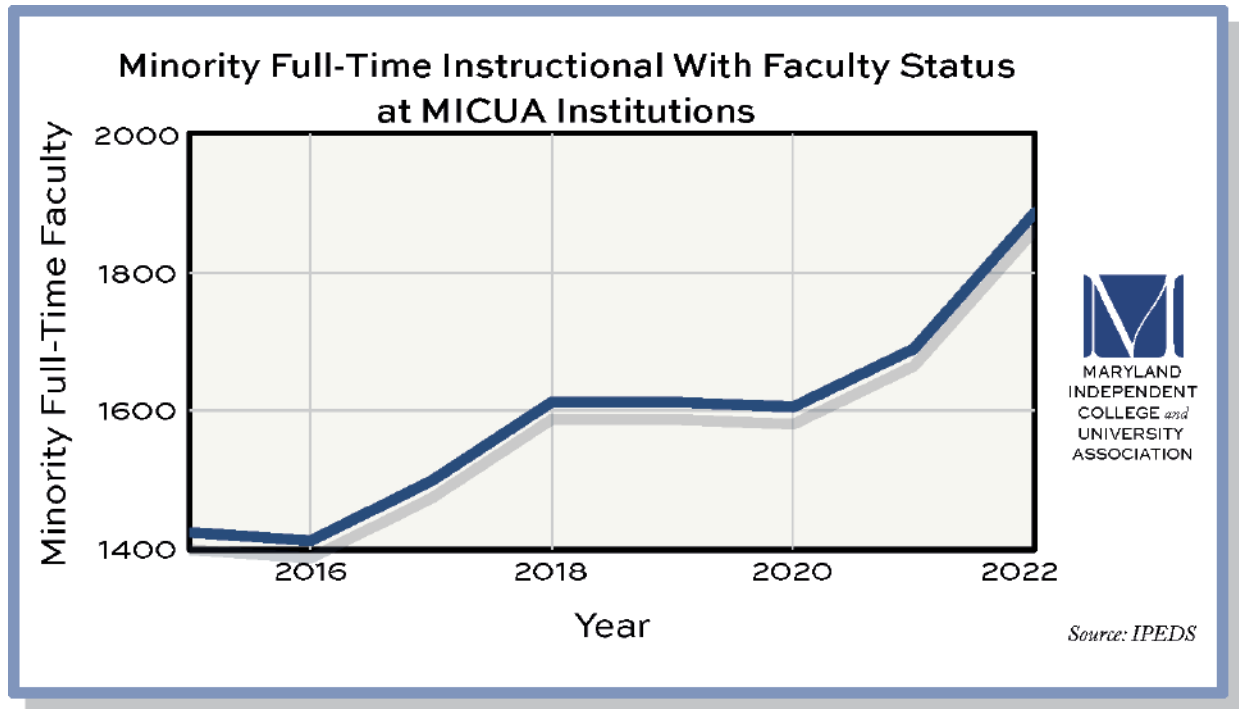
St. Johns College's professional staff make an extra effort to connect with students of color and champion their ideas for club activities and events. Student Life works hand-in-hand with students to bring their ideas to fruition by assisting with: necessary contracts, vendor and catering bookings, food shopping/cooking, event setup and takedown, advertising, and seeking additional funding and budgeting. The institution also ensures events led by students of color do not compete with other student events on the calendar and helps to partner with other student clubs and the delegate council for further policy support. Of over 60 student clubs this academic year, nearly 20 have students of color in main leadership positions, including: Waltz Committee, Darkroom Lounge, Drunk Poets Society, Storyteller's Guild, Alexander Hamilton Society, Johnnies of Color, Pangaea: International Student Club, Historical European Martial Arts Club, Brazilian Jiu-Jitsu, Kunai, Futsal, and Crew Team.

Furthermore, the student body elected students of color to positions of leadership in two eminent student organizations which govern all other student clubs and work closely with the administration, namely the Delegate Council and the Student Committee on Instruction (SCI). This year students of color served as polity treasurer, polity herald (a position that involves community advocacy and information dissemination), as well as delegates representing each class, and on the SCI. Also, students of color served in leadership positions working with the administration, as resident advisors, Bridge program mentors, and student aides on the student life event team.



St. John's College

Investments in Faculty Diversity



Maryland Institute College of Art

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

Maryland Institute College of Art is developing procedures around recruiting diverse faculty, utilizing search committees, and offering implicit bias training on the staff side to align with faculty procedures that are already in place at the institution. The Office of DEI also works collaboratively with the Office of Equity Compliance and the Center of Teaching Innovation and Exchange to provide DEI professional development to both faculty and staff.

In June 2023, **Washington College** became institutional members of the National Center for Faculty Development & Diversity (NCFDD). NCFDD provides mentoring support and solutions that help academics be productive while maintaining work-life balance. The Associate Provost and newly appointed Associate Dean for the Faculty will collaborate to leverage the NCFDD membership to enhance onboarding for incoming faculty and mentoring for faculty and staff from culturally diverse backgrounds. Recently, the Associate Provost for Diversity & Inclusion completed Oregon State University's Search Advocate Foundations Series training. As a result, during the 2022-23 academic year, several actions were taken including piloting a search advocate program and updating the Faculty Recruitment Guide. The Associate Provost for Diversity and Inclusion now also has the authority to review position announcements prior to advertisement, make recommendations for targeted recruitment outreach, and conduct implicit bias awareness workshops for Academic Affairs search committees. The Associate Provost provided three professional development workshops this year, including two sessions on Inclusive Excellence, Intellectual Diversity, and Freedom of Expression in February and March 2023. In addition, the Associate Provost organized a full-day retreat on inclusive pedagogy and classroom practices in May 2023.



Washington College



Loyola University Maryland

Loyola University Maryland deploys the Office of Human Resources to monitor the diversity of applicant pools for staff and administrator positions and makes recommendations to hiring departments to expand the applicant pool when there is insufficient diversity. Vacant positions are posted and advertised widely on a national diversity network including numerous underrepresented group websites. The Office of Academic Affairs has developed recruitment and retention policies that follow best practices in diversity and inclusion for faculty hiring, including in the University's Mission Driven Leadership training provided to emerging and current leaders, faculty development, and mentoring opportunities informed by experiences of faculty of color and other underrepresented groups. Relatedly, Loyola offers faculty various internal and external grants to support their professional development and research agenda related to diversity and inclusion, i.e., Kolvenbach Program, Community-Engaged Learning and Scholarships, and mid-career summer research grants. Annually, the institution sponsors a colleague to participate in a premier leadership opportunity through Higher Education Resource Services (HERS) Institutes for Women in Higher Education. Also, the Academic Affairs Office offers inclusive scheduling practices by posting a multi-faith calendar for faculty.

At **McDaniel College**, the Associate Provost for Equity and Belonging leads the efforts for decolonizing the curriculum. This effort is to expand community members' views of what a more inclusive curriculum would look like by elevating voices that have been excluded from the cannon or who are not part of the normative Eurocentric, patriarchal standard. Additionally, emphasis was given to creating a curriculum that better represents everyone and provides a more well-rounded liberal arts educational experience for students, which, in turn, will make them more well-rounded citizens and contributors to humanity.

Goucher College's faculty search committee undergoes training facilitated by the Associate Provost for Faculty Affairs and the Director of Faculty Development and Teaching Excellence that focuses on how to conduct active, equitable, and inclusive faculty search processes. In their first year at Goucher, all full-time faculty participate in monthly new faculty programming and the faculty mentoring program.



McDaniel College

Diversity Reflected in the Institution's Leadership & Board of Trustees

MICUA members recognize that the institution's leadership team and Board of Trustees should reflect the diversity of the student body.

At **Loyola University Maryland**, in Fall 2022, the executive leadership at the University was 17% African, Latinx, Asian, and Native American (ALANA) leaders and 55% women leaders. Recently, Loyola was named to the 2022 Executive Alliance 20/20 Honor Roll, which recognizes publicly traded companies headquartered in Maryland and the largest hospitals, non-profits, and colleges and universities that employ women in at least 20% of their executive leadership roles AND have women in at least 20% of their board of director seats.

Academic Affairs provides recurring training opportunities to Department Chairs, including professional development opportunities to discuss issues such as implicit bias, difficult conversations, best practices in tenure and promotion, and best practices in diverse faculty recruitment and development. Academic Affairs regularly provides funding for leadership training for interested individuals, including through the HERS (Higher Education Resource Services), the Ignatian Pilgrimage, the Collegium program, the Ignatian Colleagues Program, and other periodic leadership development opportunities. Many of these opportunities are advertised to all eligible faculty with special efforts by leadership to encourage emerging leaders among women and underrepresented faculty for all opportunities.



Loyola University Maryland



St. John's College

In May 2022, the presidents and the deans of the two **St. John's College** campuses, in Annapolis and Santa Fe, issued a statement explaining the importance of diversity and inclusion to St. John's longstanding commitment to liberal education in a democratic society, affirming the commitment of leadership to these principles, and outlining actions being taken to this end. The campus climate for administrators from racial and ethnic minority groups has been noted as a welcoming place for peoples of all racial and ethnic backgrounds. As a small college, this work is accomplished through person-to-person interaction and care for the development of staff and faculty.

The President, college-wide VP of Finance and Operations/CFO, Vice-President for Advancement, Human Resources, Library, Career Services, the VP of Student affairs, and the Dean administrative positions are held by women (including women of color). The College continues to promote from within. This year the Treasurer was promoted to the College-wide VP of Finance and Operations/CFO, and the Executive Director of Campus Health and Wellness was promoted to VP of Student Affairs. Both are women of color. Additionally, a woman was appointed as Dean (CAO), and a long time African American male employee was promoted to head the campus safety office. A number of the College's senior administrators identify as LGBTQ.



Loyola University Maryland



Capitol Technology University

Washington College has prioritized the diversity of senior leadership in recent years. In the President's leadership team: 30% of the senior staff are people of color, as are 29% of the Cabinet members; 29% of the Cabinet members and 40% of the senior staff are women; 20% of the senior staff and 14% of the Cabinets member identify with the LGBTQ community. Searches for senior positions, which typically engage a search firm, require the search committee to devote an entire early meeting to diversity and implicit bias training. A search firm's track record of diverse appointments is critical to their selection.

Capitol Technology University's Board makes diversity a priority. In the past five years, 55% of new members elected to the board are ethnic minorities.

Since FY19, **John Hopkins University** Board, has made progress with regard to membership diversity, particularly in the areas of gender, race, age, and expertise. Racial diversity on the Board reached its highest level in FY22 with 72% Caucasian (81% in FY19), 16% African/African-American (13% in FY19), and 11% Asian/Asian-American (5% in FY19) representation. The Board also recruited mid-career Trustees (in their 40s and 50s) and expanded its diversity of expertise to include more Trustees with start-up/information technology, real estate, and arts/philanthropic experience.

Over the past five years, **Maryland Institute of College Art** has recruited a more diverse Board of Trustees. To date, close to 40% of the board members are persons of color including the board chair and one of the two vice chairs. Diverse membership has been achieved in recent years through: 1) the broad support of an institutional mandate of DEIG (Diversity, Equity, Inclusion & Globalization); and 2) a joint Board Affairs Committee and presidential partnership in recruiting new trustees of diverse backgrounds.



Maryland Institute College of Art

Notre Dame of Maryland University's Board of Trustees has consistently represented a broad range of diversity and has enacted a recruitment policy that reinforces that commitment. During the 2021-22 academic year, the Board of Trustees hosted a retreat focused on DEI education and incorporating DEI concepts into the Board's work, including in BOT Committee charters. As of Fall 2022, 60% of BOT members identified as women, and 16% identified as a racial minority.

Washington College's Trustees Committee of the Board of Visitors and Governors is responsible for recruiting Board members. In the last several years, it has focused on term limits in order to ensure that the Board benefits from the diverse backgrounds and perspectives that new Board members bring. As of July 1, 2023, the Board has 16% people of color (up from 11% five years ago) and 38% women (doubled from 19% five years ago). A Board member identifies with the LGBTQ+ community. The Trustees Committee continues to emphasize diversity in its pipeline, ensuring that the roster of qualified candidates who have an interest in joining the Board is more reflective of the current and prospective student population. The higher level of turnover and the prioritization of diversity is showing results.



Johns Hopkins University



Notre Dame of Maryland University



Washington College

Diversity, Equity, and Inclusion Resources and Training

MICUA Institutions utilize a range of internal and external resources to offer diverse programs and practices.

Goucher College offers DEIJ training to faculty using a mix of in-house and external providers. For faculty events, external providers are primarily faculty working, researching, and writing in the DEIJ space. During the 2022-23 academic year, third party sessions included: A Translingual Approach to Antiracist Writing Instruction: Why? How? And Now with Dr. Vershawn Young (August 2022); Cultivating a Pedagogy of Hope with Dr. Kevin Gannon (January 2023); Complicating the Classroom: Language, Identity, and Teaching in the Gray Areas with Dr. Brooke Vick (April 2023); Deepening Equity at the Intersection of Racism & Antisemitism on Campus with Vavilah McCoy (May 2023); and Hip Hop Futurism and the Changing Landscapes of Writing Counterstories with Dr. David Green (June 2023). The internal DEIJ sessions targeted to faculty were: Language Power and Positionality in the Classroom: A Faculty Roundtable (April 2023); Student Behavioral Intervention: Who, What, and How? (January 2023); and Supporting Student Success (August 2022).

At **Hood College**, in the 2022-23 academic year, the Vice President of Culture and Inclusivity (VPCI) provided DEI training to student leaders including RAs and peer mentors. New students (first-year and transfer) participated in a four-part series of conversations that began during August Orientation and ended the first week of October 2022. The conversations introduced new students to what it means to be in the community at Hood College, including expectations regarding diversity, equity, inclusion and belonging. The VPCI conducted mandatory training for the co-facilitators (peer mentors paired with faculty/staff volunteers) prior to each conversation. In spring 2023, Hood College became an inaugural member of *Belong*, a new network of private independent colleges organized by the Council of Independent Colleges (CIC) and the Association of College and University Educators (ACUE).



Goucher College



Hood College



Maryland Institute College of Art

Maryland Institute College of Art offered Title IX, Unconscious Bias, and Wellness training. The following trainings were provided via Safe Colleges: Discrimination Awareness in the Workplace, Diversity and Inclusion: Faculty and Staff, Diversity Awareness: Staff-to-Staff, Implicit Bias and Microaggression Awareness, Making Campus Safe for LGBTQ+ Students, Making Schools Safe and Inclusive for Transgender Students.

McDaniel College uses multiple forms of DEI training on campus. All new students are required to attend McDaniel Local over the summer to register and learn more about the College. During those meetings, the students are required to attend a DEI training session with the Office of Diversity, Equity, and Inclusion (ODEI) staff. Additionally, as a part of the First Year Seminar, all first-year students must take a DEI workshop conducted by the ODEI staff. Throughout the time that students are at McDaniel, there are multiple voluntary opportunities for training and workshops for students.

Human Resources partnered with ODEI to provide training to staff and faculty. The initial training is mandatory and is an introduction to DEI concerns including microaggressions, stereotypes, implicit bias, and allyship. More specific training is offered and requested by departments/divisions for their teams. Faculty are provided opportunities for professional development throughout the academic year that are geared towards difficult conversations, inclusive educational practices, and implicit bias.

Washington College students are required to take the online course Diversity, Inclusion, and Belonging at the outset of their first year at the College. This learning module is offered through a third-party partner, Vector Solutions. An additional Vector Solutions module titled Diversity, Equity, and Belonging for Leaders has been assigned to some student leaders, faculty, and staff. Search committees for Academic Affairs positions participate in implicit bias workshops (noted above). Members of the Bias Education Response Team disseminate information and offer in-house educational workshops on bias reporting, bias response, and inclusion.



McDaniel College

Goals for the Future: Programmatic Ideas to Enhance Cultural Diversity

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

Capital Technology University has identified two proposals to enhance the following training and opportunities to increase cultural diversity and awareness within the student population: (1) Safe space training and identified safe spaces for students. Safe Space training is a workshop aimed to reduce the often unwelcoming and even hostile environments in which LGBTQIA people navigate in their daily lives and (2) a Power and Privilege (P & P) project which prompts students to reflect on their own experience and reflect on any unconscious biases they might have. Typically, a P & P project would be offered in a series and include a brown bag lunch discussion as well as an event to promote unity and an inclusivity. These trainings or workshops will also be embedded in the freshman seminar curriculum for all new students to help them understand the campus community and the standards of inclusivity and cultural competency that the University promotes.



Capital Technology University



Hood College

With additional resources, **Hood College** would be able to continue participating in CIC Belong and expand the scholarship programs offered through the CollegeBound Foundation and SHIP to reach greater numbers of students. The College would also increase funding for the Hodson-Gilliam Diversity Scholarship. Another effort that could be implemented with funding is providing transportation to campus for high-need students to allow them to participate in all campus visits and event opportunities. The College also would complete renovations of a sizeable space on campus for a multicultural center. Additionally, the College will hire the director of inclusive excellence position to assist the VPCI regarding strategic initiatives related to diversity, equity and inclusion.

McDaniel College seeks the development of a Race and Equity Justice Center. This Center would allow for a larger space and provide the resources that are necessary to support diverse populations. Additionally, this Center would provide workshops, community gatherings, and dialogs designed to enhance and support cultural diversity. Finally, this Center would maintain the artifacts and archives of DEIJ history not only at McDaniel College, but in the Carroll County community, facilitating a role as a bridge between the College and the community.

While **Stevenson University** is proud of its accomplishments related to cultural diversity, its work is primarily completed by employees who have other functions and are making time for D&I work as their workload allows. Additional funding for D&I-related positions, such as clerical support positions to compile data or schedule and take minutes at D&I meetings, would take some of the burden off other staff doing this important work.

If resources were available, Washington College has discussed having a building space where allocated private prayer rooms as well as conference rooms for Bible studies that have media capabilities would be a great addition. Having the financial capabilities of sending staff and student representatives to diversity conferences and training would also add knowledge and awareness of how to be constantly on the front end of a healthy diverse campus environment. It would also be helpful to have diversity and inclusion seminars and workshops to create a more inclusive and aware campus so that students know about the cultural diversity that is around them and ways that the campus could better support DEI initiatives in an intentional way.

At **Washington Adventist University**, there is complete implementation of a peer-to-peer diversity education group through the Center for Student Life, Students Educating and Empowering for Diversity (S.E.E.D.). The program will prepare WAU 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 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.



Stevenson University

Goucher College hosted the 2023 Institutional Representative's Meeting on Goucher's campus in June of 2023 with a keynote lecture led by Dr. Roger Worthington, founder and executive director of the Center for Diversity and Inclusion in Higher Education, and professor in the Department of Counseling, Higher Education, and Special Education, at the University of Maryland. His address was titled, "Challenging the Status Quo: The Evolution of Supreme Court Decisions on Affirmative Action and the Imperative for Antiracist Activism."



Goucher College



McDaniel College

The work of DEIJ at **McDaniel College** is all inclusive and should be at every level of the institution; the College has created three groups to support this work. First, the Alumni DEI Council of alumni volunteers support the work of bringing more diverse alumni together and addressing concerns from diverse alumni perspective. They have instituted programs and meetings to help support the work of diversifying the engaged alumni community. Second, the DEI Administrative Team includes most of the College's leadership; a faculty representative, staff representative, and a representative from the Faculty Inclusion and Diversity Committee. This group helps to make the changes necessary at McDaniel to promote inclusion and provide each individual with a sense of belonging. Thirdly, the DEI Subcommittee of the Board of Trustees provides guidance to the work that has been done at the College and shares the DEI efforts with the larger Board. Additionally, they are the DEIJ advocates for the Board of Trustees. Finally, the College has just completed the initial year of its five-year strategic plan. DEIJ is not in a separate category but is integrated throughout the plan, which is a clear example of how the College believes this work must be done in all areas and must be valued at all levels of the institution.

Diversity, Equity, and Inclusion:

15 Best Practices

01

Inclusion of cultural diversity in the institution's mission statement and strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff.

02

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.

03

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.

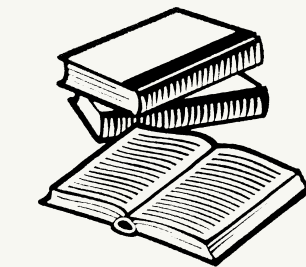


04

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.

05

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.





06 Remove barriers that preclude low-income and first-generation students from considering college such as waiving application fees, offering tuition waivers, providing scholarships, and making standardized tests optional. These institutional policies help to improve access and foster a welcoming environment.

07 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.

08 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.

09 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.

10 Leadership development is an important aspect of campus life. Effective institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders.



Mount St. Mary's University

- 11 Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.
- 12 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.
- 13 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).
- 14 Institutions may benefit by sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration.
- 15 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.



MICUA

MARYLAND INDEPENDENT COLLEGE
and UNIVERSITY ASSOCIATION



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